Syllabus: CECS 5200.020 & CECS 5200.026
Technology Media in Education
University of North Texas

Web-based Course ● 3 credits

Instructor:
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Office Hours:
• Tuesdays and Thursdays 10am – 12noon
• By appointment
• Email any time and expect a response within 48 hours
• Virtual Office Hours: Mondays 7:30pm – 8:20pm

Course Overview and Description
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:
• acquire a current awareness and understanding of emerging technologies for education
• develop a good understanding and critical thinking skills for conceptual frameworks relevant to technology media 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 completely web-based, that is, we will not have required class face-to-face meetings. The class will be composed of online readings, discussions, activities, assignments, and projects. There will be a mid-term essay paper and a final project. The final project can be done individually or collaboratively with one or two colleagues in the class.

The course will use WebCT Vista (https://webctvista.unt.edu/) as a main platform. However, we will explore and experiment with as many other technology media as possible, including wiki (Wikispaces http://cecs5200.wikispaces.com/) and blog programs.

Readings and Resources
[note: All readings will be downloadable through a hyperlink or provided as a PDF file within WebCT]


**Online learning environments to be examined:**

Targeted on general public:
- Blogger: [https://www.blogger.com/start](https://www.blogger.com/start)
- Flickr: [http://flickr.com/](http://flickr.com/)
- Delicio: [http://del.icio.us/](http://del.icio.us/)
- YouTube: [http://www.youtube.com/](http://www.youtube.com/)

Targeted on K12 teachers and learning environments:

Targeted on higher education environment:
- MIT OpenCourseWare: [http://ocw.mit.edu/OcwWeb/web/home/home/index.htm](http://ocw.mit.edu/OcwWeb/web/home/home/index.htm)
- Study Place: [http://www.studyplace.org/](http://www.studyplace.org/)
- CCNMTL MSE [http://www.ccnmtl.columbia.edu/projects/mmt/mcluhan/](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)

**Resources:**

- Kinds of technology: [http://computerapplications.wikispaces.com/content+construction](http://computerapplications.wikispaces.com/content+construction) [This wiki site was created by a group of students at Kent State University I taught last year. It has a comprehensive list of all kinds of technologies relevant to educational settings]
- Daniel Chandler. Technological or Media Determinism. [http://www.aber.ac.uk/media/Documents/tecdet/tecdet.html](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](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](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]


Assignments and Grading

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<tbody>
<tr>
<td><strong>1) 25 pts</strong></td>
<td>Online participation (weekly discussion participation with minimum of 3 postings every two weeks; minimum 25 postings/semester; details below)</td>
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<tr>
<td><strong>2) 10 pts</strong></td>
<td>Mid-term essay paper: a five-page paper (double-spaced) reflecting on conceptual framework(s) for technology media based on the readings of the previous weeks. What theoretical/conceptual framework do you find most useful for supporting technology-mediated learning and why? Please provide specific technology examples to support your argument. Please feel free to discuss additional conceptual frameworks that make sense to you. Please use APA style for your bibliography or references.</td>
</tr>
<tr>
<td><strong>3) 20 pts</strong></td>
<td>Wiki contribution (details below)</td>
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<tr>
<td><strong>4) 30 pts</strong></td>
<td>Final project: Select relevant media technologies to create a web-based learning environment (project). The project can be a construction of a learning environment, or 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. The final project can be done individually or collaboratively with 1-2 classmates. To construct this web-based project, you can use social software such as blog and wiki, use online web templates such as those offered by <a href="http://members.freewebs.com/">http://members.freewebs.com/</a>, use a web authoring program such as Dreamweaver and Flash, or use a learning management system such as WebCT, Moodle, and Sakai. Regardless of what you use, the learning environment or project needs to be accessible to all the colleagues in the course.</td>
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<tr>
<td><strong>5) 10 pts</strong></td>
<td>Peer feedback on projects (on brainstorming ideas and on final projects) [Note: Please sign up for peer review/feedback on the final project products at <a href="http://cecs5200.wikispaces.com/Peer+Review+Sign-Up">http://cecs5200.wikispaces.com/Peer+Review+Sign-Up</a>. I would like each project to have two reviewers. Please write your name underneath two colleagues’ names. First come, first serve. Please make sure not to select those that have already been signed up for by two colleagues. We will collectively work out the criteria for reviewing the projects during the second half of the semester.]</td>
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<tr>
<td><strong>6) 5 pts</strong></td>
<td>Course feedback</td>
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**Grade Points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>75-79</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>D</td>
<td>below 69</td>
</tr>
<tr>
<td>Incomplete</td>
<td>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</td>
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</table>

**Grading Policies**

All assignments are due on the date specified in the syllabus. Five 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**

**Reading and Class Discussions: 25%**

**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.

I would like to mention that participating in online asynchronous discussions is in themselves technology media in education. Not to mention asynchronous discussions are very important part of distance learning, more and more schools and teachers have incorporated discussion forums (and blogs and wikis) in their regular classroom teaching. Literature has indicated various benefits of communicating and having students communicate through asynchronous communication tools effectively. With this in mind, we have dual goals here: one is to have conversations about technology media in education; another is to experience asynchronous written communication in a recursive manner.
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 approximately two to three substantive, but succinct, postings from every participant on the discussion forum every two weeks. 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

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• 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.

**Wiki Contribution: 20 points**

**Goals and Activities:** this exercise is for us to obtain a good understanding of emerging media and technology in the context of educational purposes and activities base on Bruce and Levin’s taxonomy. [Reference: Bruce, B. C., & Levin, J. A. (1997). Educational technology: Media for inquiry, communication, construction, and expression. *Journal of Educational Computing Research, 17*(1), 79-102.](http://www.isrl.uiuc.edu/~chip/pubs/taxonomy/taxonomy.pdf]

Each participant is to contribute one type of media under each category, namely, media for inquiry, media for communication, media for construction, and media for expression in the following manner:

1) Type of Media
2) Definition
3) Advantages
4) Disadvantages
5) Culture of use in educational settings
6) Trends and future
7) Other
8) Contributors

Besides contributing one media entry each week, you are encouraged (and will receive extra credits) to edit (add, modify, or delete) the other colleagues’ contributions. Please do not worry about accidentally deleting what you didn’t intend to delete, because the past entries are recorded and thus retrievable. If you have made changes to any other colleagues’ entries, please add your name after their names as “contributors.”

I will use “blog” as an example:
Type of Media: Media for Expression


**Advantages:** This site has a good summary of the advantages and disadvantages of blog: [http://www.gerrymcgovern.com/nt/2004/nt_2004_08_23_blogging.htm](http://www.gerrymcgovern.com/nt/2004/nt_2004_08_23_blogging.htm)


**Culture of use in educational settings:** Blog has

**References:**

Ulises’s (a doctoral student majoring in Math, Science and Technology) blog: [http://ideant.typepad.com/](http://ideant.typepad.com/)

**Trends and future:**

**Connectivity and Search**

Up until the last two years the blogosphere has been used primarily as a place for journaling; a place for individual writers to write their reflective thoughts on any subject that came to mind, or to record the events in their lives with text and digital pictures. Now due to the advent of three new capabilities, this could all change. Now, with Rich Site Summary (RSS) code the reader gets automatic notification whenever a new entry has been made to a site that he or she has visited previously. Along with this new capability is the added advantage of something called "tagging" wherein the blogger has the capability of writing a text tag beneath each digital image provided on the weblog. Now search engines like Google and Technorati.com will find those tags and serve them up as additional search information. Additionally and as a result of the tagging, multiple similar venue blogs have the potential of being linked together even without the bloggers' knowledge or consent. This blogosphere spread can be helped along by other agents such as [www.feedtagger.com](http://www.feedtagger.com) who makes it their responsibility to feed these tags to requesting sites. As a result though, the blogosphere has much more of a chance of replacing certain businesses with only a slight market edge. (BusinessWeek Techbeat - April 2005)

**Corporate and Political Use**

While historically the weblog has been used for personal journaling and first person reporting, often as in the case of the upcoming elections, politicians and corporate entities
have taken note of the advantages of the web to reach a larger portion of the X generation
to bring about political change and support their political agendas. Since blogs are
generally spoken in the first person, when these media are used in this fashion they blur
the lines between first person and the collective "we" or first person plural. Often times
it’s hard to tell whether you are communicating with the "Real McCoy" or not. Obviously
a presidential candidate on the stumping trail will probably not be able to sit and blog
every day. Corporate organizations are also discovering the advantages of "homey" types
of information. All this being said though, it is the readership that eventually determines
the success of any blog.

Other:

Blog resources:

- Blogger: http://www.blogger.com/start
- Edublog: http://edublogs.org/
- The Edublog Award: http://incsub.org/awards/2005/the-edublog-awards-2005-
  shortlist/
- RSS feed reader: http://www.bloglines.com
- RSS feed: http://www.feedburner.com/fb/a/feed101

Some popular blog service providers:

- Wordpress: http://wordpress.org/
- Blogger: http://www.blogger.com/
- Easyjournal: http://www.easyjournal.com/
- Xanga: http://www.xanga.com/
- ClearBlogs: http://clearblogs.com/

How to add links to your blog:

- When you get to the Template and see “Add and Arrange Page Elements”
- Click on “Add a Page Element” on the right-hand side of the page
- A new window opens, click on Link List / Add to Blog
- A Configure Link List window opens:
  - Title: You can type something like “Special Links”
  - New Site URL: just type in the address of your link www.
  - New Site name: whatever you want to refer to that link by
  - Select save changes
- Preview
- View Blog
- To add more links, edit your link section

How to add Podcast to your blog:

- Podcast using Gcast:
- Gabcast: [http://www.gabcast.com](http://www.gabcast.com)
- gcast: [http://www.gcast.com](http://www.gcast.com)
- Gcast review: *Information Week*  

- Adding gcast podcast into your blog:
  - Listen to your podcast and then click on "Love this podcast? Add it to your blog or myspace."
  - Design your player size, color and themes
  - on Step 4: Add the player to your page, click on "copy code to clipboard"
  - sign into your blog ([www.blogger.com](http://www.blogger.com))
  - choose "Add a Page Element"
  - choose HTML/JavaScript
  - In the window, paste your gcast code
  - Save

**Contributors:** Lin

**Course Outline – Weekly Schedule**

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

<table>
<thead>
<tr>
<th>Units / Aspects</th>
<th>Topics</th>
<th>Readings and Resources</th>
<th>Discussions (25 pts, asynchronous, with minimum 25 postings)</th>
<th>Assignments (75 pts, with due dates)</th>
</tr>
</thead>
</table>
(A tutorial wikiSpaceNewAccountSignup.swf shows you how to create a new account, request membership, and sign into the course wikispace) |
<p>| 2 (Sept. 5 – Sept. 12) | Conceptual Framework | Bruce &amp; Levin (1997); Taylor (1980) | What do you think of Bruce and Levin's taxonomy? What do you like or dislike about this taxonomy? Any limitations of this taxonomy? |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Course Content</th>
<th>Reading Material</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Activity</td>
<td>Assignments/Activities</td>
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<tr>
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</tr>
<tr>
<td>9 (Oct. 24 – Oct. 31)</td>
<td>Criteria for web-based projects</td>
<td>What criteria should we use to assess our own designs?</td>
<td></td>
</tr>
<tr>
<td>10 (Oct. 31 – Nov. 7)</td>
<td>Comparing and contrasting existing web-based communication and learning environments</td>
<td>Popular websites:</td>
<td></td>
</tr>
<tr>
<td>11 (Nov. 7 – Nov. 14)</td>
<td>Comparing and contrasting existing web-based communication and learning environments</td>
<td>Web-based initiatives for K12 teachers:</td>
<td>Final Project Due by 11:59pm on Wed., Nov. 14 (20 pts)</td>
</tr>
<tr>
<td>12 (Nov. 14 – Nov. 21)</td>
<td>Comparing and contrasting existing web-based communication and learning environments</td>
<td>Web-based initiatives in higher ed:</td>
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<tr>
<td>Nov. 21 – Nov. 25</td>
<td></td>
<td></td>
<td>Thanksgiving Day – Happy Thanksgiving!</td>
</tr>
<tr>
<td>14 (Nov. 26 – Dec. 5)</td>
<td>Beta testing /verification of technology-enriched learning environments</td>
<td>Optional</td>
<td>Revision of Final Project Due by 11:59pm on Wed., Dec. 5 (5 pts)</td>
</tr>
<tr>
<td>15 (Dec. 5 – Dec. 14)</td>
<td>Wrap Up</td>
<td>Optional</td>
<td>Opportunity to improve grade through work revision Due by Dec. 12 (for timely course grade submission)</td>
</tr>
</tbody>
</table>
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.