CTCH 603 (001): Technology in Higher Education

Spring 2012

Tuesdays 7:20pm – 10:00pm

Innovation Hall Room 316

**Contact Information**

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Office Hours: By appointment

# **Course Description**

Provides students with an overview of issues surrounding technology in higher education, and some hands-on experience with technology tools available to enhance productivity, creativity, and classroom and online learning. Examines issues related to the use of technology in teaching, learning and academic life, and guides students in the development of effective technology-enhanced learning activities.

# **Prerequisites**

* Basic familiarity with computer hardware and software, including use of e-mail
* Basic skills in word processing (other office applications would be helpful)
* Basic Internet and electronic database research skills.
* Basic familiarity with use of Blackboard

**Requirements**

* Active Mason student email account
* Access to the Internet
* Access to Mason’s Blackboard course management system
* A microphone and web camera are highly desirable for class sessions that use the Collaborate synchronous application within the Blackboard course management system, however this equipment is not required
* Weekly readings, viewings and postings in Blackboard discussion
* In-class and online participation
* Two individual assignments
* One group project assignment
* One final reflection

**Submission of assignments**

All assignments are due during class time on the specified due dates listed in the tentative schedule below. Assignments turned in after the date on which they are due will be reduced by 5% for each day they are late. No late submissions will be accepted after the course end-date. Early submissions are welcome.

**Learning Outcomes**

1. Students will be familiar with a wide range of technology impacts on higher education.
2. Students will be aware of the strengths and weaknesses of various technologies and be able to choose options most effective for a particular communication or teaching situation.
3. Students will be able to design effective learning activities using technology to enhance training and/or student learning of disciplinary materials.
4. Students will be able to assess the effectiveness of technology-enhanced presentation and learning activities.
5. Students will understand legal and ethical issues associated with technology in an academic environment.

**General Course Policies**

The following grading scale is in effect for this course (Graduate Catalog, 2008-2009).

Grade Points Quality Points Graduate Courses

A+ 99-100 4.00 Satisfactory / Passing

A 93-98 4.00 Satisfactory / Passing

A- 90-92 3.67 Satisfactory / Passing

B+ 87-89 3.33 Satisfactory / Passing

B 83-86 3.00 Satisfactory / Passing

B- 80-82 2.67 Satisfactory\* / Passing

C 70-79 2.00 Unsatisfactory/Passing

F 69 < 0.00 Unsatisfactory / Failing

**Academic Integrity**

George Mason University is an Honor Code university. Please see the [Office of Academic Integrity](http://academicintegrity.gmu.edu/honorcode/) website for a full description of the honor code and the honor committee process.

Three fundamental principles to follow at all times are: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. When using the work of others, provide an accurate and complete citation for that work using correct APA format. Paraphrased material must also be cited using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Graduate work in technology is often best completed in a collaborative manner. Active discussion and support between students is encouraged. You will be assigned to a project group for the course’s final assignment. This collaborative project may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other assignments are designed to be completed independently. For these assignments, you are encouraged to discuss your ideas with others and conference with peers on drafts of the work and to incorporate the results of those discussions in the work; however, the final product you submit must be your own individual work.

**Accommodations for Disability**

If you have a documented learning disability or other condition that may affect your academic performance you should: 1) make sure this documentation is on file with [*Office for Disability Services*](http://ods.gmu.edu) to determine the accommodations you need (SUB I, Rm. 4205; 993-2474;http://ods.gmu.edu); and 2) talk with me to discuss your accommodation needs as soon as possible. If you have contacted the Center for Disability Services and are waiting to hear from a counselor, please tell me.

**Communication**

Students in this course are required to activate and use their MasonLIVE email account for email messages related to this course, and to receive information from the university. If you have not activated your MasonLIVE account, please do so immediately. See <http://masonlive.gmu.edu> for more information.

**Inclement Weather**

Class sessions cancelled due to inclement weather or other University emergencies will meet as possible online in Blackboard Collaborate. Check the Announcements area for the course for updates.

# **Texts**

Manning, Susan and Johnson, Kevin. 2011. *The Technology Toolbelt for Teaching.* Jossey-Bass.

Select readings from online journals.

One other book or series of articles that are mutually agreeable to the student and instructor and relate to cyberculture, educational technology or instructional design. This book may be in a specialty area, but it cannot be a “how-to” book.

**Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topics | Readings/Assignments for this session | Due |
| 1/24  Week 1 | First Class (KDB)   * Introductions * Overview of syllabus * Instructional Technology * Choosing technology applications * Transactional Distance Theory * Technology Skills Inventory |  |  |
| 1/31  Week 2 | Instructional Design  Blackboard Features  Faculty Training | Readings:  Manning & Johnson   * Part One * Chapter 1 * Chapter 2   [“Faculty Development for the 21st Century”. Educause Review, vol. 44, no. 3 (May/June 2009) 46-55](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume44/FacultyDevelopmentforthe21stCe/171776)  [“The Three-E Strategy for Overcoming Resistance to Technological Change”. Educause Quarterly, vol 31., no. 4 (October/November 2008)](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/TheThreeEStrategyforOvercoming/163448)  Assigned:  Set up IT training account, review IT workshop list for Spring 2012 and Skillport catalog  (<http://ittraining.gmu.edu>) Select book, articles of service for Literature Critique and Resource Development Explore Blackboard Collaborate in preparation for next week’s virtual class meeting.  Complete Blackboard Collaborate audio set-up before virtual class meeting | Whole class Blackboard discussion, prompts provided by instructor |
| 2/7  Week 3 | Distance Education   * Web Conferencing * Synchronous uses * Asynchronous uses   Interaction and Immediacy | Synchronous Meetings Webinar. Attend remotely.  Readings:  Manning & Johnson   * Chapter 8 * Chapter 10 * Chapter 14   [“Interaction and Immediacy in Online Learning”,](http://web.ebscohost.com.mutex.gmu.edu/ehost/pdfviewer/pdfviewer?vid=4&hid=126&sid=b2795f1d-415b-4850-a109-f73d081d5bd5%40sessionmgr113) Woods & Baker (2004). International Review of Research in Open and Distance Learning, 5(2)  [“How interactive are YOUR distance courses? A rubric for assessing interaction in distance learning.”](http://www.westga.edu/~distance/ojdla/summer32/roblyer32.pdf) Roblyer, M., & Ekhaml, L. (2000). Online Journal of Distance Learning Administration, 3(2).  [“Taking the “A” out of Asynchronous”.](http://campustechnology.com/articles/2008/07/taking-the-a-out-of-asynchronous.aspx?sc_lang=en) Campus Technology Magazine, 07/01/08  Explore VoiceThread  <http://voicethread.com/> | Blackboard group discussion about week 2 materialSubmit selection for the Literature Critique and Resource Development Assignment |
| 2/14  Week 4 | Web Tools I – Web Development   * Open source web packages * Dreamweaver * Image handling * Accessibility for webpages in general | Readings:  10 Principles of Effective Web Design, Smashing Magazine,  <http://www.smashingmagazine.com/2008/01/31/10-principles-of-effective-web-design/>  Assigned:  Explore Google Sites   1. <http://www.google.com/sites/overview.html> 2. <http://www.google.com/sites/help/intl/en/overview.html>   Watch “World Wide Access: Accessible Web Design” from University of Washington’s DO-IT video collection  <http://www.washington.edu/doit/Video/index.php?vid=35>  Here are some resources for building webpages to choose from:  <http://www.pagetutor.com/html_tutor/index.html>  <http://www.webpagesthatsuck.com/>  <http://www.interface-design.net/>  <http://webdesign.about.com/od/webdesignbasics/u/webdesignbasics.htm>  <http://www.totaltutorial.com/>  <http://www.good-tutorials.com/>  <http://websitetips.com/graphics/flash/> | Blackboard group discussion about week 3 material |
| 2/21  Week 5 | Web Tools II – Social Media   * Wiki * Blogs * Podcasts | Manning & Johnson   * Part Three * Chapter 11 * Chapter 12 * Chapter 13 * Chapter 25   [“Podcasts as an Emerging Information Resource](http://www.tandfonline.com.mutex.gmu.edu/doi/pdf/10.1080/10691316.2010.550529)”, Brock Peoples & Carol Tilley (2011), College & Undergraduate Libraries, 18:1, 44-57  “What's it worth? The perceived benefits of instructional blogging,” William F. Brescia, Jr. & Michael T. Miller, Electronic Journal for the Integration of Technology in Education, Volume 5, 2006  <http://ejite.isu.edu/Volume5/Brescia.pdf>  [“Wiki uses in higher education: exploring barriers to successful implementation”,](http://www.tandfonline.com.mutex.gmu.edu/doi/pdf/10.1080/10494820.2010.500514) Karasavvidis (2010), Interactive Learning Environments, 18:3, 219-231  Watch  [“Blogs in Plain English” 2:48](http://www.commoncraft.com/video/blogs)  [“Wikis in Plain English” 3:33](http://www.commoncraft.com/video/wikis) | Blackboard group discussion about week 4 materialSubmit topic selection forTechnology Skill Development Assignment |
| 2/28  Week 6 | Administrative Computing | Tour of the university Data Center  Readings:  “[The Organization of the Organization: CIO’s Views on the Role of Central IT](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume42/TheOrganizationoftheOrganizati/162064)”, Educause Review Magazine, vol. 42, no.6 (November/December 2007); 24-53  “[Top-Ten IT Issues 2011](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/TopTenITIssues2011/228654)”, Educause Review Magazine, vol. 46, no.3 (May/June 2011); 24-40  “[Managing Risk and Exploiting Opportunity”](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume43/ManagingRiskandExploitingOppor/163261), Educause Review Magazine, vol. 43, no.6 (November/December 2008); 36-37 | Blackboard group discussion about week 5 material |
| 3/6  Week 7 | Presentation Applications   * Digital Story * Web Quest * Screen casting * PowerPoint | Readings:  Manning & Johnson   * Part Four * Chapter 15 * Chapter 16 * Chapter 17 * Chapter 18 * Chapter 19   [“PowerPoint is Evil”,](http://www.wired.com/wired/archive/11.09/ppt2.html) Tufte in Wired Magazine, Issue 11.09  [“The Cognitive Style of PowerPoint: Slides Are Not All Evil”,](http://mit.edu/5.95/readings/doumont-responds-to-tufte.pdf) Doumont, Technical Communication; Feb 2005; 52,1; Humanities Module pg. 64  [“ Web 2.0 Storytelling: Emergence of a New Genre”, Alexander, B. & Levine, A. (2008).](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume43/Web20StorytellingEmergenceofaN/163262) Educause Review, vol. 43, no. 6 (November/December 2008)  Assigned:  Sabia, [“The technology of storytelling”](http://www.ted.com/talks/joe_sabia_the_technology_of_storytelling.html)  3:51  Explore:  <http://www.thirteen.org/edonline/concept2class/w8-resources.html>  <http://webquest.sdsu.edu/> | Blackboard group discussion about week 6 materialSubmit topic selection for Group Project |
| 3/13  Week 8 | SPRING BREAK | | |
| 3/20  Week 9 | Disability and Assistive Technology   * Accessibility * Self identification issues * Disability services * Experimentation with assistive technologies | Grandin, [“The world needs all kinds of minds”](http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html) 19:44  [“College Faculty and Inclusive Instruction: Self-Reported Attitudes and Actions Pertaining to Universal Design”,](http://psycnet.apa.org.mutex.gmu.edu/journals/dhe/4/4/250.html) Lombardi, Murray & Gerdes (2011). Journal of Diversity in Higher Education, Vol. 4, No. 4, 250-261  Watch:  [“Working Together: People with Disabilities and Computer Technology”](http://www.washington.edu/doit/Video/index.php?vid=33),  University of Washington DO-IT’s video collection    [“Real Connections: Making Distance Education Accessible to Everyone”,](http://www.washington.edu/doit/Video/index.php?vid=22) University of Washington DO-IT’s video collection | Blackboard group discussion about week 7 material**Literature Critique and Resource Development** **Assignment Due** |
| 3/27  Week 10 | Cloud Computing  Virtual Computer Labs  Group work time | Readings:  Manning & Johnson   * Chapter 7   [“Diving into the Cloud”,](http://campustechnology.com/articles/2011/10/31/diving-into-the-cloud.aspx) O’Hanion & Schaffhauser (2011), Campus Technology, Vol. 25, No. 3  [“The Invisible Computer Lab”,](http://www.insidehighered.com/news/2011/01/20/virtual_computing_labs_could_boom_as_colleges_trim_costs_and_grow_enrollments) Kolowich (2011) Inside Higher Ed  [“Virtual Computer Lab Makes Specialized Software Available Anytime, Anywhere”,](http://gazette.gmu.edu/articles/12358) Mason Gazette, August 14, 2008  Watch the [“Watch a Demo of eDesktop”](http://uwf.edu/its/labsandclassrooms/edesktop/) video from the University of West Florida’s virtual computer lab resource | Blackboard group discussion about week 9 material |
| 4/3  Week 11 | E-books   * Current usages * Issues   Assessment tools | Manning & Johnson   * Part Five * Chapter 20 * Chapter 21 * Chapter 22   [“In the 21st Century University, Let’s Ban Books”,](http://chronicle.com.mutex.gmu.edu/article/In-the-21st-Century/129744/) Prensky (2011), The Chronicle of Higher Education, November 13, 2011  [“Ban Paper Books? Not So Fast”,](http://chronicle.com.mutex.gmu.edu/article/Ban-Paper-Books-Not-So-Fast/130184/) Miller (2011), The Chronicle of Higher Education , December 30, 2011  Baraniuk, [“On open source learning”](http://www.ted.com/talks/richard_baraniuk_on_open_source_learning.html) 18:37  [“Keeping Students Engaged with Classroom Assessments”](http://campustechnology.com/Articles/2009/06/03/Keeping-Students-Engaged-with-Classroom-Assessments.aspx?Page=1) Briggs (2009). Campus Technology Magazine, June 3, 2009.  Explore Online Resources for Assessment:  <http://www.rmcdenver.com/useguide/assessme/online.htm> | Blackboard group discussion about week 10 material**Technology Skill Development Assignment Due** |
| 4/10  Week 12 | Student use of technology  Digital Literacy  Group work time | Readings:  [“The ECAR Study of Undergraduate Students and Information Technology, 2009, Key Findings”.](http://net.educause.edu/ir/library/pdf/EKF/EKF0906.pdf) Smith, S., Salaway, G., & Caruso, J.B. (2009). (Research Study, Vol. 6). Boulder, CO: Educause Center for Applied Research, 2009.  [“The Myth of the Tech Savvy Student”.](http://chronicle.com.mutex.gmu.edu/article/The-Myth-of-the-Tech-Savvy/129607/) Tanner, R. (2011). The Chronicle of Higher Education, November 6, 2011  Digital Natives aren’t necessarily digital learners  [“Why ‘Digital Natives’ Aren’t Necessarily Digital Learners”,](http://chronicle.com/article/Why-Digital-Natives-Arent/129606/) Cowan (2011). The Chronicle of Higher Education, November 6, 2011.  Watch [Bauerlein, “Virtual Education” 4:35](http://www.pbs.org/wgbh/pages/frontline/digitalnation/learning/concentration/virtual-education.html?play) | Blackboard group discussion about week 11 material |
| 4/17  Week 13 | Presentations |  | Blackboard group discussion about week 12 material **Presenting groups final portfolio due**  **Individual reflections from presenting group members due** |
| 4/24  Week 14 | Presentations |  | **Presenting groups final portfolio due**  **Individual reflections from presenting group members due** |
| 5/1  Week 15 | Emerging Technologies  Course Evaluations | Manning & Johnson   * Part Six * Chapter 23 * Chapter 24 * Chapter 26   [“In Search of Future-Focused Learning Technologies”,](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/InSearchofFutureFocusedLearnin/228663) Richter, J. (2011). Educause Review Magazine, Vol. 46, No. 3, May/June 2011.  [“Evolving Technologies: A View to Tomorrow”,](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/EvolvingTechnologiesAViewtoTom/238392) Tamarking, M. & Rodrigo, S. (2011). Edcause Review Magazine, Vol. 46, No. 6, November/December 2011.  [“Have We Arrived?”,](http://campustechnology.com/articles/2009/04/01/elearning.aspx?sc_lang=en) Boettcher, J.V (2009). Campus Technology Magazine, April 1, 2009. |  |
| 5/8  Week 16 | Final Reflections due |  | **Final Reflection Assignment Due** |

### **Assignment Options with Grading Rubrics**

#### Class Participation (20%)

Each week you are expected to contribute in a meaningful way to class discussion, both in-class and online. Your comments should add to the substance of the discussion by referencing your reactions to class readings and activities, your own experience with technology, your questions and curiosities about technology, or even respectfully but totally disagreeing with the postings or comments of other students and the instructor. Make sure you substantiate your comments with rationale, reasons, research, and wherever possible your own real world experiences with the subject of the discourse.

Students will be placed into discussion groups and provided a group discussion area in Blackboard. I will assign you to teams based on your technology skills and interests, as well as current or future career goals.

Each week in their discussion groups, students will discuss an aspect of technology in higher education of their choosing from the week’s material. Time will be allotted at the end of each class session for discussion groups to meet and agree upon the discussion prompt for the week. A group leader should be appointed for each week’s online discussion. The leader’s responsibility is to post the agreed upon discussion prompt by 2:00pm Wednesday afternoon after the class session and to write a summary of the week’s discussion, posted by 6:00pm on the next Monday afternoon. Each student is expected to provide leadership during the course and to contribute at least twice to each week’s discussion. Contributions must be substantive. While stating simple agreement with another student’s posting and/or praising their comments is encouraged, these responses will not be considered adequate to fulfill the online discussion requirement.

Active and thoughtful participation in both in-class and online discussions is a required part of your grade. I will evaluate your input based on the quality of your responses, the thoughtfulness of your comments, and the contribution that you make to class discourse.

#### Literature Critique and Resource Development (20%)

This assignment is designed to deepen students’ knowledge of technology literature, expose students to issues surrounding technology provision in the academy, and to develop evaluation skills. It is also intended to develop a repository of critiqued resources for the class.

Students will choose from one of the following options for this assignment. All options include the development and statement of specific evaluation criteria that are to be used for the assignment, as well as the rationale for the selection of those criteria.

1. Book or article review:

* Select and review a book or a series of 4 articles from professional or research journals on cyberculture, educational technology, higher education administrative technology, or the impact of technology on teaching and learning. The book or articles must be approved in advance by the instructor.
* Articles must be on the same subject, but not by the same author. As an example, four articles discussing the digital native/digital immigrant concept may be selected but must have been written by four different authors.
* If four research articles are selected, evaluate the research methodology to the extent you’re your knowledge permits and the strength of the conclusions and discussions based on the presented data
* Discuss your agreement/disagreement with opinions expressed in the work, as well as your personal, professional, or scholarly grounds for that assessment

1. Educational website or learning object critique:

* Identify and review educational four websites or learning objects
* All websites or learning objects must be on the same subject and must all be publically available
* Evaluate the appropriateness of the technology selected and the way it is used for the instruction
* Evaluate the effectiveness of the instruction

1. Technology service case study:

* Identify a specific technology service provided in a college or university environment and provide an evaluation of its appropriateness and effectiveness.
* Examples of services include
  + Faculty Blackboard training
  + Student Microsoft Office training
  + Classroom or lab support
  + Administrative technology application (i.e. email systems)
  + Student services use of technology

To complete this assignment, students will review all publically available materials for the service and interview 2-3 people directly involved in providing the service to the organization and/or who are frequent users of the technology. A written case study report will be submitted that:

* Describes the service, its purpose and audience
* Describes publically available material and documentation for the service provision
* Summarizes interview data and relates it to other aspects of the case study
* Critiques the service and publically provided information from a user’s perspective in terms of appropriateness, effectiveness, strengths and weaknesses, limitations, and suggestions for improvement.

#### Technology Skill Development (25%)

As part of the requirements of this course, students must acquire a new technology skill that will be helpful in working in an academic environment or teaching with technology. NOTE: This is not a demonstration of a skill you already have; this should either be a new learning experience for you or should take an existing technology skill you have to a more advanced level.

Expectations for this assignment are that:

1. Students will take two related outside-of-class instructional technology workshops from
   1. Mason’s IT Training workshops
   2. Mason’s Skillport system
   3. NVCC workshop if available
   4. Online learning object or tutorial
2. Students will create a product that illustrates their learning
3. Students will critique the effectiveness of the technology as a teaching and learning tool
4. Students will critique the effectiveness of instruction provided
5. Students will prepare a short reflective paper (or e-journal) reviewing their efforts to learn a new or more advanced technology skill and the value they perceive of the tool for future use (worth 5% of the total).

Examples of possible topics include:

* Learn HTML or a web editor (such as Dreamweaver) and develop a personal or professional Web page (not available for credit if you already have a personal homepage or are familiar with web design). Must demonstrate some sophistication in layout and in using different types of files or creative formats.
* Web page makeover. Take an existing web page you have worked on and revise and upgrade the quality and appearance. Must provide before and after files. Must confirm with instructor.
* Web page accessibility. Take an existing web page you have worked on a revise it so that it is more accessible to people with disabilities. Must provide before and after files and accessibility certification from provided accessibility evaluators. Must confirm with the instructor.
* Learn a new computer software package (spreadsheet, database or other). Final product/printout relating to teaching with technology must be certified with instructor. Demonstration may be required.
* Learn MS Powerpoint, including basic functions (inserting bulleted lists & graphics, changing background colors and templates) and some advanced features (transitions, animations, web links, WordArt, narration, etc.). Prepare a 5-8 minute Powerpoint show on a topic concerning teaching with technology. Demonstration may be required.
* Powerpoint makeover. Take an existing Powerpoint presentation you have worked on, revise and upgrade the quality and appearance and add narration and animation. Must provide before and after files. Must confirm with instructor.
* Learn a new computer language or programming tool. Specific outcome or module must be certified with instructor. Demonstration may be required.
* Develop skill in graphics manipulation. Take an image and manipulate it to demonstrate knowledge of different layers and filter effects. Save it in 3 different file formats, and then save with 3 different filters as they apply to your image. A final aesthetically striking image should be a composite of at least 3 different filtered images
* Desktop publish a brochure about teaching with technology. With original work, demonstrate knowledge of layout, use of graphics and fonts, and ability to impose quality control. Wizards are NOT acceptable to accomplish this task.
* Develop an animated application or Learning Object for the web. Using Flash or another animation package, develop a short learning module.
* Develop a digital story. Using either a specific proprietary software package or an office/web application, create a digital story about an important aspect of your life or a topic for use in your discipline. Provide an outline for your story, which should follow guidelines for engaging storytelling, and identify resources for more information about the story or about similar stories to the reader.

Presentation/Demonstration group project (30% total)

The discussion groupings used throughout the semester will be also be used for the completion of this group assignment. Each group will develop a 30-45 minute teaching module using at least three distinct forms of technology explored in the technology skill development assignment or presented in class. Other forms of technology may be approved by the instructor in advance.

The subject of the teaching module must be an academic discipline and each member of the group must present a portion of the module. The subject of the teaching module must be approved in advance by the instructor. Examples of subjects include:

* themes in the poetry of Walt Whitman
* the solving of quadratic equations
* a comparison of adult learning theories
* civil disobedience as observed in specific protest or social movements
* specific marketing principles
* the purpose and completion of Chi Squared statistic operations

In-person teaching is required for each group member. The entirety of the lesson cannot be presented in a recorded or self-directed web-based format. Each group member must teach a portion of the module in class.

In order to successfully complete this assignment, each group should:

* define the audience for lesson
* define the purpose and approach to the material
* agree on the group member’s roles and responsibilities in the project
* develop an outline and objectives for the lesson
* define the technology selection process and rationale
* develop teaching materials
* use at least three technologies from the group member’s technology skill development assignment and/or a technology presented in class

The assignment also includes an individual component in the form of a reflection. Each student will complete a reflection on the collaboration experience, examining the processes and procedures that the group used to complete the assignment and what they learned as a result of working on this project. This reflection is due no later than 6:00pm on the Wednesday immediately following the class session in which the group teaches its module.

Each group will be assigned a private discussion and work space in Blackboard that will include a variety of Blackboard collaborative applications. All digital communication regarding the development and completion of the final group project must take place in this work space, rather than in personal email accounts or collaborative workspace.

Students will receive an individual grade for their participation in the success of the group’s project. The only way for the instructor to assess each individual student’s contribution is for that work to be viewable in the Blackboard work space. If project groups meet in a face-to-face or web conferencing setting, a synopsis of that meeting must be posted in the group’s Blackboard work space. The synopsis should include the group members present and absent, what was discussed during the meeting, and agreed upon tasks and assignments and their due dates.

Each group will compile a portfolio for their completed project, to be turned in when the lesson is taught in class. This portfolio should include:

* Instructional objectives for the lesson
* Lesson plan and/or lecture notes
* All teaching materials, including each technology component

Each group member will receive **two (2) grades** for this assignment: One for the project itself and one for each team member’s individual contribution to the project. As a result, individual grades may differ from the overall project grade. Individual contribution grades will be based on the communication that is represented in the group’s Blackboard work space and in the project’s portfolio.

Final Reflection (5%)

Submit a short reflective paper (2-3 pages) regarding the impact of the course work on your thinking and perspectives on technology in academy, your learning process during the course, what surprised you and what didn’t, and your own evaluation of your progress during the semester. This is intended to be a personal analysis to help you frame your own thinking about the course, and on technology’s impact on higher education.

**Assignment Grades and Due Dates**

|  |  |  |
| --- | --- | --- |
| Assignment | Due Date | Percentage of final grade |
| Class participation (virtual and in-person) | Weekly | 20% |
| Literature Critique/Resource Development Assignment | March 20th | 20% |
| Technology Skill Development Assignment | April 3rd | 25% |
| Group Project (individual grade) | TBD | 15% |
| Group Project (group grade) | TBD | 15% |
| Final Reflection Assignment | May 8th | 5% |
| Total |  | 100% |