Course Description and Purpose

Catalog description of EDTEC 700: Selected areas, topics in educational technology. May be repeated with new content. Maximum credit six units applicable to a master's degree

Specific description for this section: This one-unit course will provide an overview of the software platform commonly known as a Course Management System (CMS) or Learning Management System (LMS). An L/CMS is often used to structure and manage online training in corporate settings as well as distance education in K–higher ed. L/CMSs also provide teaching and learning tools in a variety of blended learning situations. This course will provide an overview of how L/CMSs are selected, implemented, supported, and used in various settings, and will review both effective uses and criticisms of L/CMSs. You will explore an L/CMS of your choice in-depth, and you will work with other students to compare and contrast the features and interfaces of L/CMSs, and to evaluate their suitability for different uses based on educational theory and instructional design principles.

Course Outcomes

Through active engagement with the course, you will be able to:

1. Apply educational theory and instructional design principles in selecting a learning/course management system for an eLearning, blended learning, and/or distance education context. (needs assessment, evaluation)
2. Use an L/CMS to design and develop an instructional module. (instructional design, technology)
3. Compare and contrast features of learning/course management systems from the perspectives of student, instructor, and administrator. (analysis, technology)
4. Critically evaluate the benefits and drawbacks of learning/course management systems at present, and projecting into the future, within a particular learning/teaching context. (critical thinking)
Course Schedule/Activity Overview

Class live sessions occur on Thursdays from 5:00-6:30 pm (CES) and 7:00-8:30 pm (CAMPUS) Pacific daylight time (GMT-7).

For a different look at the class schedule, please see the Weekly Details Google doc, or navigate to the Weekly Details area in Blackboard. Project numbers refer to the projects described below in the Assessment Plan.

- Aug. 24 - Class begins. Initial readings and discussions assigned for completion by Aug. 27.
  - Complete follow-up discussion by end of day Aug. 30
  - Project 1, L/CMS Selection due by class time Sept. 3
- Sept. 3 - Synchronous session 2. Discussion of L/CMS selections. Discuss Project 2.
  - Project 2, L/CMS Pilot, due by class time Sept. 10
- Sept. 10 - Synchronous session 3. Discuss L/CMS experiences & initial impressions/findings. Discuss Project 3 and form pairs/groups.
  - Project 3, L/CMS Analysis, due by Sept. 20
  - Project 4, Reflection, due by midnight PDT August 27.
- Sept. 24 - Optional synchronous session for debrief, consultation, and support.

Instructor Information / Expectations for Communication

Instructor: Jim Julius, Ed.D. Email jjulius@miracosta.edu Phone 619-846-3974

Office Location I work at MiraCosta College in Oceanside and I live in San Diego. If local students would like to arrange for an in-person meeting, feel free to contact me.

Office Hours I am online frequently throughout the week and available to chat. Also, please feel free to contact me anytime to set up an appointment.

Contact Policies My goal is to respond to asynchronous communications within 24 hours, and to provide feedback on assignments within one week. If, however, you ask questions which are answered in the syllabus or on the course site, please do not expect a thorough/speedy response. Please include [LDT 700] in email subject lines sent outside of Bb for faster response.

Brief Bio I have been the Faculty Director of Online Education at MiraCosta College in Oceanside, CA since August 2011. I'm a 2007 graduate of the SDSU-USD Joint Doctoral Program in Education,
and have taught educational technology courses at both SDSU and USD for over 10 years. Previously, I was the associate director of Instructional Technology Services at SDSU for six years; I also taught 4th/5th grade for five years; and before that was a software engineer for a subsidiary of UPS for five years.

I have three daughters ages 17, 14, and 12; my wife is a school librarian. We live near San Diego with a small menagerie including several chickens. In my spare time I like DIY projects around the house and yard, and am a soccer player, coach, and fan.

I blog from time to time at jjulius.org and I actively use Twitter as a personal/professional learning network at twitter.com/jjulius

Assessment Plan

Assignments 1-4 are directly related to course outcomes 1-4, respectively. For complete details on assignments, rubrics/criteria, and supporting resources, please follow the links to more detailed Google docs, or navigate to the assignments area in Blackboard.


2. [25% - individual] L/CMS pilot. Due 9/10. Implement an instructional module in your selected L/CMS (or, in an L/CMS that may not be your first choice, but is one with which you have less experience). Document your questions, frustrations, and satisfactions.

3. [30% - pair/group] L/CMS analysis. Due 9/20. Compare, contrast, and evaluate L/CMSs by exchanging access to your L/CMS pilot with one or more classmates. Together, analyze the effectiveness of each L/CMS from the perspectives of instructor, student, and administrator.

4. [10% - individual] Reflection. Due 9/27. For your instructional context, critically evaluate the benefits and drawbacks of learning/course management systems at present, and projecting into the future.

Final grading scale

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<tr>
<th>Grade Letter</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>And so on...</td>
<td>69 and below</td>
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Textbooks/Readings

All materials for this class will be available online. We will draw on contemporary articles from academic journals and popular press, as well as blog posts, videos, and other resources.

Technologies

The primary technologies for “delivery” (I don’t like that word) of this class are Blackboard, Blackboard Collaborate (for synchronous online class sessions), and Google Docs. Additionally, you will explore at least two different L/CMSs.

Please ensure that you have access to an up-to-date computer with broadband Internet access. Firefox and Chrome tend to be the superior browsers for using Blackboard and most other online tools you are likely to encounter in this class. Please make sure your browser is updated as well as Flash and Java. The vast majority of technical difficulties you might encounter can be solved by trying the following steps: (1) restart your browser; (2) restart your computer; (3) update your browser, plug-ins, and Java; (4) clear your browser cache.

SDSU provides student-oriented Blackboard support through a website, email (scc@rohan.sdsu.edu), and phone (619-594-3189). See also SDSU’s Bb Collaborate support.
**Expectations and Habits for Success**

I expect attendance in synchronous sessions and full participation in course activities. You and your classmates will get much more out of this experience by choosing to be fully engaged. If you miss a required synchronous session you are expected to take the initiative to contact Jim and make arrangements to try to compensate for what you missed, if possible.

Similarly, late work also represents less than full engagement in the class, and is especially problematic for a short class. Each day that assignments are late will result in a deduction of one class percentage point from the grade. For example, if an assignment is worth 20% of the class grade and is turned in one day late, you will only be able to score 19 points on it, not 20. In group work situations, clearly this can pose problems if one group member fails to uphold his/her part. Don’t be that person! If you are a group member feeling victimized by someone else in your group, please contact Jim.

Conduct yourself as honorably and respectfully on line as you do in person (or more so). The following principles and tips are worth your consideration.

**Netiquette**
- Don’t be “that guy” in your online class
- SDSU Netiquette
- Student social media no-nos (most of these are “duhs”, but still)

**Habits of Mind** – from Deborah Meier (see *The Power of Their Ideas*, Beacon Press, Boston, 1995. p. 156)
- How do you know what you know?
- What’s your evidence?
- How and where does what you’ve learned “fit in”?
- Could things have been otherwise?
- Who cares, what difference does it make?

**Dialogue** – The Disciplines of Dialogue (from Sue Miller Hurst):
- Listen
- Suspend certainty
- Slow down inquiry
- Hold the space for differences
- Speak from awareness
Academic Integrity

Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations as follows: Expulsion, Suspension, and Probation of Students.

The above text is from [http://www.sa.sdsu.edu/srr/cheating-plagiarism.html](http://www.sa.sdsu.edu/srr/cheating-plagiarism.html) which includes additional detail on cheating, plagiarism, and discipline at SDSU.

<soapbox> This class is designed in a way that should minimize the possibility of productively cheating. You would likely expend more effort trying to complete assignments dishonestly than by simply doing the work. And I would hope that anyone taking this class is doing so in order to learn. Viewing academic experiences as mere credential-gathering is an indictment of many things that are messed up in our society. But in the long run, the “just give me my grade and degree” approach will be utterly counter-productive to vocational advancement and personal fulfillment. </soapbox>

Statement on Disabilities

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before contacting me.

References

Thanks to Dr. Farhad Saba for generosity in publishing and sharing information on his previous EDTEC 700 class on learning management systems.