Course Description and Prerequisites:
Overview of classic and contemporary theories of learning and their applications in educational technology and emerging orientations; implications for practice. Explores foundations, history, perspectives, and literature in the field. Enables students to think more critically about their efforts and career goals.

Prerequisite: EDTECH 501.

Course Materials:
Required Text

Theoretical Foundations of Learning Environments, 2nd ed.

Author (Eds.): Jonassen, D. H., & Land, S. M. Date: 2012
Publisher: Lawrence Erlbaum Associates ISBN: 978-0415894227

6th Edition APA Manual: http://www.apa.org/ (program requirement) Optional Texts

Moore, M. & Kearsley, G. (2005). Distance education: A systems view. Belmont, CA: Thomson Wadsworth.
ISBN: 0-534-50688-7

Anderson, T. (2008). The theory and practice of online learning, 2ed. Available online http://www.aupress.ca/index.php/books/120146

Equipment
This is an online course requiring a computer with speakers and an Internet connection. Minimum hardware requirements for the EDTECH online courses may be located at: http://edtech.boisestate.edu/EquipmentNeeded.htm

Software Requirements
Current software requirements for the EDTECH program:

http://edtech.boisestate.edu/web/hardware.htm

Please do not pay full price for your software!!! An academic discount is available for students and teachers with proof of eligibility. The academic price shaves hundreds of dollars from the original cost.

Here are two places where you can obtain the academic (lower priced) versions of the software:

- Boise State Bookstore: http://www.boisestatebooks.com/ (Click Technology/ Software)
- Academic Superstore:http://www.academicsuperstore.com/ (Search for titles)Antivirus Software: Please make sure to have up to date antivirus software installed and running on your computer.
Popup Blocker: This is highly recommended. Google has one built into their free toolbar if you want to try it: http://toolbar.google.com/T4/index_pack.html
Free Software: Please make sure that the following are installed and up to date on your computer.
- Adobe Reader: http://www.adobe.com/products/acrobat/readstep2.html
- Flash Player: http://www.adobe.com/products/flashplayer/
- QuickTime Player: http://www.apple.com/quicktime/download/
- Firefox Web Browser: http://www.mozilla.com/en-US/firefox/Internet Connection Of course, an Internet connection is required to participate in this online course. If you have a high speed connection it is preferable to dial-up access. If you only have dial-up access you can still get by, but patience is a virtue when waiting for files to download.

Course Objectives: (AECT Standards Addressed)

After completing this course student will be able to:

1. Compare and contrast notions of past, present and future theories of educational technology.
2. Distinguish between the theoretical positions that underlie current approaches to educational technology.
3. Define and identify epistemological principles.
4. Identify major theoretical schools of thought.
5. Differentiate between epistemological beliefs and theoretical schools of thought.
6. Describe and account for the origins of major theories and their influence oneducational technology.
7. Show how perceptions and approaches to educational technology have been influencedby prevailing educational theories.
8. Explain how systematic approaches to educational technology differ from traditionalclassroom-based approaches to teaching.
9. Contextualize emerging theories of learning within the framework of advancingtechnological innovations.
10. Apply educational technology theories to practical development contexts.Source: AECT Accreditation Standards for Programs in Educational Communications and

Instructional Technology (ECIT) http://www.ncate.org/public/programStandards.asp?ch=4#AECT

Major Assignments and Schedule:

Week	Dates	Topics & Assignments	Due Dates
1	1/22-1/27	Welcome and Orientation to the Course	1/27
2&3	1/28-2/10	Module 1: Educational Technology - Introduction to the Field • Definition of Ed Tech • Module 1 Summary andReflection	1/29 2/5
4&5	2/11-2/24	Module 2: Epistemology,	2/26
		Theoretical Schools, and Theories of Learning • Theories of Learning Paper • Module 2 Summary and Reflection	
6, 7 & 8	2/25-3/17	Module 3: Connecting the Dots - Theories of Educational Technology • Discussion Two: Jigsaw Activity • Annotated Bibliography • Module 3 Summary andReflection	3/5 3/12 3/19
9, 10 (Spring Break), 11 & 12	3/18-4/14	Module 4: Looking Ahead - Emerging Theories and Strategies • Discussion Three • Final Synthesis PaperDraft • Module 4 Summary andReflection	4/2 4/16

13 & 14	4/15-4/28	Module 5: Full Circle - Theories of Educational Technology • Peer review activity • Discussion Four	4/23 4/30
15 & 16	4/29-5/10	• Module 5 Summary and Reflection • Final Synthesis Paper	5/10

Grading Policy and Grading Scale:
Grades in this course will consist of three major components:

1. In-class projects/preparation/participation (approximately 40%)
2. Reflection (approximately 20%)
3. Major paper or web pages (approximately 40%)

Point values are specified when the assignments are posted. I reserve the right to adjust these percentages, either collectively or individually, as necessary.

Grade Scale—Based on percentage of total points attained: A+ 99-100%
A 93-98%
A- 90-92%

B+ 88-89% B 84-87% B- 80-83% C+ 78-79% C 74-77% C- 70-73% D 65-69% F < 65%

If the cost of this course is being reimbursed by your district or school, please review the policies regarding the minimum grade required for a complete reimbursement. It is not the responsibility of the instructor to assure a grade that meets those requirements.

Course Policies
Time Management: An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you to have the chance to work out problems or get help if needed.

Backing up your files: You will be offered several ways to save your work online. However . . . and this is important, you should always save your work on another storage device on your own computer. I cannot stress this enough . . .

Faculty Initiated Drop: Please be advised that if you do not "attend" class at least once during the first week, I will drop you from class. Since this is an online course, this requirement means that you MUST be present in our Moodle course site during the first week and participate in the introductions.

Incompletes: Please be advised that I strictly follow the rules for incompletes. In order for me to give you an incomplete in this course, the following two criteria MUST be met:

1. Your work has been satisfactory up to the last three weeks of the semester.
2. Extenuating circumstances make it impossible for you to complete the course before theend of the semester.

In order to receive an incomplete, we must create a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The contract time may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of 'F' will automatically be assigned. The grade of 'F' may not be changed without the approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course. If I assign a grade of incomplete you will received an email notification that you have "Registrar To Do Items" on BroncoWeb.

Participation: Depending on the class activities, you are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis.

Communication: I will respond to emails and/or phone calls in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend or with advance notice). I will be "offline" on Fridays and Sundays but will be available by text message on those days.

Posting of Assignments: Major assignments will be posted at least one week in advance of the assignment due date.

Assignment Submissions: You will always be given explicit instructions on where to send your assignments. Assignments are usually due on a weekly basis – the exact dates will always be found in the activities. If you wish to complete an assignment prior to the due date, you may (however, a group assignment must be completed during the week assigned OR upon approval of every member of the group). Late work will only be accepted if you have a personal or family emergency that has prevented your submission of an assignment and if you notify me before the due date. No "resubmission" of an assignment that fails to meet criteria specified by the rubric will be accepted. An assignment is considered late if it is not posted by 11:55PM (Mountain Time) on the due day.

Feedback/grades: Students will be informed of their progress toward the final course grade at regular intervals. Assignments will be reviewed and evaluated by the instructor within one week after the posted assignment due date.

Technical Difficulties – on occasion, you may experience problems with accessing Blackboard or class files located within Blackboard, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

Academic Honesty – all students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

Reasonable Accommodations - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Boise State's FERPA policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education.records. http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtm l

Student Code of Conduct: It is expected that students in this class will create original works for each assignment. We will follow the BSU Student Code of Conduct. In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

We will also observe U.S. copyright laws in this course. Several great links to copyright information are available on the BSU Academic Technologies site at: http://itc.boisestate.edu/resource.htm
In addition to the above, please respect the following guidelines:

1. Please submit original work for each project. Projects that were created for other classes may not be submitted for credit in EDTECH 504. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

2. All project text should be original text written by the student who is creating the project. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not allowed.
3. Images and sound clips used in projects should be original, or used with permission of the owner, or come from the public domain. Please check "terms of use" on sites containing these items.
4. Please cite the source(s) for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

I occasionally use Blackboard "Safe Assignment" and other plagiarism detection utilities to test random assignments. Contact me if you have any questions regarding this issue.

Thank you for abiding by the Course Policies.

Conceptual Framework
College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

How to Get Help:

If you have questions or need help please contact your instructor by phone, email, or by posting a note on the class discussion board. I will do my best to respond within 24 hours on weekdays. Weekend messages will be answered on Mondays by the end of the day.

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be emailed and posted as an announcement.

*This syllabus is adapted from syllabus originally created by Dr. Kerry Rice.