

# Cover Sheet: Request 11138

## EME 3XXX Technology-Enhanced Learning Environments

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created	9/22/2016 11:23:16 PM
Updated	11/21/2016 1:57:51 PM
Description of request	This course will provide an introduction to the foundational principles of human learning, what constitutes learning, the design of environments that will support learning, variations in the ways that people learn, and what is considered important to learn in the digital age.

### 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 11138

## Info

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

**Created:** 12/8/2016 12:21:24 PM

**Form version:** 6

## Responses

**Recommended Prefix** EME

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Technology-Enhanced Learning Environments

**Transcript Title** Techn Learnng Envirnmnt

**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** This course will provide an analysis of how people learn in technology-enhanced environments, outline how the design of technology-enhanced systems can support or undermine learning, and consider critical issues for instructors, designers and learners in the digital age.

**Prerequisites** EME 2040: Introduction to Educational Technology

**Co-requisites** None

**Rationale and Placement in Curriculum** This course will be offered as a core course required as part of the proposed BA in Education Sciences. It is designed to advance students knowledge of design of technology-enhanced learning environments.

**Course Objectives** Students will:

- Identify principles of learning as they have been applied to learners of different ages and characteristics in a range of contexts, including within schools and communities, and via technology
- Critique how principles of learning are being applied or misapplied in contemporary issues, topics and cases in popular media
- Apply principles of learning to the design of instruction that is appropriate for a specified learner and a specific task

- Appraise the effectiveness of learning environments by identifying the behaviors or products that indicate that learning has or has not occurred

**Course Textbook(s) and/or Other Assigned Reading•** Classic Reading. How people learn: Brain, mind experience, and school: Expanded edition. (2000). Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, National Research Council National Academies Press. ISBN 978-0-309-07036-2. DOI 10.17226/9853. The book is available to read online or as a downloadable PDF (free). Individual chapters will also be posted in Canvas.

- Additional contemporary readings. These will be posted in Canvas and will serve as prompts for weekly discussions to connect the week's themes with the classic reading. These may be chapters, blog posts, scholarly articles, essays and "think pieces" about the integration of technology in the learning context of today and the consequences for the individual learner and society more generally. Students will participate in the process of identifying contemporary readings; see Method of Student Evaluation, below.

### **Weekly Schedule of Topics** Module 1

(1 week) Read: Chapter 1: Learning: From speculation to science Quiz 1  
Discussion 1

Module 2  
(1 week) Read: Chapter 2: How experts differ from novices Quiz 2  
Discussion 2  
Project Concept Paper

Module 3  
(1 week) Read: Chapter 3: Learning and transfer: Cognition Quiz 3  
Discussion 3  
Peer feedback on Concept Papers

Module 4  
(1week) Review: Chapter 3: Learning and transfer: Motivation and culture Quiz 4  
Discussion 4  
Revise Project Concept

Module 5  
(1 week) Read: Chapter 4: How children learn Quiz 5  
Discussion 5  
Project Format Concept Due

Module 6  
(1 week) Read: Chapter 5: Mind and brain Quiz 6  
Discussion 6

Module 7  
(1 week) Review: Exceptional learners Quiz 7  
Discussion 7  
Begin Project Implementation

Module 8  
(1 week) Read: Chapter 6: The design of learning environments Quiz 8  
Discussion 8

Module 9

(1 week) Read: Chapter 7: Effective teaching: Examples in history, mathematics and science

Quiz 9

Discussion 9

Module 10

(1 week) Read: Chapter 8: Instructor learning Quiz 10

Discussion 10

Project Implementation Review

Module 11

(1 week) Read: Chapter 9: Technology to support learning Quiz 11

Discussion 11

Module 12

(1 week) Read: Chapter 9: Technology to support learning, con't. Quiz 12

Discussion 12

Begin Project Learner Test

Module 13

(1 week) Read: Exceptional learners and assistive technologies Quiz 13

Discussion 13

Module 14

(1 week) Read: Chapter 10: Future directions for the science of learning

Quiz 14

Discussion 14

Module 15

(1 week) Read: What should people learn in the 21st century?

Quiz 15

Discussion 15

Module 16

(1 week) Review: Peer virtual project posters

Quiz 16

Discussion 16

Project Report Due

## **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** Online Quizzes (25% of the final grade)

The weekly online quizzes are designed to make sure you are reading and mastering the readings and related materials. Each quiz is timed for 30 minutes. You will not be allowed to take the quizzes multiple times, so be sure to study before starting.

#### Discussions (25% of the final grade)

The weekly discussions are designed to connect the classic reading and related assignments about how people learn to current topics and issues represented by the contemporary readings. Student will be responsible for identifying a potential contemporary reading for one discussion during the term, including submitting the candidate resource to the instructor via email with an explanation of how it relates to the week's topic. If students do not identify an appropriate article/resource, one will be provided by the instructor. Each discussion will be evaluated on your use of relevant sources, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Discussions involve student-to-student interactions.

#### Project (50% of the final grade)

Each student will complete a project focusing on a specific topic related to technology-based instruction designed for a specific type of learner or a particular type of content. Project formats should ideally involve some form of interactivity and/or multimedia (video, website), that is, you should think beyond a PPT presentation or text-based paper. You will present your project in virtual form in Module 16. The project will involve four parts in which you will utilize course concepts: 1) you will identify your learner(s) and what you want to be learned (for example, a topic or skill); 2) you will identify what

type of environment or instruction would be most effective to provide to accomplish the learning objective; 3) you will select an appropriate technology/instructional approach and create a prototype (draft); 4) you will test out your environment with at least one learner and assess its strengths and weaknesses. Details about each of these deliverables will be available within Canvas. Providing peer feedback will be a graded part of the project.

#### Final Grade Scale

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%	

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**Instructor(s)** Name: Carole R. Beal, Ph.D.