Term Information

Effective Term: Summer 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
1. Change course number to 5291.

2. Add length of course of 7 weeks.

What is the rationale for the proposed change(s)?
1. The course needs to be open to undergraduates in the teacher preparation programs in EHE Department of Teaching & Learning and the Department of Educational Studies. The course needs to be fixed credit hours for licensure.

2. Course can also be offered in the summer.

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)?
Undergraduates training to be teachers will have access to a course on educational technology.

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
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Previous Value: Graduate
Course Number/Catalog: 5291
Previous Value: 6291
Course Title: Media and Technology in Education
Transcript Abbreviation: Med Tech Education
Course Description: Overview of the impact and use of media and technology in education. Course directed to teacher education students.
Semester Credit Hours/Units: Fixed: 3
Previous Value: Variable: Min 2 Max 4

Offering Information

Length Of Course: 14 Week, 7 Week
Previous Value: 14 Week
Flexible Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Less than 50% at a distance
COURSE CHANGE REQUEST
5291 - Status: PENDING
03/05/2014

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable</td>
<td>No</td>
</tr>
<tr>
<td>Course Components</td>
<td>Lecture</td>
</tr>
<tr>
<td>Grade Roster Component</td>
<td>Lecture</td>
</tr>
<tr>
<td>Credit Available by Exam</td>
<td>No</td>
</tr>
<tr>
<td>Admission Condition Course</td>
<td>No</td>
</tr>
<tr>
<td>Off Campus</td>
<td>Never</td>
</tr>
<tr>
<td>Campus of Offering</td>
<td>Columbus, Lima, Mansfield, Marion, Newark</td>
</tr>
</tbody>
</table>

**Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

Not open to students with credit for EduPL 791.07, 791.20, 791.70, or 791.99.

**Cross-Listings**

**Cross-Listings**

**Subject/CIP Code**

<table>
<thead>
<tr>
<th>Subject/CIP Code</th>
<th>13.0501</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy Level</td>
<td>Doctoral Course</td>
</tr>
<tr>
<td>Intended Rank</td>
<td>Junior, Senior, Masters, Doctoral, Professional</td>
</tr>
</tbody>
</table>

**Previous Value**

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**

- This course introduces students to different technologies and how they can be used to engage and support meaningful learning and is organized around Bloom's Digital Taxonomy (learning processes such as inquiring, experimenting, writing, modeling,

**Previous Value**

**Content Topic List**

- Video / Multimedia
- Evaluating Software / Web Sites
- Digital Communication
- Documenting Learning
- Educational Slideshows
- Learning and Cloud computing
- Integrating Educational Technology into the Curriculum
- Technology, Education, and Equity
- Adaptive and assistive technologies
Attachments

- ESETEC 5291 Syllabus.doc
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

- The course is listed as variable and no credit hours are listed on the syllabus. Is variable needed for this course or should the course be fixed at a set credit hour requirement? The syllabus needs updated to document the number of credit hours being received for the work listed. (by Odum, Sarah A. on 11/19/2013 03:09 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Wheaton, Joe Edward</td>
<td>10/11/2013 01:30 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>10/11/2013 03:43 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>10/17/2013 11:44 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Odum, Sarah A.</td>
<td>11/19/2013 03:09 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Wheaton, Joe Edward</td>
<td>02/11/2014 04:23 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zirke, Christopher J</td>
<td>02/12/2014 09:00 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>03/04/2014 07:44 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>03/05/2014 08:56 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L.</td>
<td>03/05/2014 08:56 AM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Warnick, Bryan R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Odum, Sarah A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zircher, Andrew Paul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Goals

Students will
1. Understand the role and scope of instructional technology to support meaningful learning.
2. Understand copyright and fair use policies in terms of digital content and create and use digital content in a responsible manner.
3. Identify currently available software, hardware, and web-based instructional technologies (traditional and mobile), analyze their capabilities and limitations, evaluate how they can be used to enhance teaching and learning, and create and share content using those technologies.
4. Demonstrate the ability to plan, shoot, edit, and share video.
5. Apply instructional technology as a formative and summative assessment tool.
6. Understand how instructional technology can be used to support differentiation and universal design for learning (including assistive technologies).
7. Demonstrate the ability to communicate and collaborate using instructional technology tools.

Course Description

This course introduces students to different technologies and how they can be used to engage and support meaningful learning and is organized around Bloom’s Digital Taxonomy (learning processes such as inquiring, experimenting, writing, modeling, community building, communicating, designing, visualizing, and assessing). The course will support you in gaining technical competencies in video production, presentation software, lecture/screen capture, digital imaging, and interactive whiteboards, among others. In addition, you will also acquire experience with educational web site/software selection and evaluation and lesson plan development. The only prerequisite computer skills that the course requires are that you know how to word process, use email, and surf the web. Please see me if you do not possess these skills.

In order to guide our exploration of educational technology we are going to use the ISTE (International Society for Technology in Education) National Educational Technology Standards (NETS) for teachers as our guide. These five standards include:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of teaching, learning, and technology to facilitate learning experiences that advance student creativity and innovation in both face-to-face and virtual environments.

   a) promote, support, and model creative and innovative thinking and inventiveness
   b) engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c) promote student reflection using collaborative tools to illuminate their own thinking, planning, and creative processes

d) model knowledge construction and creative thinking by engaging in face-to-face and virtual learning with students, colleagues, and others

2. Design Digital-Age Learning Experiences and Assessments
Teachers plan and design authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

a) design or adapt relevant learning experiences to incorporate digital tools and resources that promote student learning and creativity

b) develop technology-enriched learning environments that enable students to become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c) customize and personalize student learning activities to address a variety of learning styles, working strategies, and abilities through the use of digital tools and resources

d) provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society.

a) demonstrate fluency in the application of technology systems and the transfer of current knowledge to learning of new technologies

b) collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c) communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d) model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a) advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright and the appropriate documentation of sources

b) address the diverse needs of all learners by using learner-centered strategies and providing access to appropriate digital tools and resources

c) promote digital etiquette and responsible social interactions related to the use of technology and information

d) develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice and exhibit leadership in their classroom, school, and professional community by promoting and demonstrating the effective use of digital tools and resources.

a) participate in local and global learning communities to explore creative applications of technology to improve student learning

b) exhibit leadership by embracing a vision of technology infusion, participating in shared decision-making and community building, and developing the leadership skills of others

c) evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning contribute to the effectiveness, vibrancy, and self-renewal of the teaching profession and of their school and community

Requirements

• USB flash drive on which to store your work done in the lab.

• Students are expected to reference and cite class resources and other readings to support and extend their thinking as they complete assignments.


• Use of inclusive language is expected.

• Attendance and active, informed participation is required. Please note that absences, tardiness, and/or lack of appropriate participation (texting, cell phone use, speaking out of turn) just bugs the heck out of me and makes it really hard keep up with the class. Attendance is very important due to the fast pace and limited facilities. Even missing one class may cause an assignment to be incomplete and affect your grade. In general there will be no credit for late assignments without prior arrangement.

• All assignments, scoring rubrics for assignments, calendar updates, announcements, class files, and links to web resources can be found on Carmen.

Projects

1. Digital Footprint: Carmen Dropbox (5 points)

For this assignment, you will be taking a look at your own digital footprint. Your students, and potential employers, will likely take the time to look for you online, so it is important to know what information is out there. Begin by making a list of sites that you know you are involved with (Facebook, LinkedIn, MySpace, etc.). Then, Google yourself and see what additional sites come up. Also, make sure you check on the Images tab as well to see if you’re in any publicly available pictures. After exploring what information is available about you online, you will write a short (1 page, double-spaced, 12pt font) reflective piece using the following prompts:

• What does your digital footprint say about you? Is there anything you might want to change about your online presence?

• What might your students or potential employer find out about you from a Google search?

Provide the list of sites you’ve found yourself on a second page of your document.

2. Media Production Project (30 points)(Group Project)
For this assignment, where you will create a video lecture with screen capture for a topic that you choose. Specific instruction will be provided in a separate document.

3. eBook Project (30 points) (Group Project)
For this assignment, you will create an ebook for a topic that you choose. Specific instruction will be provided in a separate document.

4. Reflective Journals and Discussions (25 points)
The purpose of the reflective journal is to record thoughts and feelings about your growth and development during the course of the semester. You will share your reflections in the discussion board through the semester. For each reflective journal, you are required to share at least one reflective entries in the discussion board, and you are encouraged to reply at least two reflective entries. You should also maintain an active interaction with others if they comment on your reflective entries. You need to have a minimum of five journal entries. The journal entries should not be put off from the discussion board until the end of the semester, but should be completed as the class progresses. Detailed guidelines will be provided in a separate handout.

5. Class Participation (10 points)
We are all part of a learning community, a community of practice. Working to increase your own skills and knowledge is important, but so is working to help the other members of the community to develop their knowledge. It is important for you to interact with other students and instructors in ways that benefit yourself and this learning community.

Evaluation

The following grading scale will be used to assign a cumulative course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>80-82</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Adequate</td>
</tr>
<tr>
<td>C</td>
<td>70-72</td>
<td>Poor</td>
</tr>
<tr>
<td>C-</td>
<td>67-69</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>60-66</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D</td>
<td>&lt;60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Statement of Student Rights
Any student with a documented disability who may require special accommodations should self-identify to the instructor immediately to receive effective and timely accommodations. If you believe you have disabilities that should be documented, please visit the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall for more information. Other services available at OSU include:

- Walter E. Dennis Learning Center: [http://all.successcenter.ohio-state.edu/](http://all.successcenter.ohio-state.edu/)
- OSU Writing Center: [http://cstw.osu.edu/writingcenter](http://cstw.osu.edu/writingcenter)
- Younkin Center Tutoring Services: [http://younkinsuccess.osu.edu/tutoring.asp](http://younkinsuccess.osu.edu/tutoring.asp)

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.”

**Code of Student Conduct**

Please review The Ohio State University’s Code of Student Conduct, which is available at [http://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). Specific behavior against this code will be reported to the Committee on Academic Misconduct for further investigation.

**Help Outside of Class and Equipment Check Out**

The Digital Union (http://digitalunion.osu.edu/), part of Learning Technology in the Office of the Chief Information Officer, provides support for teaching and learning with technology. It is located on the third floor of the Science and Engineering Library and is a partnership of University Libraries and the Office of the CIO. If you are interested in learning how to use multimedia software packages or equipment to improve your course assignments, instructional materials, or the presentation of your research, a visit to the Digital Union is in order.

The university offers a variety of technologies including digital cameras and video cameras for you to borrow for free. You can find more information about checking out equipment here: [http://lt.osu.edu/equipment-96/](http://lt.osu.edu/equipment-96/). A list of available equipment can be found here: [http://lt.osu.edu/faculty-rates/](http://lt.osu.edu/faculty-rates/). Disregard the listed prices. In the context of a course you do not need to pay to use this equipment.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Assignments &amp; Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>06/11</td>
<td>Lecture: Syllabus, Projects, Books, Tools and Resources</td>
<td>Make sure you understand the Syllabus and Projects clearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assign Groups</td>
</tr>
<tr>
<td>2</td>
<td>06/13</td>
<td>Lecture: Introduction to Instructional Technology Theoretical Foundations</td>
<td>Carmen Dropbox: Digital Footprint (Due 06/13, 11:59pm EST)</td>
</tr>
<tr>
<td>3</td>
<td>06/18</td>
<td>Kui Xie will be attending a professional conference – NO CLASS</td>
<td>Carmen Discussion Board: Reflective Journal 1 (Due 06/18, 11:59pm EST)</td>
</tr>
<tr>
<td>4</td>
<td>06/20</td>
<td>Lecture: Designing and Planning Technology-Supported Instruction, Intellectual Property Rights and Use.</td>
<td>Topics for Project 2 &amp; 3</td>
</tr>
<tr>
<td>5</td>
<td>06/25</td>
<td>Lecture: Multimedia in Classrooms</td>
<td>Carmen Discussion Board: Reflective Journal 2 (Due 06/27, 11:59pm EST)</td>
</tr>
<tr>
<td>6</td>
<td>06/27</td>
<td>Lab: Audio and Video Production</td>
<td>Carmen Discussion Board: Reflective Journal 3 (Due 07/09, 11:59pm EST)</td>
</tr>
<tr>
<td>7</td>
<td>07/02</td>
<td>Lab: Digital books</td>
<td>Content for Project 2 &amp; 3</td>
</tr>
<tr>
<td>8</td>
<td>07/04</td>
<td>Happy Independence Day – NO CLASS</td>
<td>Carmen Discussion Board: Reflective Journal 4 (Due 07/16, 11:59pm EST)</td>
</tr>
<tr>
<td>9</td>
<td>07/09</td>
<td>Lecture: Internet as a Tool for Inquiry &amp; Internet as a Tool for Communication and Collaboration</td>
<td>Set up a Google account and a Dropbox account</td>
</tr>
<tr>
<td>10</td>
<td>07/11</td>
<td>Lab: Adobe Connect, Google Tools, Cloud Computing tools (e.g., Dropbox) Work on Group Projects</td>
<td>Set up a Second Life account</td>
</tr>
<tr>
<td>11</td>
<td>07/16</td>
<td>Lecture: Games and Simulations for Classrooms</td>
<td>Carmen Discussion Board: Reflective Journal 5 (Due 07/23, 11:59pm EST)</td>
</tr>
<tr>
<td>12</td>
<td>07/18</td>
<td>Lab: Second Life Activities Work on Group Projects</td>
<td></td>
</tr>
</tbody>
</table>

ESETEC 5291, Summer 2013
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/23</td>
<td><strong>Lecture:</strong> Distance Learning, Hybrid Learning, and Flipped Classrooms, and MOOCs</td>
<td></td>
</tr>
<tr>
<td>07/25</td>
<td><strong>Final student presentations (Showcase and Peer Feedback)</strong></td>
<td><strong>Carmen Discussion Board:</strong> Reflective Journal 5 (Due 07/25, 11:59pm EST)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Carmen Dropbox:</strong> Project 2 &amp; 3 (Due 07/25, before class)</td>
</tr>
</tbody>
</table>