

EDT 598 Inquiry into Educational Technology Summer 2010 June 1 (8 Weeks) Hybrid

- 1. Faculty** Dr. Barry Sponder (sponderb@ccsu.edu)
- 2. Office** Barnard Hall 308 **Phone:** 860-832-2049 (Email works best)
- 3. Office Hours** No formal office hours during the summer. If you need to speak to me we can meet using Skype or another online collaboration tool.
- 4. Course Website (wiki)** <http://inquirys10.wikispaces.com/>
- 5. Course Description** This is a graduate level inquiry course with a focus on educational technology research literature, providing familiarity with the process of reporting and evaluating studies in the field. Research concepts and procedures will be stressed during the examination of educational technology research that will be applicable to using media and multimedia for instruction. Students will have the opportunity to interact with the instructor and their classmates via online synchronous and asynchronous meetings as well as the opportunity to post media or multimedia of their own.
- 6. Course Text** We will be using *e-Learning and the Science of Instruction* by Clark and Mayer 2nd edition. Don't worry about the DVD that comes with it. It's worthless. This is the same text we used in EDT 521. Some of you will have the text already. Those that do not should order it online (cheaper) because you will be using it again in the program.
- 7. Personal Website** All student work will be posted on students' personal websites.
- 8. Course Objectives** Upon completion of this course students should be able to do the following:
1. define validity, reliability and statistical significance.
 2. develop an understanding of how to interpret basic statistical measures
 3. evaluate the results of research in educational technology
 4. apply the results of educational Ed Tech research to their own instructional contexts.
 5. define and give examples of different research methodologies
 6. create a plan to adapt studies as "action research" in their own educational environs.
 7. write a summary of research in an area of interest that is not covered in the readings
- 9. Course Assignments**
- a. Reflective Essays** (2 @ 5% each= 10% total) During the first week students will write a reflective essay covering what they know and don't know about research. They should discuss what they want to learn about results of formal studies in Educational Technology. At the end of the course they will write a second essay. Were their questions answered? What were the significant things they learned about research and using technology in the course? Each essay should be at least 250 words (average) and four good paragraphs would be excellent. Post each essay on your website.
- b. Weekly online Conferences** (Wiki discussions) **and course assignments.** (30%) The weekly Conferences and homework assignments will cover the readings through activities, questioning and discussions. The more student participation the better.
- c. Inquiry Plan** (20%) **TEACHERS** will develop an inquiry plan for their classroom which utilizes technology in a way that has been demonstrated to be effective through one or more of the studies we read. The plan should include materials they plan to develop and a realistic timeline for using them. Other studies can be used but make sure to get instructor approval. An outline for activity this will be posted. **Due:** Last class
- NON-TEACHERS** can develop an activity for their own learning environment or for a classmate. Details will be worked out on a case by case individual basis.
- d. Research Summary** (30%) Students will write a research summary for a technology topic not covered in class. Details will be given in a template. **Due:** Last class
- 10. Post Session** (optional) **e. Action Research** (10%) Students will have the opportunity to put their inquiry plan into action during the fall semester. After conducting their study and writing the results they can submit a report for a higher grade. Due by 12/1/10. However, the date can be adjusted for the Spring semester if applicable.

b. Online Assignments (30%) Online assignments and Wiki participation will be evaluated using the following rubric:

Quality of Work	Characteristics	Grade %
Below Average	Work is either late or incomplete or shows little effort. Missing some work. Trouble with spelling and/or grammar. Little attention to detail. If using links they don't work. Few if any discussion posts. Website has problems.	Below 70
Average	Completed correctly, on time, with the minimum of information and participation. Little trouble with spelling or grammar. If using links they work as advertised. Minimum # discussion posts.	70-80
Good	Completed on time or early. All aspects of the assignment are good. Spelling and grammar are perfect. All elements of the activity are completed with useful information. Often more than required. If using links they add to the work, not replace it. Discussion posts and follow-ups are numerous and usually move the discussion along. Very good use of the website.	81-92
Excellent	Completed on time. All aspects of the assignment are excellent. Spelling and grammar are perfect. All elements of the activity are thoughtfully prepared and the activity demonstrates a mastery of the technology and the assignment. Imagination evident. Students' contribution goes beyond expectations. Links (if used) and their use are exemplary. Discussion posts and follow-ups are numerous, excellent, and move the discussion along. Superior website.	93-100

c. The Inquiry Plan (20%) This plan should be developed by the end of the course. You will pick a study or a couple of studies that interest you that can be used as a model or idea to help you to plan to integrate technology in the (your) classroom. You will be given a template to follow for this assignment. A rubric for this activity is as follows:

Quality	Characteristics	Grade%
Below Average	Poor quality writing, typography. Plan is incomplete and does not use a sufficient research idea. Does not follow the template. Little use of technology. Poor implementation plan.	Below 70
Average	Average quality writing, typography. Plan is complete and minimally follows the template. A few details but needs more elaboration or attention to detail. Workable implementation.	70-80
Good	More than the required effort is evident. Educational value clearly visible. Good quality writing, spelling and typography. Very good details and a good adaption of research to your own class.	81-92
Excellent	Much more than required. Superior writing, typography and presentation. Excellent educational value. Video and PowerPoint are excellent. Imagination evident.	93-100

c. Action Research (Post Session Assignment) (10%) Students will write a report (7 pages—one title page, one and half spaced—minimum) and provide evaluation of all or part of their unit as implemented in the classroom. Attaching pictures, graphics and supporting materials will help in the presentation. Students have up to one year to complete this activity.

Quality	Characteristics	%Score
Below Average	Poor quality writing and typography and doesn't implement the lesson as designed. No other materials submitted. Minimum write up. May be incomplete. Doesn't follow the template.	Below 70
Average	Average quality writing and typography. The plan was implemented and the write-up covered most bases. Technology was used but with little imagination. Minimums met but that's it.	70-80
Good	Good quality writing, typography and a thorough implementation of the lessons or unit with satisfactory results. Good use of technology to facilitate learning. Several supporting materials are planned. Very good elaboration of the template.	81-92
Excellent	Superior quality writing, typography and the creative use technology. Work is comprehensive with excellent quality. Quality materials are submitted and excellent attention to details and supporting materials..	93-100

d. Research Summary (30%) Using a template students will write a report similar to ones we have read in the class that *summarizes* research in an area they are interested in but not covered in class. This need not be as extensive as the research studies read in class but should provide a good overview of an issue important to them. The APA citation guide should be used for all references.

Quality	Characteristics	%Score
Below Average	Poor quality writing and typography and doesn't implement the lesson as designed. No other materials submitted. Minimum write up.	Below 70
Average	Average quality writing and typography. The plan was implemented and the write-up covered most bases. Technology was used but with little imagination. Minimums met but that's it.	70-80
Good	Good quality writing, typography and a thorough implementation of the lessons with good results. Good use of technology to facilitate learning. Several supporting materials are submitted.	81-92
Excellent	Superior quality writing, typography and the creative use technology. Work is comprehensive with excellent quality. Several quality materials are submitted.	93-100

17. Class Schedule

Week/Dates	Topics and Readings Due
1. June 1-6	<ol style="list-style-type: none"> 1. On campus meeting. Course Introduction. 2. What is "inquiry," what is "research?" 3. Wiki activities 4. Practice with "Adobe Connect" 5. Reading: <i>How People Learn</i> 6. CCSU Library - Join it.
2. June 7-June 13	<ol style="list-style-type: none"> 1. No online meeting this week - Topic: Learning and Research 2. Reading for June 7: <i>How People Learn</i> (finish) 3. Personal website. 4. Wiki activity.
3. June 14-June 20	<ol style="list-style-type: none"> 1. Online Meeting - Interactive Whiteboards 2. Principle: <i>Does Practice Make Perfect?</i> Text: Read Chapter 11 about <i>Practice</i>. 3. Reading for 6/14 Research Study: <i>Interactive Whiteboards: A review of the research</i>. 4. Personal website activity. Wiki Discussion.
4. June 21-June 27	<ol style="list-style-type: none"> 1. Online Meeting - WebQuests 2. Principle: <i>Learning Together Virtually</i>. Text: Read Chapter 12. 3. Reading for 6/21 <i>Review of WebQuest Research & Learning from WebQuests</i> 4. Personal website activity. Wiki Discussion.
5. June 28-June 4	<ol style="list-style-type: none"> 1. Online Meeting - Wikis 2. Principle: <i>Who's in Control?</i> Text: Read Chapter 13 3. Research Study: Use of Wikis in Higher Education 4. Personal website activity. Wiki Discussion.
6. July 5- July 11	<ol style="list-style-type: none"> 1. Online Meeting - Virtual Field Trips 2. Principle: <i>e-Learning to Build Thinking Skills</i>. Text: Read Chapter 14 3. Research Studies: <i>Virtual Field Trips</i> 4. Personal website. Wiki activity
7. July 12- July 18	<ol style="list-style-type: none"> 1. Online Meeting - Web 2.0 2. Principle: <i>Simulations and Games in e-Learning</i>. Text: Read Chapter 15 3. Research Study: TBA Personal website activity. Wiki Discussion.
8. July 19-July 22	<ol style="list-style-type: none"> 1. Online Meeting: Course Summary 2. Submit Inquiry Plan 3. Second Reflective Essay Due 4. Personal website. Wiki activity.