

Evolving Educational Technologies

Master of Arts in Educational Technology and Learning

EDUC - 515



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Technology Integration: At a Glance

When effectively integrated into curriculum, technology tools can extend learning in powerful ways. The Internet and multimedia can provide students and teachers with:

- Access to up-to-date, primary source material;
- Ways to collaborate with students, teachers, and experts around the world;
- Opportunities for expressing understanding via images, sound, and text.

(www.edutopia.org)



APU MISSION STATEMENT

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective on truth and life.

EDUCATIONAL TECH. AND LEARNING MISSION STATEMENT

The Master of Arts in Educational Technology and Learning Program reflects Christ's calling to excellence in honoring God in all that we do by impacting the lives of our students to become more effective and responsive teachers, and thus impacting their own students' lives and educational experiences.

PROGRAM OBJECTIVES: STUDENTS WILL HAVE THE OPPORTUNITY TO:

1. Examine, explore, and articulate their role as a Christian educator.
2. Plan and design effective learning environments and experiences supported by technology to maximize student learning.
3. Demonstrate a sound understanding of technology operations and concepts.
4. Apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and apply that understanding in practice.
6. Use technology to support learner-centered strategies that address the diverse needs of students.



EDUCATIONAL TECHNOLOGY AND LEARNING PROGRAM GOALS

Graduates of the Master of Arts in Educational Technology and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

DEPARTMENT OF ADVANCED STUDIES VISION STATEMENT

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

ACADEMIC INTEGRITY

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. It is expected that all students will do their own work. Cheating or plagiarism will result in failure of this class. Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. In the Ed Tech program this includes use of templates, web designs, and any other unauthorized material (i.e. graphics used without permission, etc).

STUDENTS WITH DISABILITIES CLAUSE

Students with disabilities; Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet

with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

APU IDEA OBJECTIVES

The essential IDEA objective for this course is:

#2: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important IDEA objectives for this course are:

#1: Learning to apply course materials to improve thinking, problem solving, and decisions.

#11: Learning how to find and use resources for answering questions or solving problems.



COURSE DESCRIPTION



This class looks at the evolution of educational technologies in their present and historical contexts. The class will explore how and why some technologies endure while others do not. Attention is given to current technologies, and how they can be successfully im-

plemented into the classrooms in order to enhance both teaching and learning strategies.



COURSE REQUIREMENTS



REQUIRED TEXT: Richardson, W. (2008). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms - Second Edition*. Thousand Oaks, CA: Corwin Press. ISBN: 1412959728 ([BN.com](http://www.bn.com))

REQUIRED SUPPLIES:

Hardware: Microphone, Video Camera and iPod

Software: [iTunes](#), [Vlog It](#) (PC), [VideoCue](#) (Mac) software video editing, GarageBand (Mac), [Audacity](#) (PC)

Software CD - Supplied in class. CD includes: Mozilla Firefox, Open Office, MoinMoin, GIMP, Mozilla Thunderbird, Blender, Audacity and Various other Open Source software programs.



ISTE NETS

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 1B, 2B, 2C, 3B, 4c, 5A, 5B, 5C, and 5D. Go to www.iste.org for a detailed listing of these standards.

GRADE EVALUATION

The activities and tasks are designed to assist students in moving to a level of professional necessary to complete the remainder of the Master of Arts in Educational Technology and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

COURSE ACTIVITIES

These activities/tasks are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practices as well as personal insight and knowledge base.

Sharing an interesting blog (weekly)	50 points
Weekly Blog Postings	50 points
Standards Based Blog Activity	50 points
2 Audio Podcasts	60 points each
1 Video Podcast	50 points
Faith Integration Paper	40 points
Case Study Presentation (Video Podcast)	100 points
Total Points	400 points



DESCRIPTION OF PROJECTS

Projects are intended to provide opportunities regarding any course project, or if you simply want to brainstorm a bit, please feel free to contact me by e-mail or telephone. I welcome the opportunity to help you on your journey! Project grades will be determined by thoughtful, successful completion of the work. This includes meeting all of the requirements as outlined in the syllabus, submitting the work on time, and the quality and relevance of the work to students' professional practice.

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DESCRIPTION OF PROJECTS

Sharing an Interesting Blog 50 Points.

Each class we will take a few minutes to share some interesting blogs that we find. These blogs do not have to be educational based, just something that you find interesting. We will post these to the class blog and discuss them in class.

Standards Based Blog Activity: 50 points.

To better understand the power and fun of using blogs in the classroom, you will be asked to create a web activity to be used by your students. This activity is similar to a WebQuest.

2 Audio Podcasts: 60 points each.

You are responsible for creating and posting 2 audio podcasts. The podcasts can be used for instruction, or can be a "sample" of a project you will assign to students in the future. These podcasts can include students in your class-

room, your neighborhood, your church or your own family.

Podcast #1: Introduction to your classroom.

Podcast #2: Group podcast done in class.

1 Video Podcasts: 50 points.

Video is such a powerful tool in the classroom. Using a video camera, and a video editing program you will create and edit a video podcast for your classroom. Look in the iTunes music store for examples of educational video podcasts.

Faith Integration Paper: 40 points.

The purpose of the assignment is to reflect on how church or missionary organizations reach out to the community. Use the knowledge and ideas gleaned from your reflective conversation on the blog to write a summary of your findings. Your summary should be 1-2 pages in length, and include responses to each of the key questions listed on the blog. You may

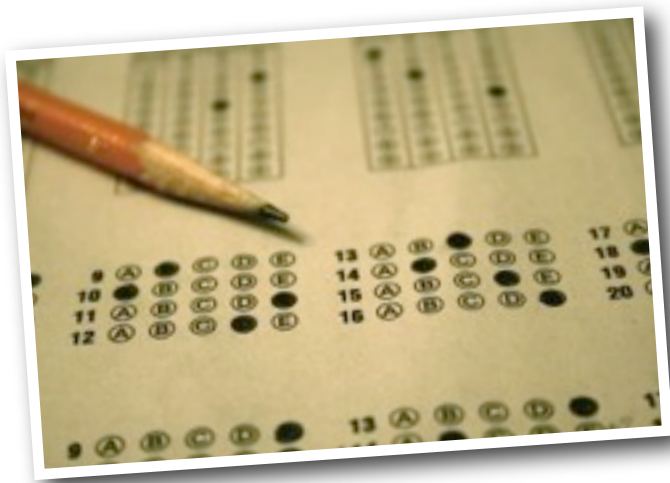
also choose to include a reflection on what you learned talking to people of other faiths, and how you can use this knowledge to share your faith in the future.

Case Study Research Presentation: 100 points.

Please select a technology (historical/current/emerging) that was not discussed in class. Your case study will include a written component and a visual component covering the following areas:

1. Implications in the classroom environment.
2. Ethics of using the technology in the classroom.
3. Evolution of the technology.

The final night you will present you finding to the class. Your presentation should focus on the technology you chose to research, addressing each of the focus points listed about. Your presentation should be in the form of a video podcast. Presentations should be no more than 10 minutes in length.



GRADING SCALE

Your final grade will be based on the following point ranges:

- 343 - 350 = A
- 315 - 342 = A-
- 308 - 314 = B+
- 291 - 307 = B
- 280 - 290 = B-
- 245 - 279 = C
- Below 244 = F

CLASS SCHEDULE

Module Number/ Dates	Readings	Discussion Topics	Projects and Activities
Monday September 14, 2009	~Digital Natives, Digital Immigrants (Blog)	Syllabus Projects Blogging in the Elementary Classroom Edublogs	Setup up Classroom Blog Blog Post #1
Monday September 21, 2009	Richardson Text Chapters 1-3	Podcasting in the Elementary Classroom Blogging and iTunes TeacherTube	Standards based Blog Activity Due Blog Post #2 Create Audio Podcast (Intro)
Monday September 28, 2009	Online	Faith Integration Project GarageBand and Audacity Evolution of Technology Case Study	Work on Audio Intro Podcast Blog Post #3
Monday October 5, 2009	Richardson text Chapters 5 and 8 Ethical Consideration	Uploading Podcasts	Intro Podcast Due Create Audio Podcast Blog Post #4
Monday October 12, 2009	Richardson Text Chapter 4 and 6	Video Podcasting VideoCue or iMove (Mac) Vlog It (PC)	Jing Screencast Faith Integration Project Due Blog Post #5
Monday October 19, 2009	Online		Standards Based Video Podcast Blog Post #6
Monday October 26, 2009		Using Wikis in Education Social Bookmarking	Standards-Based Video Podcast Due Blog Post #7
Monday November 2, 2009	Online (Optional)	Open Source Software	Work on final Video Podcast Blog Post #8
Monday November 9, 2009		Present Case Studies and Video Podcasts	Final Blog Post Case Study Presentation