

AEET/EDET 780 - Seminar in Educational Technology - Maymester 2009

Instructor

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[M. Ed. in Educational Technology Program](#)

Course Description:

A study of contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.

Students will (1) become familiar with the major significant sources of educational technology research; (2) be able to summarize the basic literature in educational technology in selected areas, based on the student's needs and interests, (3) recommend directions for future research in educational technology.

Course Credit

Three (3) semester hours graduate credit.

Prerequisites

None

Intended Audience

Candidates for the M. Ed. in Educational Technology degree, and others.

Course Rationale, Goals and Objectives

The course provides an in-depth examination of the field of educational technology, and in particular the theoretical, research, methodological, practical, and policy issues that have occupied those working in the field in recent years. We will explore current thinking about the field and its significance, and review the research conducted by scholars in the field. Our central concern throughout will be to ask ourselves, "What questions about educational technology are worth asking, and what ways of trying to answer those questions make the most sense?" The course assignments require that you spend some time thinking in various ways about questions that are significant to you.

While it is important to have a strong background in the skills of applying educational technology, including a great deal of hands-on experience, educational technology leaders must also be able to examine issues critically. This course examines educational technology from a critical perspective.

A. Goals

1. To identify and apply educational and technology-related research in guiding use of computers and technology in educational and other settings.
2. To encourage leadership and advocacy in educational technology issues at the local, state, and national levels based on knowledge of foundations, curriculum and needs of the educational system.

B. Objectives

The candidate will

1. Investigate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
2. Communicate research on best practices related to applying technology resources to affirm diversity and

address cultural and language differences .

3. Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts. (3.1.2)

4. Identify strategies for the diffusion, adoption, and dissemination of innovations in learning communities. (3.2.1)

5. Identify and apply techniques for integrating SMETS innovations in various learning contexts. (3.3.2)

6. Identify strategies to maintain use after initial adoption. (3.3.3)

7. Demonstrate leadership attributes with individuals and groups (e.g., interpersonal skills, group dynamics, team building). (4.0.1)

(Refers to [AECT](#) accreditation standards for advanced programs.)

Readings

Ross, Steven M. & Morrison, Gary R. (1997). Getting Started in Instructional Technology Research, 2nd Edition. Washington, DC: Association for Educational Communications and Technology <http://www.aect.org/Intranet/Publications/Research/index.html>

Code of Professional Ethics: A Guide to Professional Conduct in the Field of Educational Communications and Technology. Washington, DC: Association for Educational Communications and Technology <http://www.aect.org/Intranet/Publications/ethics/index.html>

Additional readings will be assigned.

Other Resources

[National Educational Technology Standards \(NETS\)](#)

[South Carolina's Educational Technology Plan](#)

[South Carolina K-12 Curriculum Standards](#)

[M. Ed. in Educational Technology Web Site](#)

[CARET](#) - CARET bridges education technology research to practice by offering research-based answers to critical questions; includes "Questions and Answers" and a very good search tool.

[Educause Information Resources Library](#) - an international repository for information about managing and using information resources in higher education

[Tech Learning](#) - A Resource for Technology Leaders

Relevant Technology Listservs and Newsletter

[ITFORUM](#) (Instructional Technology Forum) - A Listserv for the Instructional Technology Community (UGA)

[EDTECH](#) - Future directions of the uses of technology

[TLT-SWG](#) - Discusses the roles that various technologies play in educational change.

[Learning with Technology](#) -Discussion of learning with technology issues

[Edupage](#) - [archived; no longer active] a service of EDUCAUSE, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

Online Communities

[The Teaching, Learning and Technology Group \(TLT\) LearningTimes Network](#) - LearningTimes.org is an open

community for education and training professionals. The TLT section is designed to create an online, collaborative community area for education professionals.

[Education with New Technologies \(ENT\)](#). - Designed to help educators develop powerful learning experiences for students through the effective integration of new technologies.

[International Forum of Educational Technology & Society](#) - Encourages discussions on the issues affecting the educational system developer and education communities.

Online Journals and Search

[AACE Digital Library](#) - an online resource of peer-reviewed and published international journal articles and proceedings papers on the latest research, developments, and applications related to all aspects of Educational Technology and E-Learning

[Online Journal Links from CARET](#)

[EDUCAUSE Review](#) - The mission of EDUCAUSE is to advance higher education by promoting the intelligent use of information technology.

[Innovate](#) - focuses on changing the ways we think about technology and its role in educational settings

[Journal of Technology Education](#) - provides a forum for scholarly discussion on topics relating to technology education.

[Contemporary Issues in Technology and Teacher Education \(CITE\)](#) - a publication of the Society for Information Technology and Teacher Education (SITE).

[Educational Technology Review](#) - international forum on educational technology issues and applications

Search for journal articles online at:

[USC Aiken Gregg-Graniteville Library](#)

[USC Columbia Thomas Cooper Library](#)

Academic and Course Requirements

This course requires extensive interaction with your classmates and with your professor via the Internet. We will use various Internet tools to communicate with each other, including [email](#) (and email attachments), a class discussion board, and instant messaging (AIM). Often I will post your completed assignments on the Blackboard site for sharing with the class.

You will note that this course uses a project-based model. I expect each of you to participate actively in the course, and there will be projects that require collaboration. Students in this course have a variety of backgrounds and experiences with educational technology, some in the K-12 environment, some in higher education, and several outside the field of education. We will learn much from each other.

We will read articles as a class and respond to them in a structured setting (focusing on specific questions and reflections about the articles). Your instructor will participate in that discussion.

We will read and respond to other research in a less-structured way. Your professional and personal interests will guide your selection of a topic or topics that you wish to know more about, and you will search for and respond to articles, dissertation abstracts, and other sources related to your interests.

Any assignment or exercise may be changed by joint agreement between individual students and the professor in order to fit specific needs and interests.

Administrative Course Requirements

1. You must have access to a computer which is connected to the Internet. There are many such computers available to you on the respective campuses.

2. All documents that you create should be saved and submitted to Blackboard via the appropriate wiki. Please follow the naming convention as directed for each assignment! Instructions for using the Blackboard wiki will be provided.

3. All assignments should be turned in **on time**; a letter grade will be subtracted for each day an assignment is late. Assignments are due by midnight of the due date. At times you may be asked to revise and resubmit an assignment; these too must be resubmitted by the assigned deadline.

Evaluation

Evaluation of student performance in this course is holistic. "A" represents superior, exceptional work; "B" represents very good performance in completing all assignments; "C" represents average work overall; "D" represents below average performance. Your written assignments will be evaluated on their overall quality and thoroughness.

Other Resources

[State Educational Technology Directors Association](#) - SETDA's goal is to improve student achievement through technology.

[Professional Development Quicktips](#) - Includes proposal writing help and information on needs assessment, defining goals, and writing benchmarks [Also available as RSS]

