

**Northeastern University Online
College of Professional Studies
Course Syllabus**

EDU 6323: TECHNOLOGY AS A MEDIUM FOR LEARNING 4 QH

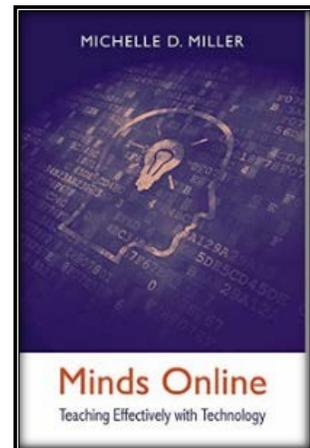
Dates:

REQUIRED BOOK AND TECHNOLOGY

Miller, M. D. (2014). *Minds Online: Teaching Effectively with Technology*, Boston, MA: Harvard University Press, ISBN-13: 978-0674368248.

Also available in e-reader format
at <http://www.amazon.com/Minds-Online-Teaching-Effectively-Technology-ebook/dp/B00O0NP3S2/>

Weekly materials will be provided online, attached or linked within the course website and/or available through the NEU library. In addition, you will also scour library resources, social media, and the web to make your own contributions to the course materials.



COURSE PREREQUISITES

EDU 6051

COURSE DESCRIPTION

Investigates the role that technology can play in transforming the learning experience. Emphasizes interactive approaches that increase learner access, persistence, and engagement and designs that yield evidence of learning. In addition to investigating research relevant to media design, such as visual-auditory processing, cognitive load, and universal design, the course introduces protocols for aligning technology strategy with learning goals and learner needs. Offers students an opportunity to experiment with a suite of emerging technologies and then to develop an online, media-rich learning environment.

COURSE OUTCOMES / OBJECTIVES

This course is designed to engage you in an exploration of digital media to enhance learning. Through hands-on experience with tools, examination of emerging media formats, and the evaluation of course learning products, you will learn to create, critique, and explore digital media to support learning in a variety of instructional contexts. At the same time, we will explore findings from neuroscience and cognitive psychology to more effectively implement technology. It provides you with opportunities to:

- Identify the historical and contemporary influences that affect the field of educational technology
- Use technology in ways that are strategic and transformational with the goal of improving student engagement and learning outcomes
- Self-educate and experiment with emerging technologies
- Distinguish between ethical and unethical uses of digital information and technology, including copyright, source documentation, and intellectual property
- Assess the value and feasibility of a given technology for specific learning scenarios
- Design connected, collaborative, and engaging learning experiences through the creative use of video, images, Web 2.0, games, and other technologies
- Reflect on your learning and growth and document it through your ePortfolio.

HOW THE COURSE IS STRUCTURED

Technology as a Medium for Learning will have a different “look and feel” to some of the other courses in the M.Ed. program. In addition to providing an orientation to the research and theory behind educational technology, this course provides opportunities to experiment and play with different tools.

You will notice that each module is set up in a format originally developed in St. Leo University in Florida called **P.I.E. - Preparation / Interactions / Evaluation**.

- **Preparation**
 - Preparation is used to help you organize your thoughts before beginning the lesson or module. There are three sections in Preparation: Perspective, Objectives, and a specific task list for the week.
- **Interaction**
 - Interaction is where you encounter new information and work with it (and each other) to develop knowledge. Based on Moore and Kearsley’s (1996) types of interaction needed for distance learning, Interaction for learning occurs in four ways:
 - Student with Content
 - Student to Student
 - Student to Instructor
 - Student with Self
- **Evaluation**
 - Finally, Evaluation is an opportunity for you to demonstrate that you have achieved the objectives you were challenged to master. The evaluation at the end of each module may be informal (discussion comments) or formal (assignments resulting in a grade with feedback).

Accounts for Web Services – Throughout this term, you will be required to set up and maintain accounts for a variety of web-based services and software applications. All of these services are free, but you should be comfortable managing multiple user accounts. More importantly, you should understand that as you participate in these spaces you are leaving a digital footprint that contributes to your online identity. If you have questions or

concerns about this please speak with instructor directly.

Discussion - The discussion forums are how we build a sense of community in the course, as well as learn from each other. We'll be doing this multiple ways. Using the hashtag **#EDU6323**, we'll take to Twitter for a constant dialog about what we're learning, but we'll also use the discussion board, and other tools at times when it might be more appropriate.

There is a rhythm and pattern to the work. Arrange your schedule according to the regular deadlines outlined in the chart below, setting aside several regular blocks of time each week to be "in class."

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
New session becomes available Read, watch videos, do assignments	Read, watch videos, do assignments	Read, watch videos, do assignments	Read, watch videos, do assignments Tweets due by evening	Author post for week in discussion forum. 11:59pm deadline Respond to tweets	Read and respond to classmates discussion posts and tweets	Evening deadline for responding to discussion posts and tweets
 Participate in "Join the Conversation" Twitter Chats						

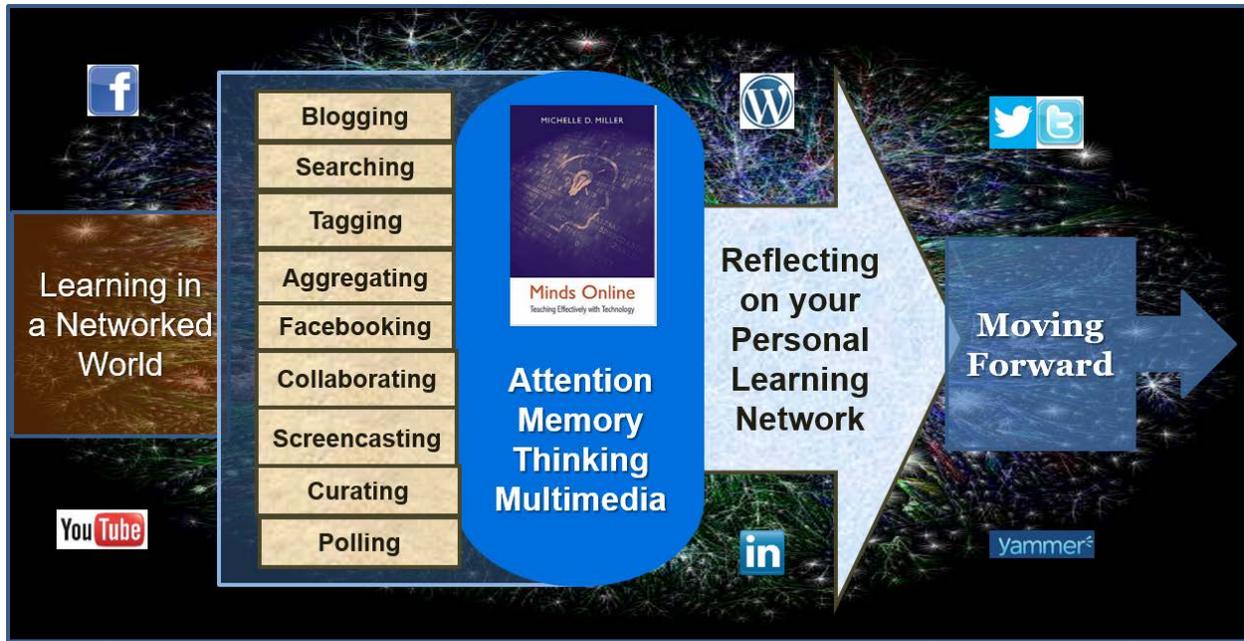
You will need to be online three to four times per week, particularly during the Thursday/Friday-Sunday window during follow through discussion on Twitter and Blackboard. Your participation is asynchronous, allowing you to work at any time convenient to you. However, you must contribute in a regular and timely fashion so that the group can achieve its goals. It's not a "discussion" if you post all your messages at the same time.

Participation points are *earned*. This means that *you start at zero* and – through thoughtful, substantive, collegially constructive, and timely contributions – *earn* up to the maximum number of points. I will provide feedback early in the course if I feel that you are not "thoughtful, substantive, collegially constructive, and timely."

AN IMPORTANT NOTE ON TIME AND INVOLVMENT IN AN ONLINE COURSE

It may be tempting to think that an online course will be less time-consuming than a face-to-face class. Please don't make that mistake. In fact, the two types of courses require the same amount of time, except that in an online course much of your work will be done independently – writing and reading, viewing materials, etc. You will take an active role that requires discipline and time management.

Schedule approximately 12 hours a week for classwork, even more in weeks with major assignments.



TIMELINE AND GRADING

Week/Topics	Brief Description	Readings	Objectives/Key Questions	Assignments / Grade %
<p>Week 1</p> <p>What Is Learning in Networked World?</p>	<p>We start the week with introductions to ourselves and to the changing landscape of learning.</p>	<p>Wesch (2009) "From Knowledgeable to Knowledge-able: Learning in New Media Environments"</p> <p>Brown (2015) "The Next Generation Digital Learning Environment: A Report on Research"</p> <p>Grush (2015) "The Move from Course Management to Course Networking"</p>	<ul style="list-style-type: none"> • How is the web changing how and where learning is taking place? • What does it mean to teach and learn in new media environments? • What problems are we attempting to solve with the introduction of web-based technologies in educational contexts? 	<p>Weekly participation in Twitter and Discussion is 25% of grade</p>

<p>Week 2</p> <p>Blogging to Support Learning and Reflective Practice</p>	<p>Explore finding / reading / commenting on professional and student blogs.</p>	<p>Miller Ch 1</p> <p>Wheeler (2011) "7 Reasons Teachers Should Blog"</p> <p>Waters (2013) "The Top 10 Ways Blogs and WordPress Are Used in Schools"</p>	<ul style="list-style-type: none"> • How might personal publishing platforms be used for learning? • What are the opportunities and challenges associated with blogging openly versus communicating within a closed LMS? • How might networked communication tools be used to support personal learning within a community of practice? 	<p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 3</p> <p>Exploring Web-Based Search: Authority and Authenticity in the Age of Google</p>	<p>Explore tools and practices associated with search, examining how one determines authority, authenticity, and authorship on the web.</p>	<p>Miller Ch 2</p> <p>Carr (2008) "Is Google Making Us Stupid?"</p> <p>Hargattai (2010) "Trust Online: Young Adults' Evaluation of Web Content"</p>	<ul style="list-style-type: none"> • How does one curate the web? • What practices should be embedded in teaching and learning in the Age of Google? 	<p>Search Project and Analysis paper (15%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 4</p> <p>Tagging and Social Organization of the Web</p>	<p>Introduction to Social Bookmarking and the practice of tagging</p>	<p>Miller Ch 3</p> <p>Udell (2007) "Discovering versus teaching principles of social information management"</p> <p>Watwood (2007) "Instructional Uses of Social Bookmarking"</p>	<ul style="list-style-type: none"> • How might the use of tags enhance critical thinking and deeper learning? • Is "sharing" the new normal? What are expectations around curation by individuals and a class? 	<p>Participation in Class Diigo website over next 4 weeks (15%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>

<p>Week 5</p> <p>[Re]wiring the Web: Aggregating Content and Customizing Information Flow</p>	<p>Introduction to the concept and practice of content aggregation. Actively managing dynamic web content. Creation of customized dynamic “feeds” for supporting personal learning.</p>	<p>Miller Ch 4</p> <p>Dale (2014) “Content Curation: The Future of Relevance”</p> <p>Waters (2013) “Educator’s Guide to RSS and Google Reader Replacements”</p> <p>Kanter (2012) “The Unanticipated Benefit of Content Curation”</p>	<ul style="list-style-type: none"> • Use web-based feed readers to subscribe to and customize information and resources on the web. • Describe potentially meaningful uses of feed technology to support learning. • Examine and critique the process of curation and its impact on how we access and share information. Curate resources on Attention and Web 	<p>Participation in Class Diigo website over next 4 weeks (15%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 6</p> <p>Social Networking Sites as Learning Spaces</p>	<p>Examination of social networking platforms and their potential to support learning. Facebook as learning space - Socially networked interactions that support learning</p>	<p>Miller Ch 5</p> <p>Bates (2015) “EDUCAUSE looks beyond the (current) LMS environment”</p> <p>Hill (2015) Back to the Future: Looking at LMS Forecasts from 2011-2014”</p>	<ul style="list-style-type: none"> • Describe advantages and disadvantages of using learning management systems (LMSs) as web-based learning environments. • Describe advantages and disadvantages of using social networking sites (SNSs) as web-based learning environments. • Curate resources on Memory and Web 	<p>Participation in Class Diigo website over next 4 weeks (15%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>

<p>Week 7</p> <p>Exploring Collaborative Tools for Knowledge Construction</p>	<p>Explorations of how web-based tools have changed the nature of collaboration and learning. Collaboration and crowdsourcing</p>	<p>Miller Ch 6</p> <p>Baron and Thanos (2011) "Harnessing the Power of Technology, Openness, and Collaboration"</p> <p>Shirky (2014) "The disruptive power of collaboration: An interview with Clay Shirky"</p>	<ul style="list-style-type: none"> • Compare and contrast the basic functionality of wikis and collaborative document tools. • Discuss advantages and disadvantages of using web-based tools to collaborate. • Identify contexts where collaborative web-based tools can support / enhance learning • Curate resources on Thinking and Web 	<p>Post /Paper looking at Web 2.0 and web practices through lens of Chapters 4-6 of Miller (20%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 8</p> <p>Screencasting as a Medium of Instruction</p>	<p>Exploring technologies to support the creation of screen recordings. Screencasts as tutorials, learning aids and stories</p>	<p>Miller Ch 7</p> <p>Talbert (2014) "Making Screencasts: The Pedagogical Framework"</p> <p>Talbert (2013) "Data on whether and how students watch screencasts"</p>	<ul style="list-style-type: none"> • Identify learning situations where a screencast would be an appropriate / pedagogically sound solution. • Identify the features of a screencast that make it a unique form of communication. • Create a screencast using screen-recording software. Publish your screencast to the web. 	<p>Screencast (5%)</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 9</p> <p>Curating Web-based Video for Learning</p>	<p>Evolution of web-based video and video sharing platforms. YouTube & Vimeo as examples - Curation of instructional content through collections and playlists.</p>	<p>Wesch (2008) "An anthropological introduction to YouTube"</p>	<ul style="list-style-type: none"> • Understand the basic functionality and capacity that YouTube has for storing, organizing and distributing web-based video. • Identify educationally meaningful uses of YouTube. • Find relevant videos for the building of playlists that serve as stand-alone resources for instruction 	<p>Weekly participation in Twitter and Discussion is 25% of grade</p>

<p>Week 10</p> <p>Making Thinking Visible: Exploring Tools for Formative Assessment</p>	<p>Using web-based tools to promote formative assessment. Polling technologies (Poll everywhere, Piazza) - Polling practice as learning diagnostic</p>	<p>Miller Ch 8</p> <p>Mcleod (2012) "Assessing Messy Learning"</p> <p>Wees (2012) "56 Examples of Formative Assessment"</p>	<ul style="list-style-type: none"> • Distinguish between formative and summative assessment. • Recognize formative assessment as a learning-centered practice. • Identify ways to effectively use web-based technologies to support formative assessment. 	<p>Lesson Plan Revamp is 15% of your grade</p> <p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 11</p> <p>Reflecting on the Personal Learning Network</p>	<p>Presentation and discussion of personal learning networks. Individual models - Sustainability and relevance of the PLN in adult education</p>	<p>Miller Ch 9</p> <p>ResourceLink (2015) "Your Professional / Personal / Passionate Learning Network"</p> <p>Rajagopal et al (2012) "Understanding Personal Learning Networks"</p>	<ul style="list-style-type: none"> • Describe the value of personal learning environments / networks for supporting learners. • Think critically about the role and impact of digital media in society and culture. 	<p>Weekly participation in Twitter and Discussion is 25% of grade</p>
<p>Week 12</p> <p>Moving Forward</p>	<p>This is the week to reflect and share your take aways from this course. You will also add to your eportfolio, reflecting on your learning and growth.</p>	<p>Student Reflections</p>	<ul style="list-style-type: none"> • How have the goals and expectations for schooling changed during the past century? • To what extent do new goals suggest the need to rethink what is taught, how it is taught, and how students are assessed? • What constitutes an effective learning environment today? 	<p>Weekly participation in Discussion is 25% of grade</p> <p>Your eportfolio submission is 5% of your grade</p>

Major Assignments (* = Signature Assignments)

Assignment	Description	Due Date	Grade %
Weekly Participation	Make meaningful contributions to blog discussions, engaging with “join the conversation” tweets, and peer dialogue in both venues.	Weekly	25%
Search Analysis Paper*	A synthesis of exploration that answers the questions: <ul style="list-style-type: none"> • How do you determine the author or owner of a website? • What tools and practices help us to evaluate the authority of information on a web site? • If content on the web is not static, how can the history and development of a web site be examined? • How might web-based search, and the access to information it enables, be reshaping our views of knowledge and the way we learn? 	Week 3	15%
Development of Class Diigo Web Resources	A four-week curation of resources on Attention, Memory and Thinking and reflection post Week 9	Weeks 4-7	15%
Analysis of Web 2.0 Through Miller Lens*	Post /Paper looking at Web 2.0 and web practices through lens of Chapters 4-6 of Miller (plus Diigo resources collected by class)	Week 7	20%
Screencast	Short screencast on subject of your choice that is shared with class	Week 8	5%
Lesson Plan Revamp*	Choose a lesson plan that matches your educational setting. Revamp it with Web 2.0 tools.	Week 10	15%
<i>ePortfolio</i>	Author reflection on your learning and growth in capabilities, attach/link/embed signature work (lesson, infographic, analysis, report), submit eP in Digication	Week 12	5%
Total			100

Grade Scale		<p>IMPORTANT NOTE: I <i>generally do not accept</i> late postings, papers and presentations unless there are mitigating circumstances. Contact me immediately with a <i>request</i> an extension, <i>prior to the deadline</i>. I reserve the right to deny extension requests that are not substantive and documented. That said, I expect everyone to achieve A's on all major assignments, and if you submit 48 hours early, I can tell you if you have an A or "Not Yet". Not Yet means an opportunity to improve your work towards A.</p> <p>As a professional courtesy, you should also inform group members or partners if you are absent and make special arrangements to meet your commitments. They are also counting on you, and conscientiousness is factored into your grade!</p> <p>All work in this course should be either original or with proper attribution. Any submission that does not include proper attribution or is plagiarized will receive an automatic grade of F. Please read the grading standards in the CPS Student Handbook, located at http://www.cps.neu.edu/student-services/student-handbook.</p>
A	95-100 percent	
A-	90-94 percent	
B+	87-89 percent	
B	84-86 percent	
B-	80-83 percent	
C+	77-79 percent	

BUILDING YOUR EPORTFOLIO

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard. For more on program and concentration competencies, see https://northeastern.digication.com/2013_master_of_education_eportfolio_resources/Program_Concentrations.

You will attach or link the signature work in a page that you create for each course in the My Program area of your ePortfolio. These ePortfolio course pages are used throughout the program to demonstrate development over time, and in certain concentrations they may also be used to enhance your reflective learning and critical thinking. In all concentrations, your complete collection of "signature assignments" will be used in the Capstone Course. Consequently, you must submit your updated ePortfolio for review at the end of each course in order to receive a passing grade. Please note that you will fail the course if you do not submit your portfolio for review during the last week of class.

Visit the ePortfolio Resource site for more information about the portfolio component of the program and links to software tutorials. The resource site also includes a tutorial on how to submit your portfolio for review within Digication.

STUDENT ACCOMMODATIONS

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

ACADEMIC HONESTY AND INTEGRITY STATEMENT

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS [Student Resources page](#) > Policies and Forms.

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise
- *Plagiarism* – intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation
- *Unauthorized collaboration* – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.
- *Participation in academically dishonest activities* – any action taken by a student with the intent of gaining an unfair advantage
- *Facilitating academic dishonesty* – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

COLLEGE OF PROFESSIONAL STUDIES POLICIES AND PROCEDURES

For comprehensive information please see the download the [Student Handbook](#) also available on the [Student Resources](#) page of the [Northeastern University College of Professional Studies](#) website.

END-OF-COURSE EVALUATION SURVEYS

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

NORTHEASTERN UNIVERSITY ONLINE COPYRIGHT STATEMENT

Northeastern University Online is a registered trademark of Northeastern University.

All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright 2017 © by Northeastern University Online, All Rights Reserved