

# Cover Sheet: Request 11135

## EME 3XXX Issues and Trends in Educational Technology

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created	9/22/2016 11:03:24 PM
Updated	11/21/2016 1:29:30 PM
Description of request	The purpose of this course is to introduce students to the field of Educational Technology and its history and allow an exploration of current topics and trends in educational technology research and application.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		9/25/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 11135

## Info

**Request:** EME 3XXX Issues and Trends in Educational Technology

**Description of request:** The purpose of this course is to introduce students to the field of Educational Technology and its history and allow an exploration of current topics and trends in educational technology research and application.

**Submitter:** Ritzhaupt, Albert D aritzhaupt@coe.ufl.edu

**Created:** 12/8/2016 12:23:30 PM

**Form version:** 5

## Responses

**Recommended Prefix** EME

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Issues and Trends in Educational Technology

**Transcript Title** Issues/Trends Ed Tech

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** An introduction to the field of Educational Technology and its history and allows an exploration of current topics and trends in educational technology research and application.

**Prerequisites** EME 3XXX: Technology-Enhanced Learning Environments

**Co-requisites** None

**Rationale and Placement in Curriculum** This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Technology specialization. The course is designed to expose students to the broad field of educational technology. Expect students to take this course in the junior year to allow students to focus their interests later in the program.

**Course Objectives** Students will:

- Define Educational Technology
- Describe the historical and psychological foundations of educational technology
- Identify emerging trends and technologies in the field
- Identify major resources, organizations, projects, and people in the field of educational technology
- Locate and analyze potential jobs in the field and identify the knowledge and experience

needed to be competitive for positions in educational technology

**Course Textbook(s) and/or Other Assigned Reading** Reiser, R. A., & Dempsey, J. V. (2012). Trends and issues in instructional design and technology. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

**Weekly Schedule of Topics** Module 1

(1 week) Defining the Field

Read: Chapter 1: What field did you say you were in? and AECT current definition.

Chapter 2: What is instructional design? Introductions

Letters Home (OC&P)\*

Module 2

(1 week) History of the field

Read Chapter 3: A history of instructional design and technology

Individual & collaborative timeline (OC&P)

Identify book for podcast assignment

Module 3

(3 weeks) Theories & Models of Learning & Instruction

Read: Chapter 4: Psychological foundations of instructional design. Chapter 5:

Constructivism & instructional design: The emergence of the learning sciences & design research. Chapter 6: Epistemology & the design of learning environments.

Analysis of a learning environment (OC&P)

Quiz

Module 4

(2 weeks) Media Methods Debate

Read: Clark, R. E. (1983). Reconsidering research on learning from media. Review of educational research, 53(4), 445-459. And Kozma, R. B. (1991). Learning with media. Review of educational research, 61(2), 179-211.

Personal perspectives statement (OC&P)

Module 5

(3 weeks) Evaluating Implementing & Managing Instructional Programs & Projects

Read: Chapter 10: Evaluation in instructional design: The impact of Kirkpatrick's four-level model. Chapter 11: Adoption, diffusion, implementation & institutionalization of instructional innovations. Chapter 12: Instructional project management: Managing instructional design projects on site & at a distance. Chapter 13: Managing scarce resources in training projects

Quiz (OC&P)

Case analysis (OC&P)

Module 6

(2 weeks) Human Performance Technology

Read Chapter 14: The development & evolution of human performance improvement.

Chapter 15: Electronic performance support systems: Visions & viewpoints. Chapter 16: Knowledge management & learning: Perfect together

Quiz (OC&P)

Case analysis (OC&P)

Module 7

(1 week) Trends & issues in Various Settings

Read: Select two of the chapters most relevant to the context in which you hope to work (i.e. Business & Industry, Military, Health Care, P-12, Higher Education, Developing Countries

Online discussion with assigned groups (OC&P)

## Module 8

(1 week)      Securing Jobs in Educational Technology

Read: Chapter 24: Getting an ID position: Lessons from a personal history. Chapter 25: Getting jobs in business & industry.

Job analysis assignment (due during final week of semester)

Book review podcast due

## Module 9

(1 week) Professional Associations in Educational Technology

Read: Chapter 26: Professional organizations & publications in ID

Professional growth plan (OC&P)

## Module 10

(1 week)      Book review podcast; Peer feedback      Book review podcast: Peer feedback due

Job analysis assignment due

\*OCP - Online Content & Participation

### **Links and Policies**9. Course and University Policies

#### 9a. Attendance, Make-Up Assignments

Students must log in to the class in the Learning Management System (LMS) during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list. This course will use LMS as a means of communication. All questions related to the course material should be submitted to the instructor using the LMS messaging service. Emails will also be accepted for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter.

Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. In order to receive full credit for work, students must turn in required deliverables on the specified due date. No late work will be accepted in this course unless there are documented extenuating circumstances.

#### 9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

#### 9c. UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

#### 9d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course

based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

#### 9e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: [www.counseling.ufl.edu](http://www.counseling.ufl.edu) or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

**Grading Scheme** Weekly Online Content and Participation (50% of the final grade)

Weekly assignments may include participation in online discussions, reflections on weekly readings, reviews of literature, creation of digital artifacts, online quizzes or other activities designed to help students in mastering course content. These assignments are noted as OC&P in the weekly schedule.

Book review podcast (30% of the final grade)

Students will read a book that is of interest to them in the field, analyze it in terms of what they are learning about the history and trends in the field and create a podcast for others to learn about the book and their perspectives on it. Additional information, including a list of books from which students may choose, is provided in the learning management system.

Job posting analysis (20% of final grade)

Students will identify four job descriptions that represent work they think they may like to do upon graduation. They will analyze these descriptions based on their current strengths and areas for improvement and develop a plan for how they will work toward making themselves marketable for these jobs by the time they graduate. More information is provided in the learning management system.

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
0% - 59%	

E

**Instructor(s)** Name: Kara Dawson, PhD