



ESLTECH 6223 - Issues and Practices in Educational Technology
Educational Studies
Spring, 2023

Instructor:
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Office Hours: By Appointment (I have a flexible schedule and can meet via zoom during the day or evening. If you'd like to meet for any reason, please send me an email with a couple of suggested days and times that work for you.)

Phone: (office) 614- 247-7945
(Rick's cell) 614- 325-2239

Carmen (Course Management System): <http://carmen.osu.edu>

As a field, educational technology (aka instructional technology, instructional systems, learning technologies, etc.) has a long and complex history that touches upon a number of educational trends, technology innovations, changes in educational institutions, and policy changes. These various areas interact in dynamic and fluid ways and influence our daily practice as educational technologists and researchers. In this course, you will develop a foundational knowledge of the field, in addition to writing your own chapter in this history. A great way to learn about reading history is to become a historian. Specifically, you will learn what it means to do history through digital tools and sources.

In this course, you will become familiar with some of the ways that historians have documented the field. You will also engage in a semester-long project where you find a part of that history that is missing and research a way to address that missing part of the history. Together, we will write an eBook around a particular set of themes that we agree upon.

The course will examine eight focal areas: 1) Doing History 2) Digital History 3) Broad History 4) Specific Histories 5) Global Perspectives 6) Organizations and Standards 7) Alternative Voices in the Field and 8) Emerging Technologies and Issues. It will address multiple learning environments including K12, higher education, professional, military, and informal learning environments.

Course Learning Outcomes

After completing this course, you will be able to:

- Have a working definition of technology as it relates to teaching and learning
- Define and differentiate the different terms used to label the field including instructional technology and educational technology, among others
- Identify major events in the development of the field and describe their impact on current perspectives
- Situate one's practice and/or research agenda within past, existing and emerging trends, events, technologies and movements
- Elaborate the development of the field in at least two international contexts



- Articulate the major components of instructional development and compare and contrast design models
- Compare and contrast the different standards and organizations in K12, Higher Education, and Adult Education related to educational technology
- Demonstrate a basic understanding of emerging paradigms in educational technology
- Identify the broader; often-unintended effects technologies have upon the educational enterprise and society as a whole
- Identify and address a particular absence within the history of the field

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. The class requires some flexible synchronous activities (e.g., group meetings or final presentations)

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a passing grade.

Course materials: All materials are electronic and will be provided to you in Carmen.

Schedule (All week activities are due on Sunday at midnight):

Week	Topic	Due
Week 1 1/9	Course Introduction	Week 1 activities are due on 1/15 at midnight Class Check-In
Week 2 1/16	Historical Thinking	Complete all readings and activities in Carmen
Week 3 1/23	Digital History	Class Check-In Complete all readings and activities in Carmen
Week 4 1/30	Broad LT History	



		Complete all readings and activities in Carmen
Week 5 2/6	Specific Histories	Complete all readings and activities in Carmen
Week 6 2/13	Global Perspectives	Class Check-In Complete all readings and activities in Carmen
Week 7 2/20	Alternative Voices	Complete all readings and activities in Carmen
Week 8 2/27	Organizations and Standards (Historical Developments)	Complete all readings and activities in Carmen
Week 9 3/6	Trends in the Field / Emerging Technologies (Using history to write the future)	Class Check-In Complete all readings and activities in Carmen Proposal for Final Project due on 3/7.
3/13-3/17	Spring Break!	
Week 11 3/20	Storyboarding Your Chapter (Instructor Lead)	Complete all readings and activities in Carmen Participate in Online Discussion
Week 12 3/27	Workshop Storyboards	Class Check-In Chapter Storyboard
Week 13 4/3	Research / Production	
Week 13 4/10	Research / Production	Rough draft of chapter is due 4/16
Week 14 4/17	Peer Review Present Final Projects	Peer Review Final revisions due by 4/23
Week 15 4/25	Compile Chapters and Final production of eBook	

Projects & Activities:

Weeks 1-9 Activities (9x7% each week (63% of final grade))

During weeks 1-9 you will be developing your content knowledge as you work towards your final project, an eBook chapter. Each week there will be an activity that will integrate the topic into your professional and academic background. The activity will count 7% of your final grade be outlined in Carmen. All weekly tasks will be due Sunday at midnight.

History Chapter (32 % of final grade) – For this assignment, you will write a chapter on some aspect of the history of Learning Technologies. This could be a particular period, person, technology, concept, institution, (sub)field, or framework in which you are interested. You are encouraged to integrate multiple media into your project to create a digital history. You are encouraged to work in groups of 2 or 3. Please let me know if you have a compelling reason to work alone. The chapters will be compiled into an eBook.

You can have media be the primary focus of your project (e.g. a video, oral history, mapping). Your chapter doesn't need to be a traditional paper, but it will have a written component to contextualize it and list your sources. It should be an original work and not replicate histories that have already been created.

The grade for the chapter will be divided into 4 parts:

Part of Final Project	Percentage of Final Grade
Final Project Proposal	7 %
Chapter Outline / Storyboard	7 %
Chapter Draft	7 %
Final Revised Chapter	11 %

Check In (5 % of final grade) – By Sunday of weeks 1, 3, 6, 9 & 12 complete the check-in in Carmen. This is a short questionnaire that allows us to get a sense of how you are doing in the course and for you to communicate any questions or concerns that you have.

Group work expectations:

You will be interacting with each other in different ways throughout the course. Out of respect to your classmates, please be sure that you:

- Always display a positive attitude
- Offer help to others or seek help when needed
- Participate in all group meetings
- Always listen to, share with, and support the efforts of others
- Provide effective feedback to other members
- Complete all of your group work on time
- Ensure decision making is collaborative



- Routinely restate what others say before responding; rarely interrupt; frequently solicit others' contributions
- Always comes to team sessions with the necessary documents and materials
- Always contribute high quality work
- Seek opportunities to lead; in leading be attentive to each member of the team, articulate outcomes for each session and each project, keep team on schedule, foreground collaboration and integration of individual efforts

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department."

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmenzoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 10+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.



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- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.