CALIFORNIA STATE UNIVERSITY
LONG BEACH

**Advanced Studies in Education
& Counseling**

Vision:
Equity & Excellence in Education

Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

ETEC 510 Foundations of Educational Technology and Media

Fall, 2021

Educational Technology & Media Leadership Program/ASEC Department

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Course Information

Instructor: Teresa Chen, Ph.D.
Email: Teresa.Chen@csulb.edu

Office Hours:
Monday & Tuesday 4-5:30 PM or by appointment

Virtual Office Hours Zoom Link:
https://csulb.zoom.us/j/96547352349?pwd=S0VlZXFBWlE1cWhtdkNDSll4U2FQUT09
Meeting ID: 965 4735 2349; Passcode: 834799

Synchronous Class Meetings: 1-3:45 PM on 8/28, 9/11, 9/25, 10/9, 10/23, 11/6: PD, 11/20, 12/4
Class Zoom Link:
https://csulb.zoom.us/j/88633799272?pwd=bVA4SkRORlZtV0p0bDJxRkt5eHhmdz09
Meeting ID: 886 3379 9272; Passcode: 669934

Catalog Course Description
ETEC 510 introduces major developments in the field of educational technology and media. Students survey professional standards, theoretical approaches, research trends, major developments, and prominent issues in the field. Students incorporate historical, psychological, philosophical, and social perspectives in the study of educational technology and media. The class does not teach computer applications, but students are expected to build on the computer knowledge and skills covered in ETEC 444, ETEC 411, or an equivalent course.   Letter grade only (A-F).

Course Student Learning Outcomes and Goals
Upon successful completion of this course, students will be able to:
1.   Demonstrate a general understanding of the field of educational technology and media.
2.   Apply findings from innovation research and models of change in analyzing the diffusion of technology.

3.   Apply multiple views on technology to the analysis of policies and practices concerning technology use in education and training.
4.   Identify pioneering projects, recent developments, and current trends in the history of educational computing, domestically and internationally.
5.   Analyze research findings and identify research methods used in the field.
6.   Identify learning and instructional theories and their applications to technology-enhanced instruction.
7.   Identify and analyze prominent issues in technology and media.

Required Texts/Course Materials:
Readings with * are required just for teacher librarians.

Textbooks:
* Rubin, R. E., & Rubin, R. G. (2020). *Foundations of library and information science* (5th ed.). ALA Neal-Schuman.
West, R. E. (2018). *Foundations of Learning and Instructional Design Technology* (1st ed.)*.* EdTech Books. https://edtechbooks.org/lidtfoundations

Other Readings:
* American Library Association (2021). Professional Ethics. https://www.ala.org/tools/ethics
Allman, B. & West, R. E. (2021). Designing technology-enhanced learning experiences. In J. K. McDonald & R. E. West (Eds.), Design for learning: Principles, processes, and praxis. EdTech Books. https://edtechbooks.org/id/designing_technology
Calhoun, C., Sahay, S., & Wilson, M. (2020). Instructional design evaluation. In J. K. McDonald & R. E. West, Design for learning: Principles, processes, and praxis. EdTech Books. https://edtechbooks.org/id/instructional_design_evaluation
Creswell, J. W., & Guetterman, T. C. (2019). Educational research: Planning, conducting and evaluating quantitative and qualitative research (6th ed.). Pearson. (Chapter 3, Reviewing the Literature) https://csulb.libguides.com/er.php?course_id=80178 password: 510F21 (capital F)
Eichler, B. & McDonald, J. K. (2021). Implementation and instructional design. In J. K. McDonald & R. E. West (Eds.), Design for learning: Principles, processes, and praxis. EdTech Books. https://edtechbooks.org/id/implementation_and_i
Feenberg, A. (n.d.). Critical theory of technology. https://www.sfu.ca/~andrewf/books/Critical_Theory_Technology.pdf
Kaminski, J. (2011). Diffusion of Innovation Theory. *Canadian Journal of Nursing Informatics, 6*(2). https://cjni.net/journal/?p=1444
Kimmons, R. (2022). *Education Research*. EdTech Books. https://edtechbooks.org/education_research (Chapters 1 and 2.)
Kline, J., Kumar, S., & Ritzhaupt, A. D. (2020). Project management competences of educational technology professionals in higher education. *Journal of Applied Instructional Design, 9*(3). https://doi.org/10.51869/jaid20209
Lockee, B., (2020). Designing forward: Instructional design considerations for online learning in the COVID-19 context. *Journal of Applied Instructional Design, 9*(3). https://doi.org/10.51869/jaid20209
Nagle, D. (2018). Educators largely uncomfortable with newer tech-based teaching practices. *THE Journal*. Retrieved from https://thejournal.com/articles/2018/07/30/educators-largely-uncomfortable-with-newer-tech-based-teaching-practices.aspx?s=the_it_240818
O'Brien, J. (2020). Digital ethics in higher education:2020. *EDUCAUSE Review, 55*(2). https://er.educause.edu/articles/2020/5/digital-ethics-in-higher-education-2020

U.S. Department of Education (2017). Reimagining the role of technology in education. *Office of Educational Technology*. https://tech.ed.gov/files/2017/01/NETP17.pdf (sections 1 and 2)

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in a synchronous class meeting via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

Course Communication and Zoom Etiquette
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Schedule

Week	Date	Topics	SLO	Readings	Class Work	Assignments Due
1 (syn)	8/28	Introduction to the Course		None	Syllabus; Strategies	
2 (asyn)	9/4	Performance Standards and Ethics	1	West (2018): chp. 49; Kline et al.; O'Brien; *R&R (2020): ch.10; *ALA (2021)	Analysis of ethics cases	
3 (syn)	9/11	Introduction to the Field	1	West (2018): chps. 1, 2, 46, 47, 48, [choose a chapter from 50-53]; *R&R (2020): chps. 1&5;	Comparison of professions	
4 (asyn)	9/18	History of Educational Technology and Media	4	West (2018): chps. 3-6, 8; *R&R (2020): chps. 2&4	Timeline: Gathering data	
5 (syn)	9/25	Technology-enhanced Learning Experiences	6	Allman & West (2021); Calhoun et al. (2021); Eichler & McDonald (2021)	Peer consultation	3. Timeline
6 (asyn)	10/2	View and Diffusion of Technology	2, 3	West (2018): chp. 26; Feenberg (n.d.); Kaminski (2011); Nagle (2018)	Applications of the diffusion theory	
7 (syn)	10/9	Education Research	5	Kimmons (2022): chaps 1 & 2; *R&R (2020): chp. 7	Article critique	
8 (asyn)	10/16	Literature Review	5	Creswell (2019)	APA review; Lit. review pre-writing activity	5. Article critique
9 (syn)	10/23	Theories and Models of Learning and Instruction	6	West (2018) chps. 9-20	Learning comparison; debate prep	
10 (asyn)	10/30	Instructional Design (ID) Process	6	West: chp. 22; Lockee; R&R: chp. 6	ID case study	4. Diffusion analysis
11 (PD)	11/6	Professional Development	1	None	PD activity	
12 (asyn)	11/13	Policies	3	West (2018): chps. 31-33, 43; US Dept. of Ed (2017): sections 1 &2; *R&R (2020): chp. 8	Analyses of polices	2. Professional development
13 (syn)	11/20	Issues in the Field	7	None; *R&R: chp. 9	Debate; peer-review of the lit. review	6a. Literature review (draft)
14	11/27	Fall Break				
15 (syn)	12/4	Emergent Trends	4	West (2018) chps. 37-41	Game/AR/VR review; presentations of the lit. review	6b. Literature review (final version)
Finals Week	12/18	Final Exam	all	all	Short-answer items	Due 11:59 pm

Notes:
1. The due date for the first assignment varies from group to group. At the first meeting the class will form groups for the assignment and each group will be assigned a due date.

2. Directions for assignments will be available on BeachBoard. Submit all assignments by 1 PM on the due date via BeachBoard.
3. Group assignments: Assign a member to submit your work on behalf of your group. Remember to include all contributing members' first and last names in the submission.

Course Evaluation Components and Grading

Evaluation Components

Major Assignments	Assigned	Due
1. Leading discussion (group)	8/28	varied
2. Professional development (individual)	8/28	11/13
3. Educational technology timeline (group)	9/11	9/25
4. Diffusion of innovation (individual or group)	9/25	10/30
5. Article critique (individual)	10/9	10/16
6. Literature review (individual or group)	10/9	11/20 (a); 12/4 (b)
Final Exam	12 am, 12/18	11:59 pm, 12/18

All assignments and directions will be available on BeachBoard.

Course Grading

Students must earn at least 140 points in order to receive a passing grade. Extra credit points will be assigned to those who submit major assignments on time. It is your responsibility to check if your assignments have met the requirements stated in the directions and sometimes in rubrics. The instructor may provide clarifications about the requirements or point out if you are on track but does not pre-grade your assignments. Questions regarding the grade of an assignment should be directed to the instructor within one week after each grade is posted. After a grade is posted for a week, it is considered final. That is, after that time no consideration of a change of the grade will be made.

Grading Scale

Letter Grade	Percentage	Points
A	90-100%	180-200
B	80-89.99%	160-179.99
C	70-79.99%	140-159.99
D	60-69.99%	120-139.99
F	0-59.99%	0-119.99

Evaluation Components and Weight

Item	Points	Percentage
1. Leading discussion (group)	10	5%
2. Professional development (individual)	20	10%
3. Educational technology timeline (group)	10	5%
4. Diffusion of innovation (individual or group)	20	10%
5. Article critique (individual)	10	5%
6. Literature review (individual or group)	40	20%
Participation in online activities	50	25%
Written Final Exam	40	20%
Total	**200**	**100%**

Course Policies

Attendance and Participation

Attendance (e.g., being present for the synchronous session via Zoom) is essential to your success in this class. Asynchronous participation in individual and group activities is also required. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

To receive full credit for participation, you are expected to attend class and join the synchronous sessions consistently, be prepared for discussions, and participate actively and appropriately in activities. An atmosphere of constructive dialog and exchange of differing viewpoints is encouraged. If you leave the class before your group work is complete, you cannot earn full participation points for that synchronous class meeting. The asynchronous participation grade will be based mainly on the quantity, quality, relevance, and writing of your work. Please submit your asynchronous work before the specified deadline. Participation points for asynchronous activities will not be assigned to work submitted after the deadline. The deadline for each asynchronous activity will be specified in the instructions available on BeachBoard.

You may make up work for your participation points in a synchronous meeting if the absence is considered excused or it is the first incidence of your unexcused absence. To make up work, you need to go over the course materials and in about two double-spaced page present what you have learned from the materials. If readings are due for the day, you should comment on a couple of key points from each reading and relate the reading to your personal or professional experiences. In the event that work from a synchronous class activity (e.g., a case study) is required to be presented to class or submitted to BeachBoard, you need to complete the activity by yourself and present the end product of the activity. Within a week of your absence from a synchronous meeting, please merge all the required components (i.e., learning from the course materials, key points from readings, and results of activities) in a file and submit the file to the drop box labeled "make-up class work" on BeachBoard. If your work includes a multimedia file, you may upload the file to the Internet and simply include in your paper the link to the multimedia. Make-up work for asynchronous sessions is not allowed.

You are expected to participate in group work assigned throughout the course. These activities will focus on topics and readings assigned for each session. Each group member will share responsibility for completing the assignment given and for preparing and delivering a brief presentation to the class. You are expected to participate in group discussions and to share leadership responsibilities in group work.

Late Work/Make-up Policy

Major assignments: You are strongly encouraged to keep up with assignments and turn them in on time. Assignment 1 cannot be accepted after the due date. For each of the other major assignments (assignments 2-6) that you submit by the deadline, you will receive two extra-credit points. These major assignments up to a week late will be acceptable without penalty, but no extra credit will be assigned. Assignments beyond a week late may only be accepted by special arrangement with the instructor. Assignments cannot be accepted after the last day of instruction, Dec. 10, 2021.

Final exam: Students asking for a make-up final need to provide legitimate reasons as well as written evidence for verification. A make-up final will be subjected to at least a 10% penalty. When a make-up final cannot be scheduled by the end of the semester, students who are eligible to receive an incomplete grade may take the final during the following semester.

Please pay attention to the date and time each assignment and class work is due. Computer glitches do happen so make sure you plan ahead. All assignments are required to be submitted via BeachBoard. Be sure

to safeguard your BeachBoard account. Note that the campus computer policy (available at http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/1996/18/2/) indicates that users of the campus computer resources should not share their accounts. According to the policy, "[b]y not sharing your account, you protect against unauthorized activities on your account, for which you would be responsible." In addition, make sure you submit each assignment to its designated folder. Credits cannot be assigned to an assignment that is not submitted to the correct folder.

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Academic Integrity that governs your participation in courses at CSULB.

Individual and group work: You are encouraged to collaborate with your fellow students and help each other to succeed in this class. However, you must complete individual assignment on your own, though you may exchange ideas and seek help for problem solving. When working in groups, each member is expected to share an equal workload. Group members will submit their record of participation showing their contribution to the group assignments.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation, including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services
The Division of Student Affairs curates a full list of student support services on the Programs and Services website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.