Syllabus: LTEC/CECS 5200.020 & CECS 5200.026

New Technologies of Instruction

University of North Texas
Fall 2008, 08/25/2008 – 12/12/2008

Updated Friday, September 05, 2008

Web-based Course ● 3 credits

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• By appointment
• Email any time and expect a response within 48 hours

Course Description and Objectives

Catalog Description: Selection, utilization and evaluation of media technology, and techniques used in the instructional programs of education and industry. Includes hands-on digital audio and visual processes.

Course Objectives: The purpose of this course is to help students:

• acquire a current awareness and understanding of emerging technologies for education
• develop a good understanding and critical thinking skills for conceptual frameworks relevant to new media and technologies in education
• develop relevant technical skills to achieve teaching and learning goals
• develop the ability to select, use, and evaluate media technology for teaching and learning through the recursive use of media technology
• develop search and research skills to improve source knowledge for teaching and learning
Course Platform and Basic Technical Requirements

This class will be web-based, although individuals are welcome to set up face-to-face meetings and office hour visits. The class will be composed of online searches, readings, discussions/postings/facilitations, activities, assignments, and projects. There will be a final project/paper created in four steps during the semester (i.e., proposal, draft, peer review, and final presentation). The papers/projects can be done individually or collaboratively with one or two colleagues in the class.

The course will use Moodle (http://moodle.lt.unt.edu/) as the main platform. However, we will explore and experiment blog, wiki (e.g., Wikispaces http://ltc5200.wikispaces.com/) and many other new media and technologies for instructional purposes.

Readings and Resources
[Note: All readings and resources will be downloadable through a hyperlink or provided as a PDF file within Moodle course site]

Required:


Recommended:

- Daniel Chandler. Technological or Media Determinism. http://www.aber.ac.uk/media/Documents/tecdet/tecdet.html [This article presents a good overview of various media arguments]

- Media influence: http://www.aber.ac.uk/media/sections/influ.html [This site lists some most important media theorists. I would encourage that you browse through each theorist and get a sense where they stand in terms of new media and technology.]

- Instructional design models: http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html [This site has a comprehensive list of instructional design models over the years. It also provides comparisons and contrast of the models. You should, however, use the site only as a reference. It is necessary to read some scholarly and original papers to have a good understanding of each model]

Selected new media and technologies to be examined:

Asynchronous collaborative technologies – Wikis
- Wikispaces – a free tool to create wikis
- Wikipedia - a free encyclopedia
- wikiHow – an online how-to manual

Asynchronous technologies – blogs and social-networking sites
- Blogger: http://www.blogger.com/start
- Edublog: http://edublogs.org
- RSS feed reader: http://www.bloglines.com
- RSS feed: http://www.feedburner.com/fb/a/feed101
- Wordpress: http://wordpress.org
- Blogger: http://www.blogger.com
- MySpace: http://www.myspace.com
- Facebook: http://www.facebook.com

Synchronous technologies – Chat, IM
We'll use Skype as the official synchronous communication tool for this class. My Skype ID is linforestlin. I will have my Skype on during my office hours (Tuesdays 10am - 12noon). Please post your Skype IDs at the course wikispaces http://ltec5200.wikispaces.com/Skype+IDs
- Skype
- Yahoo
- MSN
- AOL
- Blackboard (Vista/WebCT) Chat

Internet and search engines, web publishing, e-books, and web-based resources
How can these tools be used in educational settings? What are their strengths and weaknesses?
- Search engines (e.g., Google Chrome, I.E., Firefox): how are they different?
- Project Gutenberg: http://www.gutenberg.org/wiki/Main_Page
- Wikiversity: http://en.wikiversity.org
- wikiHow: http://www.wikihow.com (an online how-to manual)
- iEarn: http://www.iearn.org/
- MIT OpenCourseWare: http://ocw.mit.edu/OcwWeb/web/home/home/index.htm
- Merlot: http://www.merlot.org/merlot/index.htm
- Study Place: http://www.studyplace.org/
- CCNMTL MSE http://www.ccnmtl.columbia.edu/projects/mmt/mcluhan (accessing the site by clicking on "Start the MSE" on the top right corner of the site, and using “medium” as username and “carey64” as password)

Course/Learning Management Systems
What are current and future trends in educational technology and online learning?
- Blackboard (WebCT, Vista)
- Moodle
- Sakai
• Web 2.0/3.0 technologies
• Turnitin
• Google technologies (Google Doc, Google Reader, etc.)

**Multimedia presentation, collaboration, and sharing tools**
Let’s use this forum to explore various multimedia presentation tools such as audio, video, web streaming, live cast, Inspiration/Kidspiration, PowerPoint, digital photography, and digital portfolio.
• Podcast
• Webcast
• Inspiration / Kidspiration
• Digital Portfolio
• Google Earth
• Google Map, Mapquest, etc.

**Photo and video sharing sites**
• Flickr
• GameVideos.com
• Google Video
• Photobucket
• Yahoo! Video
• YouTube

**Folksonomies / social bookmarking Delicious**
• CiteULike
• Digg
• StumbleUpon

**Games, simulation, and education**
What do you think will be the positive and/or negative effect of using video game technology for educational purposes?
• Second Life
• The River City Project: [http://muve.gse.harvard.edu/rivercityproject/](http://muve.gse.harvard.edu/rivercityproject/)
• MMORPG: [http://en.wikipedia.org/wiki/Massively_multiplayer_online_role-playing_game](http://en.wikipedia.org/wiki/Massively_multiplayer_online_role-playing_game)

**Handheld technologies**
• iPhone
• iPod
• PDA
• GPS (e.g., Garmin, Magellan GPS, TomTom)

**Assistive technologies and programs/software converting languages**

Programs that convert languages, including programs converting between different spoken languages (e.g., between English and Chinese), programs converting between spoken languages, written texts and sign languages (e.g., iCommunicator, Dragon Naturally Speaking software), and various assistive technologies for the visually impaired, the deaf, and people with learning difficulties.

**Assignments and Grading**
## Grading:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments and Criteria</th>
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<tbody>
<tr>
<td>1 30 pts</td>
<td>Online discussion participation/postings (minimum 1 meaningful posting under each forum and minimum 30 meaningful postings throughout the semester to receive the full credits) See assignment detail below.</td>
</tr>
<tr>
<td>2 5 pts</td>
<td>Online discussion facilitation. See assignment detail below.</td>
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<tr>
<td>3 10 pts</td>
<td>Technology explorations and experiments (e.g., creating wikispaces, blogs, YouTube videos, Google Doc, digital portfolio, along with discussions, paper or project)</td>
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<tr>
<td>4 50 pts</td>
<td>Paper or project (including four parts: proposal (10 pts), draft (10 pts), peer review (10 pts), and final paper/project presentation (20 pts). See assignment detail below.</td>
</tr>
<tr>
<td>5 5 pts</td>
<td>Course feedback (including constructive suggestions during the semester and mid-term course feedback)</td>
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### Grade Points
- **A** = 90 and above
- **B** = 80 and above
- **C** = 70 and above
- **D** = 60 and above
- **F** = 59 and less
- **Incomplete**: Only given to those who encounter an emergency during the last 2-3 weeks of the semester. Please refer to the university policy for Incompletes.

### Grading Policies
All assignments are due on the date specified in the syllabus. 5 points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.

All students are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate superior performance through critical thinking, exemplary products, positive and supportive interactions with colleagues and sustained active participation across course activities.

Any assignment that receives less than an 80% may be reworked and resubmitted. In order to gain additional points, participants must indicate what they would like to improve upon and how they plan to do so. Participants will then have one week following receipt of your assignment grade to make revisions.

### Assignment Details

**Paper or Project and Peer Feedback (50%)**
Each student is expected to complete one assignment in four stages: 1) proposal (10%), 2) draft (10%), 3) peer review (10%), 4) final presentation (10%). You can choose your assignment from the following suggestions or propose your own that is relevant to the course and carries similar effort. For assignments done by teams of students, a proportionately larger level of accomplishment is expected, and all students will receive the same grade.

**Suggested Assignment A:**
This assignment involves selecting an emerging technology for detailed analysis, scanning the research literature and related materials for studies about this technology; experiencing hands-on usage of a typical
application for teaching and learning (if feasible); and preparing a scholarly paper synthesizing its merits, barriers to implementation, and likely impact and evolution. (Approximately 10 pages, single spaced, 12 font size Times New Roman, APA style).

**Suggested Assignment B:**
This assignment involves a comparative analysis of several web-based learning environments, scanning the research literature and related materials for studies about the learning environments; experiencing hands-on usages of the environments (if feasible); and preparing a scholarly paper synthesizing its merits, barriers to implementation, and likely impact and evolution. (Approximately 10 pages, single spaced, 12 font size Times New Roman, APA style).

**Suggested Assignment C:**
This assignment involves identifying a site that plans to implement a technology that is “emerging” for an educational context and developing a detailed management plan for that specific implementation, based on approaches from the course and from the scholarly literature. (Approximately 10 pages, single spaced, 12 font size Times New Roman, APA style).

**Suggested Assignment D:**
Developing and evaluating educational podcasts: preparing a summary paper that presents lessons learned, along with a short project introduction video. (The summary paper is approximately 5 pages, single spaced, 12 font size Times New Roman, APA style).

**Suggested Assignment E:**
Developing a digital portfolio: selecting relevant media technologies to create a web-based learning environment. The project can include personal postings in the course, evaluation of a particular capability in several existing online learning environments, or a comparison or contrast of several learning environments/platforms relevant to their goals. You can use social software such as blog and wiki, or use a web authoring program such as Dreamweaver and Flash to create this digital portfolio. Regardless of what you use, the learning environment or project needs to be accessible to all the colleagues in the course.

**Assignment F:**
Personal choice negotiated with the course instructor before the proposal stage.

**Peer feedback:**
Note: Please sign up for peer review/feedback at http://ltec5200.wikispaces.com/Peer+Review

I would like each paper/project to have two reviewers. Please write your name underneath two colleagues’ names at http://ltec5200.wikispaces.com/Peer+Review. First come, first serve. Please make sure not to select those that have already been signed up for by two colleagues.

**Reading and Class Discussions (30%)**

**Activities and goals:** reading, participating and facilitating the discussions, making connections between the reading and practice, contributing original ideas, incorporating and responding to the other colleagues' perspectives.

**Discussions:** although we are not in a traditional classroom setting, I expect that all participants in this course progress at a similar pace (i.e., following the weekly schedule and assignments). I think this way, you won’t feel lost due to too much work at once, and that the whole class will benefit from more focused and synergistic discussions around the weekly topics.
I expect at least one substantive, but succinct posting from every participant on the discussion forum every week and at least 30 postings throughout the semester. The purpose is so that you are aware of the range of discussions taking place in the course while having the freedom to contribute to certain areas/topics more extensively than others. You should feel free to post your original comments or respond to the other colleagues. By substantive postings, I mean that you will need to back up your posting with your research and reading, together with your creative and spontaneous thoughts, whether you respond to a colleague or post an independent thought around the discussed topic. I don’t encourage a simple phrase such as “I agree” or “That’s wonderful” although I recognize the value of such a response. It can be frustrating to read through a series of postings that offer little information. Instead, please try to build on the conversation and introduce new ideas: cite specific points or reasons for your opinion or ask questions to clarify your understanding of what was said or to get other’s ideas, for instance.

Meanwhile I recommend that you not post a long essay under the discussion threads, because few people will have time to read long essays in an online discussion format. For the post on the discussion forum, one to three paragraphs, or 100 to 250 words could be reasonable lengths.

Please do not underestimate your own ability to encourage and motivate others in this course to learn and discover, neither should you underestimate the valuable experience you may obtain from dialoguing with your colleagues in this course. One of the greatest advantages of the online learning is the greater and equal opportunity for all participants to learn from each other by respecting and challenging their comments and inquiries.

The following are some /moves (adapted from Stephen Brookfield's "Discussion as a way of teaching") which I expect us to try out while responding to each other's postings:

- Ask a question or make a comment that shows you are interested in what another person says
- Ask a question or make a comment that encourages another person to elaborate on something that they have already said
- Make a comment that underscores the link between two people’s contributions
- Make a specific comment indicating how you found another person’s ideas interesting/useful.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person’s thoughts
- Make a comment that at least partly paraphrases a point that someone has already made
- Make a summary observation that takes into account several people’s contributions & that touches on a recurring theme in the discussion
- Ask a cause and effect question – for example, “can you explain why you think it’s true that if these things are in place such and such a thing will occur?”
- Find a way to express appreciation for the enlightenment you have gained from the discussion. Be specific about what it was that helped you understand something better
- Disagree with someone in a respectful and constructive way

I will participate in the discussions as a regular participant. As instructor of the course, I may not respond to matters of opinion or discussion until others have had a chance to voice their thoughts. I may also occasionally play devil’s advocate, to draw out other views that may not be expressed on the discussion board, or to ask you to defend one particular viewpoint. The idea is to have everyone think reflectively and critically about the issues at hand and be able to express the ideas rather than reach the “correct” answer for these discussions.
Online Discussion Facilitations (5%)

Each student is expected to co-lead/co-facilitate one weekly discussion. Ideally, you choose which week to facilitate or lead. Yet, to save time, I have randomly assigned you to different weeks. Please refer to the course site http://moodle.lt.unt.edu/course/view.php?id=58 to find out which week you will facilitate and lead. Leading/Facilitating a discussion means:

**Preparation:** prepare substantive questions that directly relate to the readings and tools and allow others to think about the topics critically and personally.

**Participation:** as you will be shaping the conversation for the other colleagues in the class, you must be an active participant. Please make sure to check in on the discussion 4-5 times during the week and respond to comments.

**Teamwork:** since all sessions have several colleagues co-facilitate the discussions (to save time, I’ve assigned your co-facilitators for you under the forums), I recommend that you contact your co-facilitators (co-leaders) and coordinate the discussions. I expect each facilitator to choose from the methods/roles below while facilitating your discussions (adapted from Stephen Brookfield's "Discussion as a way of teaching")

- **Problem, Dilemma, or Theme Poser:** This facilitator has the task of introducing the topic of conversation. He or She draws on his or her own ideas and experiences as a way of helping others into conversation about the theme.

- **Reflective Analyst:** This facilitator keeps a record of the conversation’s development. He or she gives a summary that focuses on shared concerns, issues skirted, and emerging common themes.

- **Scrounger:** The facilitator listens for helpful resources, suggestions, and tips that participants have voiced as they discuss how to work through a problem or situation. He or she keeps a record of these ideas and summarizes them at the end of the week’s discussions.

- **Devil’s Advocate:** This facilitator listens carefully for any emerging consensus. When he or she hears this she formulates and expresses a contrary view. This keeps group-think in check and helps participants explore a range of alternative interpretations.

- **Detective:** The detective listens carefully for unacknowledged, unchecked and unchallenged biases that seem to be emerging in the conversation. As she hears these she brings them to the group’s attention. She assumes particular responsibility for alerting group members to concerns of race, class and gender. She listens for cultural blindness, gender insensitivity, and comments that ignore variables of power and class.

- **Theme Spotter:** This person identifies themes that arise during the discussion that are left unexplored and that might form a focus for the next session.

- **Umpire:** This person listens for judgmental comments that sound offensive, insulting and demanding, and that contradict ground rules for discussion generated by group members.

We will spend some time during the mid and end of the semester to talk about what methods/roles we each have incorporated and what we learned from facilitating online discussions on new media and technologies with these methods.
# Course Outline -- Weekly Schedule

[Note: Subject to change based on students’ feedback]

<table>
<thead>
<tr>
<th>Weekly Units</th>
<th>Online Discussions (30 pts) and Facilitations (5 pts)</th>
<th>Readings and Resources (15 points)</th>
<th>New Media and Technologies (15 points)</th>
<th>Experiments (10 pts) and Assignments (55 pts)</th>
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<tbody>
<tr>
<td>1 (Aug. 25-31)</td>
<td>Introduction and Course Expectations</td>
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<tr>
<td>2 (Sept. 1-7)</td>
<td></td>
<td>Web 2.0/3.0 technologies</td>
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<tr>
<td>5 (Sept. 22-28)</td>
<td>Conceptual Framework: Taylor (1980)</td>
<td>Synchronous technologies (chat, IM)</td>
<td>Create a Skype account and communicate at least once with one classmate over Skype</td>
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<td>6 (Sept. 29 – Oct. 5)</td>
<td>Instructional Design Models</td>
<td>Internet, search engines, web publishing, e-books, and web-based resources</td>
<td>Project / paper proposal due by Oct. 5th, 11:59pm (10 pts)</td>
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<tr>
<td>7 (Oct. 6-12)</td>
<td>CSCL</td>
<td>Course/Learning management systems; new trends</td>
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<tr>
<td>9 (Oct. 20-26)</td>
<td>McLuhan: The Medium Is the Message</td>
<td>Photo and video sharing tools</td>
<td>Project / paper draft due by Oct. 26th, 11:59pm (10 pts)</td>
<td></td>
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<tr>
<td>10 (Oct. 27 – Nov. 2)</td>
<td>McLuhan: Media Hot and Cold</td>
<td>Folksonomies / social bookmarking</td>
<td>Peer review/feedback due by Nov. 2nd, 11:59pm (10 pts)</td>
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<tr>
<td>11 (Nov. 3-9)</td>
<td>Self-selected readings and resources</td>
<td>Games, simulation, and education</td>
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<tr>
<td>12 (Nov. 10-16)</td>
<td>Self-selected readings and resources</td>
<td>Handheld technologies</td>
<td>Revision of Final Project / Paper</td>
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<tr>
<td>13 (Nov. 17-23)</td>
<td>Self-selected readings and resources</td>
<td>Assistive technologies and programs/software converting languages</td>
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<tr>
<td>Nov. 24-30</td>
<td>Happy Thanksgiving Holiday!</td>
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<tr>
<td>14 (Dec.)</td>
<td>Final paper / project Presentation (20%)</td>
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<tr>
<td>1-7)</td>
<td>15 (Dec. 8-12)</td>
<td>Opportunity to improve grade through work revision Due by Dec. 12 (for timely course grade submission)</td>
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**Special Notes and Policies**

*University use of electronic mail:* A University-assigned student email account shall be an official University means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account.

*Students with Disabilities:* University of North Texas complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. The university will adhere to all applicable Federal, State, and Local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford an equal educational opportunity. Students with special needs should make arrangements with the instructor to require accommodations. It is the student’s responsibility to contact the faculty member outside of class to make any arrangements involving special accommodations and/or Department ADA representatives. You may schedule an appointment by calling 940-565-2057.

*Plagiarism:* Under all circumstances, you are bound by the UNT policies on academic dishonesty and cheating. Any materials you have used or adapted must be fully credited and the original author and location fully cited. Any verified act of plagiarism, no matter how seemingly small or inconsequential, will result in an F in the course and sanctions by the University.