

EDLT 607 Current Research in Learning and Technology Syllabus

#EDLT607

Course Duration: Jan 17, 2013 - May 10, 2013

Where: O'Donnell Hall 044 and Online/Blended at <http://learn.nmsu.edu>

When: Monday, 4:45 pm - 7:15 pm, See the [Schedule](#)

Syllabus Quick Links

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Instructor name and information



Dr. Julia Parra :)

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F2F Location:

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575.571.5430

I am often available online so at anytime, if you need me and see me online in Skype or Gchat, ping me (ping me means to send a text chat message) first and most likely I will be available to voice chat. If not, ask (type) your question and I'll answer as soon as I get back.

Also, you can always make an appointment with me for Skype, phone, or F2F meeting.

For more about me, visit my site at <http://juliaparra.com>

Course Description

Course Goal

Learners will explore current models and methods for examining and researching the impact of technology on learning and education.

Getting Started Course Learning Objectives (see below for student designed learning objectives, activities, and assessments information)

- Students will co-design the goals, learning objectives, key questions, and topics for this course.
- Students will co-design the learning activities, assessments, and schedule for this course.

Course Key Questions/Goals/Learning Objectives as Co-Designed by the Class

Key Question:

- **What are the current trends in research about learning and technology?**

1. Goal/Objective: *Conduct general research about learning and technology.*

- I hope to build and further my insights on how technology and education intersect for positive and productive outcomes at all levels of education, from Kinder to college.
- I would also like to know the integration of research and technology and how it helps education sector.
- I'm interested in online communities and how and why Internet users engage with online educational content voluntarily. I think teachers and PLNs are important, and intriguing, however I'm thinking more about YouTube commenters. Take channels like Vsauce, minutephysics, crash course or SciShow -- they voluntarily make educational content that people choose to consume and engage with.
- Was introduced to online communities like Personal Learning Networks (PLN) this past summer. I found them to be helpful, productive and really interesting. I don't think alot of people (educators) know about them or how they operate and the educational benefits that they have.
- Also, the varied use of social and multimedia websites for research purposes
- my focus is in feedback and assessment in educational games.
- To learn how to develop webinars for teachers.
- To learn how to develop an online curriculum for bilingual young children.
- To research collaboratively how technology *may improve* (not only enhance) academic outcomes in young children.
- To research collaboratively how technology may help/enhance or improve children acquire a second language.

Key Questions:

- **What is Research?**
- **Why do we do research?**
- **What are the different types of original research?**

2. Goal/Objective: Explore current models and methods for examining and researching the impact of technology on learning and education.

- I'm hoping this course will help me build a **foundation of research** in technology in education,
- Taking this class, I also hope to do research **in a systematic way**, if possible. I hope this class would help me **do advanced research** in technology.

Key Question:

- **What tools can be used to conduct research?**

3. Goal/Objective: Explore and master tools relevant to conducting research about learning and technology.

- further exploration of developing doctoral research through assistive academic websites and programs
- I am looking forward to adding to the research tech tools that I have learned from past courses particularly for data collection and analysis.
- I am also hoping to learn technological tool that would help with my research. At the end, I would like to be able to use technologies to do my research in a meaningful way.
- My goal is to identify one or two tools and be able to utilize it with confidence.
- I am hoping to work with a partner or group who will be using the same tool and with Dr. Parra's guidance, be able to practice it as much as we can until we can use it proficiently and confidently.

Key Questions:

- **Who am I as a researcher?**
- **What is my paradigm?**
- **What is my theoretical framework?**
- **What do I want to research? What is the purpose of my research?**
- **What methods will best suit my research agenda?**

4. Goal/Objective: Identify and make progress on individual research goals.

- My goal this semester is to continue to narrow my research focus and try to find my leaf.
- Develop a core outline that will inform/guide my dissertation.

Course Standards

The goals of the course reflect standards established by the College of Education (COE), as well as the standards of the International Society for Technology in Education (ISTE), and the National Council for Accreditation of Teacher Education (NCATE).

Course Information

This is blended course course. We will meet and learn together face-to-face and online. Online course content will be delivered in NMSU Canvas at <http://learn.nmsu.edu>. See the Syllabus (and Schedule) in the Course Tools menu and on the home page for our agreed upon synchronous meeting dates and agreed upon activities.

Readings

To access linked resources, I recommend doing a right-click or ctrl+click on the links to open in a new tab or window.

Support for Doctoral Students

- A Research Guide for Students - <http://www.aresearchguide.com/>
- Primary Sources at Yale - http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Top 50 Blogs Every Graduate Student Should Read - <http://www.phdprogramsonline.org/top-50-blogs-every-graduate-student-should-read.html>
- 10 Browser-Based Research Tools - <http://imakethingswork.com/2009/10/26/10-browser-based-research-tools/>
- <http://edr.sagepub.com/content/34/8/14.full.pdf+html>
- Getting Started in Instructional Technology Research - <http://www.aect.org/intranet/publications/research/index.html>
- APA Support - The OWL at Purdue - <http://owl.english.purdue.edu/owl/resource/560/1/>
- Klingner, J. K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher*, 34(8), 14-20.
- Pajares, F. (1997). *Elements of a proposal*. Retrieved January 23, 2012 from <http://www.des.emory.edu/mfp/proposal.html>
- Trelogan, T. (2001). *Arguments and their evaluation*. Retrieved January 23, 2012 from <http://www.univnorthco.edu/philosophy/arg.html>

Current Trends in EDLT

- Journal of Research on Technology in Education (JRTE): CONSIDERATIONS ON EDUCATIONAL TECHNOLOGY INTEGRATION - http://www.iste.org/store/product.aspx?ID=2113&utm_source=Books%2BEmail&utm_medium=Books%2BEmail&utm_campaign=Books%2BEmail%2B%28JRTBK2%29%2B10-18-2011
- (FREE Online Journal) Research in Learning Technology: The Journal for the Association for Learning Technologies <http://www.tandf.co.uk/journals/titles/09687769.asp>
- Research into Practice: Current Trends in Educational Technology Research: The Study of Learning Environments

<http://link.springer.com/article/10.1023%2FA%3A1016068530070?LI=true>

- Horizon 2012 Report

<http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition>

General Qualitative Research Texts

I used the Creswell, Huberman, and Lincoln texts in writing my dissertation. Dr. Egginton is using the Anfara and Booth texts in his 694 class. These are some options if you are looking to add to your research library. Pick what you want to keep here and add the texts that you already have to this list:

- **NEWLY added!** Bryman, A. (2012). *Social research methods*.
http://books.google.com/books?id=vCq5m2hPkOMC&dq=doing+research+with+social+media+public+comments&lr=&source=gbs_navlinks_s
- Anfara, V. & Metz, N. (2006). *Theoretical frameworks in qualitative research*.
http://books.google.com/books?id=JC1tlpDBt_IC&dq=Anfara+and+Mertz&lr=&source=gbs_navlinks_s (Click on the right for preview)
- Booth, et al. (2003). *The Craft of Research*.
- Huberman, M. A., & Miles, M. B. (2002). *The qualitative researcher's companion*. Thousand Oaks: Sage.
http://books.google.com/books?id=46jfwR6y5joC&source=gbs_navlinks_s (Click on the right for preview)
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
http://books.google.com/books/about/Naturalistic_inquiry.html?id=2oA9aWINEooC (Click on the right for preview)
- Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Second Edition. London: Sage Publications.
- Huch, S. (2008). *Reading statistics and research*. Fifth Edition. London: Sage Publications.
- Kirby, S., Greaves, L. & Reid, C. (2006). *Experience research social change: Methods beyond the mainstream*. Second Edition. Canada: Broadview Press.
- McMillan, J. (2008). *Educational research: Fundamentals for the consumer*. Fifth Edition. London: Sage Publications.

Great article to support understanding of paradigms, theoretical frameworks, etc.

- **NEWLY added!** Research dilemmas: Paradigms, methods and methodology
<http://www.iier.org.au/iier16/mackenzie.html>

Articles to support qualitative research concepts

- Thomas, D. R. (2006). A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, 27(2), 237-246. University of Auckland. Retrieved from <http://aje.sagepub.com/cgi/doi/10.1177/1098214005283748> Click Full text (PDF) on the right, you might need to be on campus for it to be free for you. If you need me to download this article, let me know.
- Ways of Approaching Research : Qualitative Designs -

<http://www.fortunecity.com/greenfield/grizzly/432/rra3.htm>

Case Study Specific Texts

- Yin, R. K. (2008). *Case study research: Design and methods* (4th ed. Vol. 5). Thousand Oaks, CA: Sage. Available at http://www.amazon.com/gp/product/1412960991/ref=cm_cr_asin_Ink#productPromotions (Make sure to note the \$19 Kindle version and that you can download Kindle on your computer)

Articles to support case study concepts

- Eisenhardt, E. M. (1989). Building theories from case study research. *Academy of Management Review*. 14(4). 532-550.
<http://pages.cpsc.ucalgary.ca/~sillito/cpsc-601.23/readings/eisenhardt-1989.pdf>
- Chris Voss, Nikos Tsikriktsis, Mark Frohlich, (2002) "Case research in operations management", *International Journal of Operations & Production Management*, Vol. 22 Iss: 2, pp.195 - 219
<http://www.emeraldinsight.com/journals.htm?issn=0144-3577&volume=22&issue=2&articleid=849391&show=html&PHPSESSID=ru6a1csa8t8f1r7dbcicm42843>

NEWLY added! Social Learning & Social Media Specific Resources

- Ethical issues in qualitative research on internet communities
<http://www.bmj.com/content/323/7321/1103.pdf%2Bhtml>
- Publicly Private and Privately Public: Social Networking on YouTube
<http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2007.00400.x/full>

NMSU Resources

- NMSU Current Graduate Students Site -
<http://prospective.nmsu.edu/graduate/current/index.html>
- NMSU Thesis and Dissertation Guidelines - <http://gradschool.nmsu.edu/Guidelines/>
- NMSU Graduate Student Forms - <http://prospective.nmsu.edu/graduate/forms/index.html>
- ALERT! Maestro, electronic process for NMSU IRB (Note: Most doctoral researchers can select exempt on the form) - <http://research.nmsu.edu/compliance/IRB/forms.html>
- Read [NMSU PRINCIPLES AND PROCEDURES FOR THE CONDUCT OF RESEARCH INVOLVING HUMAN SUBJECTS](#)
- Complete your IRB Training - <http://research.nmsu.edu/compliance/IRB/training.html>
- NMSU Library - http://lib.nmsu.edu/depts/techsvs/thesis_faq.shtml
- Dissertations and Theses at NMSU -
<http://proquest.umi.com/pqdweb?RQT=403&TS=1196112755&clientId=4107&DBId=21766&cfc=1#sform>

About the Schedule

See the Schedule in the Course Tools menu for our agreed upon synchronous meeting dates

and agreed upon activities.

Learning Theory and Instructional Methods

In this course, we will use a [constructivist approach](#) along with the development of [learning community](#) as the foundation for our learning. Additional learning approaches for us to consider include [connectivism](#) and [transformative learning theory](#). Finally, one of my students and some recent TED Talks have prompted me to work on co-designing curriculum for empowered learning. This course will be my first attempt at this.

I do want you to know that it is very important to me that we create a learning community and support each other at all times. This means that communication, collaboration, knowledge creation, sharing, kindness, interaction, engagement, transformation, and hard work will guide us on our Research Adventures.

Prerequisites

This course will provide you the opportunity to experience a variety of learning opportunities. I recommend the following for success as an doctoral student of educational learning technology.

- Access to computer with speakers and microphone (A webcam is optional but really nice to have).
 - Internet access (I recommend knowing about different browsers such as [Mozilla Firefox](#) and [Google Chrome](#)).
 - Ability to browse Internet and send/receive email (if you don't have a [Gmail account](#), you need to get one).
 - Make sure you keep your computer updated for audio and video use, i.e. Quicktime, RealPlayer, Flash.
 - Document and presentation creation software (Office, Google Docs, Open Office are options).
 - Skype (<http://skype.com>).
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Netiquette and other Discussion Expectations

As this is a hybrid/blended class, some of these are specific to online interaction. The overall concepts are valid Face-to-Face (F2F) and online.

First, what you can expect from me:

- I will take all your questions, comments, and concerns seriously.
- I will respond promptly to requests for help if the need for help is immediate, text me or call me on my cell (or Skype me if you see me online). This is true for the weekend as well as the regular work week.
- If the need is important, but you can wait for up to 24 hours during the regular work week, email me with my regular email addresses, I check both nmsu email and gmail many

times daily during the regular work week.

- If the need is not pressing and you can wait up to 72 hours, contact me via Canvas Inbox or Discussions.

I like to encourage interactions among everyone and do not wish to be a "sage on the stage" so I do not respond to every post of every required discussion. In other words, I do not wish to be the center of every conversation. :)

I will communicate with you about your assignments within the week after the assignment is due. If I am unable to do so, I will let you know when you can expect to receive feedback.

Next, what I expect from all of us:

First, a definition (from wikipedia):

"Netiquette (neologism, a morphological blend formed from "Internet etiquette") is a catch-all term for the conventions of politeness and respect recognized on Usenet, in mailing lists, in live chat systems, and on other electronic forums such as Internet message boards. These conventions address the relationship between personal behavior and group phenomena, (emphasis added) and outline a dynamic set of guidelines for conduct that is conducive to pleasant, efficient and agreeable interaction."

To that end, please follow these netiquette guidelines:

- Politeness
- Don't flame (personally attack) someone. It is possible to disagree with an idea without flaming the person espousing the idea.
- Use emoticons and acronyms to convey your emotional intent in order to avoid misunderstandings. For example: to indicate that you're smiling, use :)
- to indicate you're winking / or making a joke or kidding, use ;) or JK (Just Kidding)
- to signify you found something funny/amusing, use LOL (Laughing Out Loud)
- to signify that you're gently expressing an opinion, use IMHO (In My Humble Opinion)

Remember that "politeness" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well and, as such, are also included in this statement) may be impolite or inappropriate in another. When in doubt, err on the side of uber-caution when you are composing a message. And, when reading someone else's message, try to remember that written communication is easily misconstrued: so, if you find yourself responding poorly to someone's message, request clarification of their meaning before you get upset and respond with a flaming message. :)

Communication Style

- [Listen actively](#)
- [Think critically](#). Critical thinking, grounded in intellectual integrity, is expected. In other

words, seek clarity of meaning and understanding. For example:

- Question ideas, not people.
- Attempt to see things from other perspectives
- Use supporting relevant information
- Attempt to recognize and assess implications of your ideas
- [Think creatively](#). Creative thinking is encouraged.
 - Brainstorm possibilities
 - Consider how to make the impossible possible (dream)
 - Be supportive of ideas you don't get (don't understand) and try to understand them.
- [Communicate assertively](#). A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others (from Wikipedia entry on assertiveness).

Assignments & Assessment

Here is the breakdown of assignments in this course and how much they are worth in relation to overall points available. Each assignment will be more detailed about this information

Projects & Activities	Points	Total Points & Weight
Attendance (F2F, Online, or review recording and send me notes) Co-Design of Course Sharing is Caring	<ul style="list-style-type: none"> ● 8 meetings @ 5 pts each ● 10pts ● 10pts 	60pts/20%
Introductory Research Essay	<ul style="list-style-type: none"> ● Who am I as a researcher? ● What is my paradigm? ● What is my theoretical framework? ● What is my research question or area of research? 	30pts/10%
Reading Log & Discussions	<ul style="list-style-type: none"> ● Read and annotate 20 articles, dissertation, and/or seminal texts ● 3 discussions/topics that will be revisited every month - what are the trends, tools, methods in research for learning in technology in my area of research? 	60pts/25%
Individual Project	<ul style="list-style-type: none"> ● An individual project where you choose a learning and technology concept to research 	50pts/25%

	and become proficient in.	
Reflection Research Essay & Peer Review	<ul style="list-style-type: none"> • Who am I as a researcher? • What is my paradigm? • What is my theoretical framework? • What area do I want to research? What is the purpose of my research? • What is my research question? What is my leaf? • What methods will best suit my research agenda? 	50pts/20%
Total		250pts

Point/Percentage/Grade Conversion

EDLT 607 Points	Percentage	Grade
90-100	90 - 100%	A-, A, A+
80-89	80 - 89%	B-, B, B+
70-79	70 - 79%	C-, C, C+
60-69	60 - 69%	D-, D, D+
<60	<60%	F

Late Assignment Policy

I recognize that sometimes things happen which make it difficult to complete assignments on time. So, you can turn in your assignments late - but only up to a week late and no later. Ten percent is automatically deducted for late assignments.

Exceptions to this policy are at the discretion of the instructor and may be made for certain circumstances, but you must contact me to make arrangements before the assignment is late. I will make exceptions to the prior arrangements requirement in the event of tragic events such as car accidents, a major family emergency, etc. Again, this is at the instructor's discretion.

Withdrawal

You are responsible for Dropping or Withdrawing from this course if you find it necessary to do so.

Incomplete Grades

For an Incomplete, you must provide evidence of a **documented illness or family crisis** that genuinely precludes your successful completion of the courses.

Multiple Submissions

It is important to create new work for this course. However, I will allow for existing work to be shown to me and updated. For example, if you already have a personal website, you may use it and update it to meet the criteria of this course.

Plagiarism

Plagiarism, the passing off of others' words or ideas as your own, is unacceptable in this course and at this university. While it may be naive, I tend to think that most people end up plagiarizing because they are unfamiliar with APA or other formatting guidelines for citations and references. This course emphasizes using citations and references in the APA format to avoid plagiarism. Visit NMSU's [Plagiarism](#) and [Best Practices to Avoid Plagiarism](#) sites for some excellent resources on avoiding plagiarism. Here is the Curriculum and Instruction Statement on Plagiarism.

“Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source.

This is true no matter where the material comes from, including the internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.”

From <http://lib.nmsu.edu/instruction/index.html>

It is the policy of the Department of Curriculum & Instruction that students found to have committed an act of plagiarism, one or more of the following consequences will occur; and, a written statement outlining the offense and consequences will be placed in the student’s permanent file by the Department Head/Hearing Officer.

1. Failure of the course assignment;
2. Failure of the course;
3. Academic suspension for one or two semesters;
4. Dismissal or expulsion from the program.

There is no statute of limitations for an act of plagiarism. Once committed, a student can be held accountable at any time even after the semester has ended.

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook under Section II: Academic Misconduct.

http://www.nmsu.edu/~vpss/SCOC/student_hand_book.html

Important NMSU Student Resources

Please make sure to provide me with any information and documentation I need to support you as an individual learner. If I have not provided learning instruction in the format you need, please let me know right away, I am happy to provide alternate information including transcripts, audio files, etc.

Feel free to call Diana Quintana, Coordinator or [NMSU's Student Accessibility Services](#), located at Garcia Annex (telephone: 575-646-6840) with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Feel free to call Gerard Nevarez, Director of Institutional Equity at 575-646-3635 with any questions you may have about NMSU's Non-discrimination Policy and complaint of discrimination, including sexual harassment.

Other NMSU Student Resources

- [NMSU Library](#)
 - [Your NMSU: A Student Guide to NMSU](#)
 - [Current Resources for NMSU Students](#)
-

Accessibility of eLearning Tools

- Canvas Accessibility
<http://www.instructure.com/technology/>
 - Adobe Connect 8 Section 508 Compliance Information
<http://www.adobe.com/accessibility/products/compliance/AdobeConnect8-Section508.html>
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Document Changes

I reserve the right to change syllabus, course content, and instruction to meet the needs of the learners. Thus, this document is subject to change. Any changes will be clearly identified by Course Announcement, color change in document, and with notification at the beginning of this document.

Acknowledgements

The format and content of this syllabus is based on the collaborative efforts of many over time. Thank you to Carmen Gonzales, Bethany Bovard, Holly Rae Bemis-Schurtz, Susie Bussmann, Sandy Johnson, Mariam Abdelmalak and all my students for the support, collaborations, interactions, and synergistic activities that help me be successful in online teaching and learning.

Developed by Julia Parra for the College of Education and the Educational Learning Technologies (EDLT) Program

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