

TEXAS A&M UNIVERSITY-TEXARKANA  
COLLEGE OF EDUCATION AND LIBERAL ARTS

COURSE SYLLABUS SPRING 2012

**COURSE NUMBER:** ITED 511.01W  
**COURSE TITLE:** TEACHING WITH EMERGING TECHNOLOGIES  
**SEMESTER CREDIT HOURS:** 3  
**INSTRUCTOR:** Bosede Aworuwa, Ph.D.  
**OFFICE:** Room 330A  
**PHONE:** 903-223-3166  
**E-MAIL:** bosedede.aworuwa@tamut.edu  
**OFFICE HOURS:** M-R: 10-12, 1-3:30  
**ONLINE HOURS:** Instructor will also be available for consultation online during the office hours.

**COURSE DESCRIPTION**

The Web 2.0 and other emerging technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age requires. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, wikis, podcasts, social bookmarking, multimedia sharing, and digital game-based learning.

**PREREQUISITES**

None

**REQUIRED TEXTBOOKS**

Selected readings from a variety of online sources will be assigned. (See course schedule below)

**STANDARDS**

Association for Educational Communication and Technology (AECT/NCATE) Standards  
Master Technology Teacher (MTT) EC-12 Standards

**STUDENT LEARNING OUTCOMES**

At the end of the course, learners will be able to:

1. Define and use Web 2.0 technologies.
2. Explain the impact of Web 2.0 on teaching and learning.
3. Critique current practices in the use of Web 2.0 technologies.
4. Integrate emerging technologies into teaching and learning.
5. Collaboratively develop guidelines for using Web 2.0 technologies to support learner-centered learning.

Assessment of these learning outcomes will be through graded discussion board activities, individual and group projects, as described under evaluation plan below.

## COURSE OUTLINE/SCHEDULE

	Topics/ Readings	Deliverables
<u>Jan 18-24</u> Module 1	<b>Introduction to Web 2.0</b> <ul style="list-style-type: none"> <li>Alexander, B. (2006). Web 2.0: A new wave of innovation for teaching and learning? <i>EDUCAUSE Review</i>, 41(2).</li> <li>Brown, J.S., &amp; Adler, R. P. (2008). Minds on fire: Open education, the long tail, and learning 2.0. <i>EDUCAUSE Review</i>, 43 (1).</li> <li>An, Y. J., &amp; Williams, K. (2010). Teaching with Web 2.0 technologies: Benefits, barriers and lessons learned. <i>International Journal of Instructional Technology &amp; Distance Learning</i>, 7(3), article 4.</li> <li>Oliver, K. (2010). Integrating Web 2.0 across the curriculum. <i>TechTrends</i>, 54(2), 50-59.</li> </ul>	Self-introduction (1/20)  Discussion activity (1/22)
<u>Jan 25-31</u> Module 2	<b>Wikis</b> <ul style="list-style-type: none"> <li>Engstrom, M.E., &amp; Jewett, D. (2005). Collaborative learning the wiki way. <i>TechTrends</i>, 49(6), 12- 15.</li> <li>Aworuwa, B.O. (2010). Knowledge Tree Activities (KTA)...Proceedings of E-Learn2010</li> <li>Lamb, B. (2004). Wide open spaces: Wikis, ready or not. <i>EDUCAUSE Review</i>, 39(5), 36-48.</li> <li>EDUCAUSE Learning Initiative (2005). 7 things you should know about...Wikis.</li> </ul>	Discussion activity (1/29)  Group activity – Creating a wiki (1/31)
<u>Feb 1-7</u> Module 3	<b>Social bookmarking &amp; Flickr</b> <ul style="list-style-type: none"> <li>EDUCAUSE Learning Initiative (2005). 7 things you should know about... Social Bookmarking</li> <li>Delicious: <a href="http://delicious.com">http://delicious.com</a></li> <li>EDUCAUSE Learning Initiative (2008). 7 things you should know about... Flickr</li> </ul>	Individual activity – Social bookmarking (2/3)  Group activity social bookmarking (2/7)
<u>Feb 8-14</u> Module 4	<b>Blogs &amp; Twitter</b> <ul style="list-style-type: none"> <li>Downes, S. (2004). Educational blogging, <i>EDUCAUSE Review</i>, 39(5), 14–26.</li> <li>EDUCAUSE Learning Initiative (2005). 7 things you should know about... Blogs</li> <li>EDUCAUSE Learning Initiative (2005). 7 things you should know about... RSS</li> <li>EDUCAUSE Learning Initiative (2007). 7 things you should know about... Twitter</li> </ul>	Discussion activity (2/12)
<u>Feb 15-21</u> Module 5	<b>Podcasts &amp; YouTube</b> <ul style="list-style-type: none"> <li>Deal, A. (2007). Podcasting. Retrieved April 5, 2009, from <a href="http://connect.educause.edu/files/CMU_Podcasting_Jun07.pdf">http://connect.educause.edu/files/CMU_Podcasting_Jun07.pdf</a></li> <li>EDUCAUSE Learning Initiative (2005). 7 things you should know about... Podcasting</li> </ul>	Group Project Activity: Podcast; Youtube video (2/21)

	<ul style="list-style-type: none"> <li>• EDUCAUSE Learning Initiative (2006). 7 things you should know about... YouTube</li> <li>• Bonk, C. J. (2008, March). YouTube anchors and enders: The use of shared online video content as a macrocontext for learning. Paper presented at the American Educational Research Association (AERA) 2008 Annual Meeting, New York, NY.</li> </ul>	
<u>Feb 22-28</u> <b>Module 6</b>	<b>Virtual Worlds</b> <ul style="list-style-type: none"> <li>• Dalgarno, B., &amp; Lee, M. J. W. (2010). What are the learning affordances of 3-D virtual environments? <i>British Journal of Educational Technology</i>, 41(1), 10-32.</li> <li>• An, Y.J., &amp; Bonk, C.J. (2009). Finding that SPECIAL PLACE: Designing Digital Game-Based Learning Environments, <i>TechTrends</i>, 53(3), 43-48.</li> <li>• EDUCAUSE Learning Initiative (2006). 7 things you should know about... Virtual Worlds</li> <li>• EDUCAUSE Learning Initiative (2008). 7 things you should know about... Second Life</li> </ul>	Discussion activity (2/26)  Group Project – Final (2/28)
<u>Feb 29-Mar 6</u> <b>Module 7</b>	<b>Other emerging technologies</b> <ul style="list-style-type: none"> <li>• EDUCAUSE Learning Initiative (2011). 7 things you should know about Organizing Files in the Cloud</li> <li>• EDUCAUSE Learning Initiative (2009). 7 things you should know about... Google Wave</li> <li>• EDUCAUSE Learning Initiative (2008). 7 things you should know about... Ning</li> <li>• EDUCAUSE Learning Initiative (2006). 7 things you should know about... Mapping Mashups</li> </ul>	Discussion activity (3/4)  Individual Project Activity: Lesson Plan (3/5) Reflections Paper (3/6)

## MEANS OF EVALUATION

Activities	Points	GRADING SCALE
Module Activities	180	A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Lesson Plans <i>Detailed instructions for this assignment will be provided in a separate document.</i>	100	
Group Project <i>Detailed instructions for this project will be provided in a separate document.</i>	150	
Course Reflections Paper	20	
	450	

## INSTRUCTIONAL DELIVERY

- All course activities and interactions will be online. The main delivery and management platform for this course is Blackboard Learn 9.1. **Discussion Forum** and **Wiki** tools are used extensively for class interactions and students' collaborative projects.
- All class communications will be through Blackboard **Message** tool. Instructor will also be available by telephone. The instructor will be available for online consultation during office hours listed above. Instructor will also respond to e-mail requests for consultation at other times during the week. Instructor may also answer e-mails over the weekend, at her discretion. Student can also use the FAQ forum in Blackboard to ask and receive feedback from peers and the instructor on course issues.
- Assignments will be submitted and returned through the **Assignment DropBox** in Blackboard. Students can monitor their own progress in **My Grade** section.

## COURSE STRUCTURE – NAVIGATING COURSE SITE

To help you navigate the course successfully, following is the structure of the course:

- **Learning Modules:** Course content is organized into 7 modules covering each of the seven weeks of the truncated semester. The modules are located in the **Learning Module** link at the course site homepage in Blackboard (left screen). Each module folder contains: 1) an introduction to the module topic, 2) instruction on activities to be completed, and 3) supporting resources. Learners are encouraged to read the instruction first, and review accompanying resources before attempting to complete the module activities.
- **Group Project:** This can be accessed through the **Learning Module** link. It is set up as a learning module folder. The folder contains instruction for each of the project steps and additional resources such as project samples.
- **Group Discussion** is accessible through the link with the same name. Each discussion topic is set up as a forum bearing the name of the module, such as **Module 3 Discussion Forum**. Click the forum name to access it. Once in the forum, **Create a Thread** to post your own initial contribution to the discussion forum. Once other students have posted their initial contributions, click on the thread to which you want to respond; and click **Reply** to post a response to the thread. The success of the group discussion depends on your active and timely postings. Post your initial contribution before the due date.
- **Assignment Submission** link is available through the learning module in which an assignment submission is required. Access each module through **Learning Modules** link. Each assignment contains: a) instruction or description of the assignment, b) checklist or rubric for grading the assignment, and c) a sample of completed assignments. Please note that the samples are just examples, and it does not imply that your work should look exactly like the samples. Your work should be original and reflect your professional style.

## COURSE REQUIREMENTS

Students are expected to meet all requirements as listed below:

1. **Read all class materials and pay particular attention to instructions** before contacting instructor for clarification
2. Use Blackboard and class wiki for all class communications and course activities

3. Login to the course sites at least once a day to check for course updates and messages Announcement Tool will be used frequently to update class on “breaking news” regarding course activities
4. Actively participate in all course activities. **Post initial contribution to a class discussion forum well ahead of due date to allow your classmates time to read your work and earn participation points.**
5. Turn in assignments on or before the due date. Late submission will result in reduced points of 15% each day. Assignments more than one week overdue will not receive any grade.
6. Observe netiquette while online. This includes:
  - a. respecting others’ point of view;
  - b. refraining from the use of abusive language or yelling at others (writing in all caps);
  - c. refraining from sending multiple e-mails to instructor and others on the same issue;
  - d. respecting other’s time by posting works that requires participation in timely manner;
  - e. providing appropriate and supportive feedback when required; and
  - f. encouraging one another
7. Observe professional ethics by:
  - a. presenting works that are of professional;
  - b. avoiding intellectual fraud; and
  - c. seeking help with class activities in courteous and appropriate manner.

## ACADEMIC INTEGRITY

*Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog. The student is responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.*

## DISABILITY ACCOMMODATIONS

Students with disabilities may request reasonable accommodations through the A&M Texarkana Disability Services Office by contacting Mr. Carl Greig at 903-223-3062.

## UNIVERSITY DROP POLICY

To drop this course after the 12<sup>th</sup> class day, a student must complete the *Drop/Withdrawal Request Form*, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email ([Registrar@tamut.edu](mailto:Registrar@tamut.edu)), mail (P. O. Box 5518, Texarkana, TX 75505) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

## STUDENT E-MAIL ACCOUNT

*Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.*

## LIBRARY/MEDIA RESOURCES ASSESSMENT

No special resources are required for this course. Students are dispersed in different geographical locations making providing common resources for them impracticable. As online learners, students are able to afford the resources needed for the course.

## STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:  
Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 [kevin.williams@tamut.edu](mailto:kevin.williams@tamut.edu)

Frank Miller (alternate) 903-223-3156 [frank.miller@tamut.edu](mailto:frank.miller@tamut.edu)

Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)

- The class also has a FAQ page in Blackboard containing questions and answers unique to the course posted by class members.

## TECHNICAL REQUIREMENTS

- **Hardware** - Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to work on this course. However, the hardware minimum requirement includes:
  - Pentium (2 GHz or greater)
  - 512 megabytes (MB) random access memory (RAM)
  - 60 GB or greater hard drive
  - Operating Systems: Windows 98/NT/2000/ME/XP or OS 9.1 to OS X; G3, G4, or higher.
- **A headset with Microphone**
- **Internet access:** A DSL or Cable connection is preferable to a dial-up connection, where possible. Dial-up connection has less bandwidth and class materials may download slowly or not at all. High speed DSL or cable provides adequate connection for other class events such as chat, discussion board, and live interaction in **Centra**. Choose reliable Internet Service Provider, especially those that provide technical support.

- **Internet browser and email software:** Internet Explorer 7 +; Mozilla Firefox 3+ (preferred browser), Safari 2.0+, Chrome Java: Version 6 Update 11 or later. Sometimes some Internet tasks are easier to perform with Firefox than with Internet Explorer. Both browsers can run on your computer without any difficulty. Browsers that are part of the MSN and AOL software include proprietary modifications that may not work correctly with other resources. You may continue to use AOL or MSN as your Internet service provider, but once connected to the Internet; you should minimize the AOL or MSN window and launch Internet Explorer or Firefox. Pop-up Blockers (All pop-up blockers installed on your computer must be set to allow pop-ups from Blackboard 8)
- Java Runtime Environment - You must have the Java Runtime Environment installed. This is a free plug-in for your browser that can be obtained by going to <http://www.java.com>
- **Applications Software:** MS Office 2010/2007/2003 professional edition. Please do not use OpenOffice since it has compatibility issue with MS Office. Unless you know how to convert your OpenOffice document to MS Office, refrain from using it to submit assignments for grading. Also avoid using MS Works for submitted works as it too has compatibility problems with MS Word.
- **Adobe Acrobat Reader:** This software is available for download at <http://www.adobe.com>. This free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- **Plug-ins:** You may also download players or plug-ins such as Adobe Flash Player 9.0 (available at <http://www.adobe.com>) and allows you to view any content delivered in Flash, Windows MediaPlayer (download latest version at <http://www.microsoft.com/windows/windowsmedia/download>); Apple Quicktime (<http://www.apple.com/quicktime>); RealPlayer (<http://www.real.com>) allow you to play multimedia content online.
- **Virus Protection:** Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect your system, you should purchase up-to-date antivirus software and regularly check your computers for viruses. Try to keep your antivirus software current by regularly downloading updates from the software company's Web site.

## REFERENCES

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