Term Information

Effective Term: Autumn 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change course bulletin to ESETEC

What is the rationale for the proposed change(s)?

This course is part of the Ed Tech curriculum but was not converted to ESETEC when the department was realigned. This change corrects that error.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Education Technology
Previous Value: Educ Sts: Tchr Ed Picy & Ldshp

Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280

College/Academic Group: Education & Human Ecology

Level/Career: Graduate

Course Number/Catalog: 8216

Course Title: Scholarly Perspectives in Learning Technologies
Previous Value: Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology

Transcript Abbreviation: Schlrly & Lrn Tech
Previous Value: Teachers & Ed Tech

Course Description:
Survey of the theories and research within the field of Learning Technologies.
Previous Value: Surveys research about teacher thinking, curriculum, and educational technology and explores issues related to it and its implications.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week

Does any section of this course have a distance education component? No

Grading Basis: Letter Grade

Course Components: Lecture

Credit Available by Exam: No

Admission Condition Course: No

Off Campus: Never

Campus of Offering: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Not open to students with credit for EduPL 816.

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.0501

Previous Value 13.0401

Subsidy Level Doctoral Course

Intended Rank Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Identify and synthesize the major threads of past, present, and emerging research in the field of Learning Technologies
• Conducting a literature review around a specific research question

Previous Value

Content Topic List

• Overview of the scholarly field of Learning Technologies
• Overview of the major theories used to study Learning Technologies
• Overview of the major research methods used to study Learning Technologies
• Conducting a literature review
• Emerging research issues in the field of Learning Technology

Previous Value

• Overview of the research on teachers and technology integration
• District factors that impact technology integration
• Classroom factors that impact teacher technology integration
• School factors that impact teacher technology integration
• Teacher self efficacy and technology integration
• Technology integration and the content areas
• Emerging issues in teachers and technology integration

Attachments

• 8216 belinda.docx: Letter of Agreement for prefix change
  (Other Supporting Documentation, Owner: Voithofer,Richard J.)

• 8216.docx: syllabus
  (Syllabus, Owner: Voithofer,Richard J.)
Comments

Workflow Information

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<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Voithofer,Richard J.</td>
<td>04/25/2014 02:35 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudl,Deborah A</td>
<td>04/28/2014 03:34 PM</td>
<td>Ad-Hoc Approval</td>
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<td>Wheaton,Joe Edward</td>
<td>04/28/2014 04:39 PM</td>
<td>Unit Approval</td>
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<td>Warnick,Bryan R.</td>
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<td>Odum,Sarah A.</td>
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<td>Zircher,Andrew Paul</td>
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ESETEC 8216 - Scholarly Perspectives in Learning Technologies

Syllabus

COURSE DESCRIPTION

This course is designed to induct novices into Learning Technologies research practice via an apprenticeship-mentoring approach. Although the overall goals for the course are pre-specified, it is expected that you, as apprentices, will determine the specific knowledge and experiences you need in order to advance your own research skills. As in a traditional apprenticeship shop, each member has skills and knowledge from which others can benefit; thus, we all share responsibility for advancing the skills of our colleagues and ourselves. In line with the apprenticeship approach, the primary goal of this course is to prepare you for future independent research endeavors (including the completion of a doctoral theses) through direct participation in the entire research process, from designing and conducting a research study to synthesizing and presenting the results in written and oral formats. In addition, it is expected that these skills will be situated within the context of issues that are relevant to the Learning Technology field.

To prepare you for independent research work, you will be required to complete a literature review for an original study. You will work to narrow the focus of a study, examine the relevant literature, write our research questions, and design preliminary instruments.

Upon completion of this course, you will be able to:

- Describe the role of research in the field of Learning Technologies (LT).
- Identify the relevant literature to investigate a problem relevant to the field of Learning Technologies.
- Develop a basic understanding of research perspectives, methods, statistical analysis, and quantitative and qualitative research designs.
- Formulate key questions for a literature review.
- Understand the basic philosophical assumptions underlying research literature reviews for different purposes, including why, for whom, and how.
- Be able to manage the process of conducting a literature review, including reading, note taking, data management, synthesizing and writing literature results.
- Be able to write a quality literature review with variations in citation style.
- Organize a literature search; identify which literature bases to search.
- Abstract relevant information from appropriate studies in a systematic manner.
- Summarize a studies’ findings.
- Interpret the pattern of evidence in terms of strength and consistency.
- Describe the elements of a meta-analysis and when such a step is appropriate.
- Formulate and articulate research questions and understand the relationship between research questions and particular research designs.
- Understand different methods and techniques for establishing and evaluating reliability and validity.
- Develop an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research.
COURSE MATERIALS:


Online Course Component:

This course uses the Carmen course environment for portions of the course. Students are expected to login and check the course Carmen site several times throughout the week.

SCHEDULE:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Reading / Project</th>
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<tr>
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<td>Introduction to the course</td>
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<th>Week 2</th>
<th>Topic</th>
<th>Reading / Project</th>
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<tr>
<td></td>
<td>What is research?</td>
<td>The Craft of Research (Chs 1-4)</td>
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<th>Week 3</th>
<th>Topic</th>
<th>Reading / Project</th>
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<tr>
<td></td>
<td>The Research Process</td>
<td>The Craft of Research (Chs 4-8)</td>
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<th>Week 4</th>
<th>Topic</th>
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<tr>
<td></td>
<td>Learning Theories Research Overview</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 1-2)</td>
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<td>Weekly Questions Reflection / Student Presentation</td>
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<th>Week 5</th>
<th>Topic</th>
<th>Reading / Project</th>
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<tr>
<td></td>
<td>Learning Theories Research (Areas of Research #1 - Institutions)</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 3-5)</td>
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<td></td>
<td></td>
<td>Weekly Questions Reflection / Student Presentation</td>
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<th>Week 6</th>
<th>Topic</th>
<th>Reading / Project</th>
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<td>Learning Theories Research (Areas of Research #2 -</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 5-8)</td>
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<td>Week 7</td>
<td>Learning Theories Research (Theoretical Perspectives)</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 9-10) Weekly Questions Reflection / Student Presentation</td>
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<td>Week 8</td>
<td>Learning Theories Research (Methods 1 – Quantitative)</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 11-12) Weekly Questions Reflection / Student Presentation</td>
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<td>Week 9</td>
<td>Learning Theories Research (Methods 1 – Qualitative)</td>
<td>Handbook of Research for Educational Communications and Technology (Chs 13-15) Weekly Questions Reflection / Student Presentation</td>
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<td>Week 10</td>
<td>Formulating a well-formed study question and a logic model Developing a protocol for a systematic literature review</td>
<td>Conducting Research Literature Reviews (Chs 1-2) Weekly Questions Reflection / Student Presentation Preliminary Research Questions and Bibliography</td>
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<tr>
<td>Week 11</td>
<td>Searching the literature and identifying studies Assessing the quality of studies</td>
<td>Conducting Research Literature Reviews (Chs 3-4) Weekly Questions Reflection / Student Presentation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Quantitative and Qualitative synthesis of evidence and meta-analyses Rating the body of evidence</td>
<td>Conducting Research Literature Reviews (Chs 5-6) Weekly Questions Reflection / Student Presentation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Writing the report or paper, including templates, outlines, and storyline.</td>
<td>Conducting Research Literature Reviews (Chs 7-8) Weekly Questions Reflection / Student Presentation</td>
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<tr>
<td>Week 14</td>
<td>Present Final Literature Review</td>
<td>Final Projects Due</td>
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You will submit a final report for the pro-seminar. This report has two parts:
1. A report of the process of doing the literature review (the continuation of the initial document you submitted that would include all steps in a literature review process). For this part, you should include at least the following sections:

- **Topic/phenomenon/problem** that you want to do literature review for
- **Search methods/tools:**
  - keywords (and combinations) if any, databases if any, search tools used (and their limitations if you are aware of any)
- **Screening criteria and justifications; screening result summary**
- **Note taking methods/organization, structuring** (maybe put in the appendices the detailed notes)
- **Analysis and synthesizing methods**
- **Conclusion of the literature review analysis/results**
- **Plans for the next steps**

2. A reflection on challenges, performance, gains, knowledge and skills from the workshop.

**ASSIGNMENTS/EVALUATION:**

<table>
<thead>
<tr>
<th>Class Participation: this has several components: keeping up with the reading assignments and contributing discussions.</th>
<th>20%</th>
<th>Beginning 3rd week of class</th>
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<tbody>
<tr>
<td>Each week, you will turn in 3 questions on each reading. Each of these question will be accompanied by a statement of why the question is important (a paragraph for each question). You will turn these at least two hours before class begins.</td>
<td>20%</td>
<td>Sign up for a week</td>
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<tr>
<td>Weekly Integration Presentation</td>
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<tr>
<td>(Select topic from Handbook of Research on Educational Communications and Technology or Conducting Research Literature Reviews)</td>
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<tr>
<td>Literature Review:</td>
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<td>Final project: this assignment consists of submission of a proposal and preliminary bibliography by the <strong>midterm</strong>, the submission of a completed essay, generally 10-15 pages in length, and the preparation of a one page written summary and an oral</td>
<td>60%</td>
<td>End of Term</td>
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presentation to the Course.

Promptness on all assignments is mandatory. Regular class attendance for the entire class period is expected.

GRADES:

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<td>A-</td>
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<td>B+</td>
<td>87%</td>
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<td>84%</td>
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<td>80%</td>
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<td>C</td>
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<td>D</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>59% &amp; Below</td>
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POLICIES FOR STUDENT CONDUCT AND PARTICIPATION

This is an exclusively online course. There are a number of activities that you must turn in on time to successfully complete the course. Please do not work ahead more than a week, as this will not give you sufficient time to reflect on and assimilate course content. It is important that you contribute to all online discussions, chats, and white board sessions. The success of the course is dependent on your individual participation in all activities.

ACADEMIC MISCONDUCT

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this
course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

GRIEVANCES AND SOLVING PROBLEMS

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

STATEMENT ON DIVERSITY

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression
Belinda

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The Ohio State University
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29 West Woodruff Avenue
Columbus, OH 43210-1177

Phone: (614) 247 8814; (614) 247 4599
Fax: (614) 292 7020; (614) 292 6100
Email: gimbert.1@osu.edu

From: Voithofer, Richard  Sent: Wednesday, March 26, 2014 11:50 AM  To: Gimbert, Belinda  Subject: ESTEPL 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology

Hi Belinda,

Do you plan on offering ESTEPL 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology? If you aren’t planning to teach it, we were hoping to use the number for one of our doctoral core classes instead of having to propose a whole new course. Thanks for considering this.

Best, Rick