



Learning Tools in Ed. Tech.

EDU 807 – Summer 2021 (22420729)

Course Overview

EDU 807 provides DET students with the opportunity to consider how educators implement educational technologies into their classrooms (both physical and virtual), and to consider ways for evaluating the effectiveness of these tools. In addition, EDU 807 invites you to take a critical stance on uses of technology in education, and we will explore three broad questions in nearly all that we do:

- What does any given educational technology assume about the nature of learners and learning?
- What does any given educational technology assume about the nature of teachers and teaching?
- What are the implicit and explicit biases, affordances, and constraints that are built in to any given educational technology?

The course instructor, Dr. Troy Hicks, can be reached at <troy.hicks@cmich.edu> and is available for office hours through <hickstro.youcanbook.me>.

Objectives:

After participating in EDU 807, learners will demonstrate the ability to:

- appraise the field of educational technology, especially through the standards for educators as defined by ISTE
- examine and discuss current research trends in the field of educational technology
- apply contemporary learning theory to the application of technology in instructional contexts
- compare selected issues in the field of educational technology
- analyze current and critical issues and/or controversies regarding the application of diverse technologies in an instructional context
- synthesize knowledge utilizing new technologies in the classroom to improve student achievement in an instructional context

Book:

- Selwyn, N. (2013). *Distrusting Educational Technology: Critical Questions for Changing Times*. Routledge. (ISBN 978-0-415-70800-5)

Additional Reading:

- Openly available: [ISTE Standards for Educators](#)
- Other reading, viewing, and listening materials such as course reserves, current news articles, podcasts, or short instructional videos as shared in assignments and announcements.



Overview of Schedule and Assignments

The overview on this page and the next page is provided for reference, and subject to change if needed.

Week	Readings / Topic	Seminar Session	Assignment	Due Date
Week 1 May 3-7	Selwyn, Ch 1 – “Why Distrust Educational Technology?”	Seminar 1 Monday, May 3, 2021 @ X:00 PM EST	Active participation in “any time” class discussion (Weeks 1-2) Attendance at (or reflection on) seminar session	--
Week 2 May 10-14	Course reserves and additional materials	--	Continued participation in “any time” discussion (Weeks 1-2) Brief Review 1	Monday, May 17
Week 3 May 17-21	Selwyn, Ch 2 – “Understanding Educational Technology as Ideology”	Seminar 2 Monday, May 17, 2021 @ X:00 PM EST	Active participation in “any time” class discussion (Weeks 3-4) Attendance at (or reflection on) seminar session	Monday, May 24
Week 4 May 24-28	Course reserves and additional materials	--	Continued participation in “any time” discussion (Weeks 3-4) Instructional Screencast 1	Monday, May 31
Week 5 May 31-June 4	Selwyn, Ch 3 – “Distrusting ‘Virtual’ Technologies in Education”	--	Active participation in “any time” class discussion (Weeks 5-6) Brief Review 2	Monday, June 7
Week 6 June 7-11	Course reserves and additional materials	Seminar 3 Monday, June 7, 2021 @ X:00 PM EST	Continued participation in “any time” discussion (Weeks 5-6) Attendance at (or reflection on) seminar session	Monday, June 14
Week 7 June 14-18	Selwyn, Ch 4 – “Distrusting ‘Open’ Technologies in Education”	Seminar 4 Monday, June 14, 2021 @ X:00 PM EST	Active participation in “any time” class discussion (Weeks 7-8) Attendance at (or reflection on) seminar session	Monday, June 21
Week 8 June 21-25	Course reserves and additional materials	--	Continued participation in “any time” discussion (Weeks 7-8) Pro Grow Proposal	Monday, June 28
Week 9 June 28-July 2	Selwyn, Ch 5 or 6 – “Distrusting ‘Games’” or “Distrusting ‘Social’ Technologies in Education”	Seminar 5 Monday, June 28, 2021 @ X:00 PM EST	Active participation in “any time” class discussion (Weeks 9-10) Attendance at (or reflection on) seminar session	--



Week 10 July 5-9	Course reserves and additional materials	--	Continued participation in "any time" discussion (Weeks 9-10) Brief Review 3	Monday, July 12
Week 11 July 12-16	Selwyn, Ch 7 – "Educational Technology: Continuities, Contradictions and Conflicts"	Seminar 6 Monday, July 12, 2021 @ X:00 PM EST	Active participation in "any time" class discussion (Weeks 11-12) Extended Review 3	Monday, July 19
Week 12 July 19-23	Course reserves and additional materials	--	Continued participation in "any time" discussion (Weeks 11-12) Instructional Screencast 3	Monday, July 26
Week 13 July 26-30	Selwyn, Ch 8 – "Educational Technology: Is There an Alternative?"	Seminar 7 Monday, July 26, 2021 @ X:00 PM EST	Active participation in "any time" class discussion (Weeks 13-14) Attendance at (or reflection on) seminar session Pro Grow Draft	Monday, August 2
Week 14 August 2-6	Course reserves and additional materials	Seminar 8 Monday, Aug 2, 2021 @ X:00 PM EST	Continued participation in "any time" discussion (Weeks 13-14) Attendance at (or reflection on) seminar session	--
Week 15 August 9-13	Course reserves and additional materials	--	Pro Grow Essay and Webinars	Monday, August 9

Seminar participation

80 points

Participation in (or viewing recording of and writing a reflection about) seminar (Pass/Fail)

- May 3 and 17; June 7, 14, and 28; July 12 and 26; August 2 (8 x10 pts = 80 points)

Class discussions

70 points

Participation in asynchronous conversations about readings over two-week period (Pass/Fail)

- Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14 (7 x 10 = 70 points)

Review Cycles (Brief review, Extended review, Instructional screencast) **450 points**

- Cycle 1: Weeks 2, 3, and 4 Brief (25 pts); Extended (50 pts); Screencast (75 pts)
- Cycle 2: Weeks 5, 6, and 7 Brief (25 pts); Extended (50 pts); Screencast (75 pts)
- Cycle 3: Weeks 10, 11, and 12 Brief (25 pts); Extended (50 pts); Screencast (75 pts)

Professional Learning and Growth (Pro Grow) Project

400 points

- Pro Grow Proposal Due Mon, June 28 50 Points (Pass/Fail)
- Pro Grow Essay Due Mon, August 9 150 Points (Rubric)
- Pro Grow Webinar Due Fri, August 13 200 Points (Rubric)



Course Assessment

While grades are an important part of any college experience, I firmly believe that they should not supersede inquiry, learning, and reflection. Still, we live in a world of grades, and something must be recorded at the end of the semester. I try to be as transparent and accommodating as I can in my grading policies, and here is what I have landed on over years of trial and error.

Grading Scale

Final Point Total / Final Letter Grade

- | | | | |
|------------------|------------------|------------------|--------------------|
| • 960 – 1000 / A | • 840 – 879 / B | • 730 - 759 / C | • 630 - 659 / D |
| • 920 – 959 / A- | • 800 – 839 / B- | • 700 - 729 / C- | • 600 - 629 / D- |
| • 880 – 919 / B+ | • 760 - 799 / C+ | • 660 - 699 / D+ | • 599 or below / E |

Deadlines

- Assignments will be due on 11:59 AM (noon) EST of the due date (most often the Monday after the week it is assigned).
- Submit all work through Bb (for timestamp verification and assessment purposes).
- Please create an appropriate link from other online sites you are creating/maintaining such as a blog or digital portfolio, or from an Office 365 or Google document.

Pass/Fail Assignments

- If assignments are turned in on time and are of sufficient length and quality, they will earn full credit.
- If assignments are turned in on time and are **not** of sufficient length and quality, they can be revised based on instructor feedback.
- If assignments are not turned in on time without prior requests for an extension, credit will not be given.

Graded Assignments (via Rubric)

- If assignments are turned in on time, and you are unsatisfied with your grade, they can be revised and resubmitted to gain any lost points.
- If assignments are not turned in on time without prior requests for an extension, they will be assessed, but they cannot be revised.

Late Work

- In the case that you need an extension, please contact me before 8:00 AM EST on the day that the assignment is due, and I will work with you to determine a suitable deadline.
- Typically, late work of any kind must be completed within one week of the original deadline.



- Submissions for all work will need to be completed by 11:59 AM (noon) EST on the Friday that classes end, at which point grades will be finalized.

Feedback

- Because of the depth and nuance required of graduate level work, I will strive provide feedback on your assignment submissions within one week of the final submission deadline. If I require more time, I will alert you with the updated timeline.

Additional Policies and CMU Resources

Synchronous Meetings/Attendance

EDU 807 requires **eight** synchronous meetings, via Zoom from a time to be determined on Mondays. If you are unable to attend, recordings will be made available and you can write a brief reflection on the session. Attendance at (or reflection upon the recording of) each session will be counted for credit.

Academic Integrity

- CMU's policy on Academic Integrity can be found [here](#).

Code of Student Rights, Responsibilities and Disciplinary Procedures

- CMU's Code of Student Rights, Responsibilities and Disciplinary Procedures can be found [here](#).

Library Research and Instruction Services

- CMU's Library Services can be accessed via VPN, and information can be found [here](#).

Writing Center

- CMU's Writing Center is available through [online access](#).

Student Disability Services

- CMU's Office of Student Disability Services can be found [here](#).

Office of Civil Rights and Institutional Equity

- CMU's Office of Civil Rights and Institutional Equity can be found [here](#).

Veterans' Resource Center

- CMU's Veterans' Resource Center can be found [here](#).

Office of Native American Programs

- CMU's Office of Native American Programs can be found [here](#).

CMU Cares

- The CMU Cares program serves the CMU community with a focus on engaging in proactive and collaborative approaches to identify, assess, and support students, faculty, and staff. More information is available [here](#).

