Course Change Request

Date Submitted: 02/08/18 11:10 am

Viewing: **EDTC 646 : Emerging Technologies for Learning II**

Last edit: 02/13/18 8:34 am

Changes proposed by: gbyrns

Catalog Pages referencing this course

Contact(s)

<table>
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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

*The proposed changes are part of a routine curriculum review.*

Course prefix | EDTC | Course number | 646
Department     | Educational Psychology
College/School | Education & Human Development
Academic Level | Graduate
Effective term | 2018-2019

Complete Course Title

Emerging Technologies for Learning II

Abbreviated Course Title

EMERGING TECH FOR LEARNING II

Catalog course description

Critical examinations of trends and technologies expected to have an impact on learning and performance over the next five years; educational futurist predictions; key factors to consider in adoption/integration decisions; theoretical and technological underpinnings; hands-on activities field of interest.

Prerequisites and Restrictions

Graduate classification; approval of department head.

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No
Stacked | No
Crosslisted With | No

In Workflow

1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/12/18 11:10 am
   Shanna Hagan-Burke (shaganburke):
   Approved for EPSY Department Head
2. 02/13/18 8:34 am
   Sandra Williams (sandra-williams):
   Approved for Curricular Services Review
3. 02/13/18 3:48 pm
   Melanie Robideau (mrobideau):
   Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm
   Beverly Irby (irbyb):
   Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm
   Beverly Irby (irbyb):
   Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Meagan Kelly (meagankelly):
   Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaRhesa Johnson (ljohnson):
   Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
EDTC 646: Emerging Technologies for Learning II

Semester Credit Hours: 3

Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1305010004
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. Program faculty collaborate to ensure that course objectives are rigorous and comprehensive. The designer and instructor of this course has been designated an ‘Exemplary Distance Educator’ by TAMU, according to QM standards.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course? Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: EDTC646_Emerging_Technologies_II_fa18.pdf

Letters of support or other documentation: No
Additional information:
Reviewer Comments:
Reported to state?: No
EDTC 646 Emerging Technologies for Learning II
Fall 2018

Syllabus & Course Schedule

Course Description:
Critical examination of trends and technologies expected to have an impact on learning and performance over the next 5+ years. Discussion of educational futurist predictions, key factors to consider in adoption/integration decisions, and theoretical as well as technological underpinnings. Hands-on activities in the student’s field of interest.

Instructor:
Noelle Wall Sweany, Ph.D.
Clinical Associate Professor
Educational Technology Program
Harrington 724
979-862-2086
nsweany@tamu.edu (quickest response)

Office Hours:
You are welcome to make an appointment to meet with me to discuss your progress, work, or evaluation at any time. We can arrange to discuss by phone, Skype/Google Hangouts, or meet in person.

Course Objectives:
By the end of this course, you will be able to:

• Identify Mid-Range and Long-Term trends in educational technology according to the Horizon Report framework
• Explain various technological and pedagogical challenges facing K-12 and Higher Ed
• Describe predictions of educational futurists
• Evaluate the potential impact of emerging technologies on your own work

Texts:
• No required text.
• Weekly readings will be available online.

Course Structure:
This course will be taught online in an asynchronous manner. This means that you will access the learning materials and activities on your own time, but you will need to follow the weekly schedule. Discussions will take place throughout the week. Readings and activities are due weekly. If you are unable to participate on an ongoing basis in a manner similar to a face-to-face class, you are strongly advised to take this course at a later time.
Access to Technology:

We will use eCampus as our learning platform. You can access our course section by logging into http://ecampus.tamu.edu/ and clicking on our course title under My Courses. Student Tutorials for eCampus can be found under ITS Docs on the Help menu or at http://ecampus.tamu.edu/student-help.php

All document submissions should be saved as a .doc or .docx file. If you do not have access to Microsoft Word, please contact your instructor to find out how to proceed.

In order to minimize possible incompatibility problems, please be sure all of your plug-ins are updated. Using some browsers may produce errors. Thus, if you are having difficulty, I always recommend trying a different browser first. You will also need some type of software that will allow you to watch videos.

Finally, it is my expectation that you have continuous and reliable access to both a computer and the Internet for the full duration of this course. If you are going out of town during the time you are taking this course, you will still be expected to complete work on time. If you have extenuating and unexpected circumstances, please contact your instructor immediately.

Technical Support:

If you need support with eCampus, you can contact Help Desk Central at helpdesk@tamu.edu, call 979-845-8300, or you may submit an online course ticket at http://it.education.tamu.edu/

Course Assignments and Evaluation:

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<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Participation</td>
<td>45 points (3 pts per week)</td>
</tr>
<tr>
<td>‘Genius Hour’ Project</td>
<td>55 points</td>
</tr>
</tbody>
</table>

Letter Grade Scale:

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- F = 0 to 69 points
MAJOR ASSIGNMENTS

GENIUS HOUR PROJECT (55 pts.)

Have you heard of the Genius Hour movement in education? Students are given a set time each week to explore topics of their own choosing, research something they are passionate about, and create a product that will be shared with their class/school/world (See geniushour.com). We’ll be doing a version of this in our online course. More details will be discussed in class, but as you cover the readings, begin thinking about ANY topic/issue/application, etc. that you are passionate about. You might be interested in the viability of MOOCs for higher education. Or perhaps you’d like to write a grant proposal for purchasing a 3D printer to incorporate in your teaching. It’s up to you. You can research an issue or spend your time learning a hands-on skill. You’ll spend some independent time focused on your topic each week and writing blog posts about your learning. At the end of the semester, each of you will share your research/product/skills/etc. with the class and facilitate a discussion. Your presentation will be posted online by Sunday night prior to your presentation week. You will be responsible for monitoring the online discussion related to your presentation during the week. [You may choose to work on this project with a partner or you can work individually.]

WEEKLY PARTICIPATION (45 pts.)

The success of this course depends on active participation from all of us. Weekly participation is required. Students are responsible for completing the assigned readings, completing the weekly online activities, and responding to peers’ posts and comments.

For the online discussion, typically, you will be asked to post your first response to the discussion area by Tuesday (end of day). To earn FULL credit, you will post on at least 2 different days throughout the week. Your comments should demonstrate that you have thought about the material at a deeper level and they should add value/insight to our discussion. A simple "I agree" or "Good point" will not earn full credit. Substantive comments may include personal examples, provide a counter-argument, incorporate outside sources, ask follow-up questions, etc. Missed discussions cannot be made up. A few other helpful guidelines:

- A week is defined as 7 days between Sunday and Saturday
- Think about the questions first before you read the responses of your classmates.
- View the discussion not as a writing assignment but as a dialogue between yourself and the members of the class.
- Keep your responses concise, but provide enough information to get your point across.
- Ask open-ended questions that invite the response of your classmates.
- Make sure you title the post so that classmates can follow the threads of the discussion.
- Check back to see if any of your classmates have responded to your posting.

Note: Each week will have different activities and requirements so be sure and check in early in the week to see what is required. Every Friday, I’ll post the material for the upcoming week.
Online Discussion Evaluation Rubric:

For each of our online discussions, you will be assessed on both your initial response to the discussion question and the responses you offer to your peers. Each of these categories is worth 0 to 3 points and will be averaged to determine your grade for each module discussion (for a total of 3 points per module discussion.)

<table>
<thead>
<tr>
<th>Rubric: Online Discussions</th>
<th>(3 pts.)</th>
<th>(1.5 pts.)</th>
<th>(0 pts.)</th>
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</thead>
</table>
| **Initial Response**       | Demonstrates clear understanding of assigned reading  
                            Often includes a personal example or outside source that clearly relates to content being discussed | Posts written with basic understanding of material, but needs more detail | Did not post by deadline |
| **Peer Responses**         | Responded to at least 2 peers. Responses demonstrate thoughtful reflection: Ex. Integrating peer’s thoughts with your own thoughts, relating ideas back to text, providing concrete examples, linking to outside sources, etc. | Responded to at least 2 peers, but posts reflect minimum effort OR responded to only 1 peer | No peer responses OR responded after deadline |
Relevant Policies

Late Work

Major assignments will lose one letter grade for every day they are submitted late (up to 3 days). Late assignments will not be accepted after 3 days. Please note: Online Discussions cannot be made up.

Copyright/Plagiarism

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under Part I. Academic Rules, Academic Misconduct.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

The Aggie Honor Code states “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please review the University Aggie Honor Code.

CEHD Statement on Diversity

We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.
## Course Schedule

**Contents of the schedule are subject to change. Any changes will be announced in class in advance.**

*IF THE LINKS DON'T WORK, TRY COPYING AND PASTING THE URL INTO YOUR BROWSER*

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<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1 – Aug. 27</td>
<td>Introduction to the course</td>
<td>Review Syllabus</td>
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<td>Review eCampus Help Guides</td>
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<td>Horizon Reports (K-12, Higher-Ed)</td>
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<td>2 – Sept. 3</td>
<td>Overview of Emerging Technologies</td>
<td>Ch. 19 <em>Emerging Technologies</em>, from J. Michael Spector’s Foundations of Educational Technology (2016)</td>
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<td>Changing Roles of Knowledge and Learning</td>
<td>How Technology Has Changed Our Idea of Knowledge</td>
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<td>Reshaping Learning from the Ground Up</td>
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<td>HR K12 -- Executive Summary &amp; Intro</td>
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<td></td>
<td></td>
<td>HR HigherEd -- Executive Summary &amp; Intro</td>
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<tr>
<td>3 – Sept. 10</td>
<td>3D Printing</td>
<td>HR K12, pp. 40-41</td>
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<tr>
<td></td>
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<td>3D Printing in Instructional Settings: Identifying a Curricular Hierarchy of Activities, <em>TechTrends</em>, 59(5)</td>
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<td>3D Printers Add a New Dimension to Classrooms</td>
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<tr>
<td>4 – Sept. 17</td>
<td>Digital Badges</td>
<td>HR K12, pp. 44-45</td>
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<tr>
<td></td>
<td>Gamification</td>
<td>The Difference Between Gamification and Game-Based Learning</td>
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<td><a href="http://bit.ly/1f0YG5">http://bit.ly/1f0YG5</a></td>
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<td>How Gamification Reshapes Corporate Training</td>
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<td>Certifying Skills and Knowledge: 4 Scenarios on the Future of Credentials</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Source</td>
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</tbody>
</table>
| 5 – Sept. 24 | New models of education                   | http://ti.me/1n15CcZ  
Seven C’s Ensure Learner Engagement in Corporate MOOCs  
http://bit.ly/1CBcFim  
Shared Design Elements and Emerging Practices of Competency-Based Education Programs |
| 6 – Oct. 1   | Open Educational Resources                | HR Higher Ed, pp. 30-31  
OER: Resource Roundup  
http://bit.ly/1FrEqGw  
OER: A Practical Guide  
http://bit.ly/1SmXh0q  
OER Usage and Barriers, *Educational Technology Research & Development*, 63(6) |
| 7 – Oct. 8   | Genius Hour                               | Work Week                                                             |
| 8 – Oct. 15  | Learning Analytics                        | HR Higher Ed, pp. 12-13, 16-17  
Learning Analytics: The Third Wave  
http://bit.ly/1noxg47  
Understanding Education through Big Data  
http://bit.ly/1IfpZSu |
http://onforb.es/1WfSFhE  
Learning to Adapt:  
http://bit.ly/1SmldzQ |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internet of Things</td>
<td>Let’s Get Physical: K-12 Students Using Wearable Devices to Obtain and Learn About Data from Physical Activities, <em>TechTrends</em>, 59(4)</td>
</tr>
<tr>
<td></td>
<td>Virtual Reality/Augmented Reality</td>
<td>Quantified Self – Tech-Based Route to Better Life?&lt;br&gt;<a href="http://bbc.in/1J7tXrQ">http://bbc.in/1J7tXrQ</a></td>
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<td>Beyond the GUI&lt;br&gt;<a href="http://bit.ly/1FLDQ5I">http://bit.ly/1FLDQ5I</a></td>
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<td>Internet of Things Academy&lt;br&gt;<a href="http://bit.ly/1PgDqJv">http://bit.ly/1PgDqJv</a></td>
</tr>
<tr>
<td>11 – Nov. 5</td>
<td>Wearable Technologies</td>
<td>Review readings</td>
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<tr>
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<td>Internet of Things</td>
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<tr>
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<td>Virtual Reality/Augmented Reality</td>
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<tr>
<td>12 – Nov.12</td>
<td>Genius Hour</td>
<td>Work Week</td>
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<tr>
<td>13 – Nov. 19</td>
<td>Genius Hour</td>
<td>STUDENT PRESENTATIONS</td>
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<td>14 – Nov. 26</td>
<td>Genius Hour</td>
<td>STUDENT PRESENTATIONS</td>
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<tr>
<td>15 – Dec. 3</td>
<td>Final Week</td>
<td>Course Wrap-Up</td>
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