

School of Information Management

INFO 409 EDUCATIONAL TECHNOLOGY IN THE AGE OF THE VIRTUAL UNI

Second Trimester 2005

COURSE OUTLINE

Contact Details

Dates: 4 July to 7 October 2005
Times: **Venue:** Rm. 105, 10 Wai-te-ata Rd
Co-ordinator: Dr Stephen Marshall (Course Co-ordinator)
Rm. 105, 10 Wai-te-ata Rd
Tel: 463 5205, e-mail: Stephen.Marshall@vuw.ac.nz
Office hours: By appointment
Prerequisite: INFO404 or approved substitute

Course Website and Notices:

All material and notices relating to this course will be provided in class or distributed via the Blackboard LMS. The URL is: blackboard.vuw.ac.nz

Class Times and Room Numbers

There are no formally scheduled sessions in 2005 but I suggest we meet weekly/fortnightly for an hour to cover your progress and discuss any papers you are reading that raise issues. I will organise this via Blackboard during the first week of the course.

Course Objectives

The objectives of this course are to:

- a) Enhance student knowledge regarding current research concerning the use of educational technology in higher education.
- b) Provide students with an understanding and ability to use different theories of learning to design appropriate educational technology solutions;
- c) Develop student understanding of the methods available to analyse learning situations and identify associated technology-related design challenges.

Note in 2005 this paper is being offered in a “readings” mode

Course Skills

On completion of the course, you are expected to demonstrate the following skills:

- Ability to identify problems associated with the design of educational technology solutions.

- Ability to develop learning objects that demonstrate the application of appropriate theories of learning and educational design models.
- General principles of good design for interactivity
- An ability to think outside the square

Readings

There is no recommended textbook for this course.

Learning Resources

Computer Labs: This course requires that you have access to the Internet in order to participate in sessions and complete required assessment activities. Enrolment in this course entitles you to use the FCA computer labs. If you wish to use University computer labs, you must sign and return the relevant terms of use agreement.

References: A list of reference material is made available through the Blackboard course website. They are organised into the following topics:

INFO409 Topics – Trimester II 2005	
1. Educational Technology – Teaching and Learning Online	Intro to the field
2. Educational Design I	Cognition, theories of learning, assessment
3. Educational Design II	Educational design models, pedagogical approaches, accessibility, collaboration
4. Developing and Implementing Educational Technology	Designing solutions, Storyboards, Interface design, Tasks, Roles, Project management, Managing change
5. Learning Technologies I	Learning Objects
6. Learning Technologies II	Standards, Metadata
7. Current Issues in Educational Technology I	Virtual Universities
8. Current Issues in Educational Technology II	Open Source v's Open Standards, Copyright and IP

In each of these areas you will find copies of the lecture slides which have been used to discuss this topic in previous years and a selection of materials to read. These are not sufficient in themselves and you are expected to use the Internet and the library databases to extend your reading beyond this starting point.

Blackboard: A discussion forum is available on Blackboard and I will check this regularly for messages. I suggest that you use this to discuss what papers you are reading and to raise any issues that you feel need clarification.

Assessment Requirements

As a readings course assessment will be based on two pieces of written work:

		<u>Due Date</u>
Weekly journal entries	10%	weekly
Essay 1	40%	12 th August
Essay 2	50%	7 th October
TOTAL	100%	

Assessment Design

As a readings course, you are expected to work through the topics of the course in a self-paced mode using the supplied readings as a starting point. You are expected to put in 10 hours of work per week in the course and this is likely to reflect reading 6-10 papers a week depending on length. The two essays are intended to provide you with an opportunity to demonstrate your understanding of the key issues in educational technology and the associated research literature. You will be marked on the quality of your insights and the understanding of the range of papers you cite.

Assessment 1: Weekly journal entries (10%) Due: Friday

This piece of assessment involves writing a short weekly reflective comment on the papers you have read over the past week. This is intended to provide me with an opportunity to comment on your progress, suggest further reading and to stimulate reflection about the papers being covered.

Assessment 2: Essay on a pedagogical topic (40%) Due: 12th August

This piece of assessment involves writing an essay on an aspect of pedagogical theory relating to the use of technology. It should demonstrate your understanding of the theories which underly e-learning.

Assessment 3: Essay on an aspect of e-learning (50%) Due: 7th October

This piece of assessment involves writing an essay on an aspect of e-learning in practice. It should demonstrate your understanding of how technology can contribute to successful learning outcomes for particular students.

Assignment Submission: Your assignments will be submitted using either email or the assessment submission facility in Blackboard based as per the instructions for the individual assignments. An explanation of how this works for each piece of assessment will be provided on Blackboard closer to the time of submission.

All work must be submitted electronically and will be processed through an electronic plagiarism detection facility to detect misconduct. Please see the notes on plagiarism below.

Scaling: To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

ASSESSMENT 1: Weekly journal entries

Value: 10%

Due Date: Friday, 12 midnight of each week starting 16th July until 30th September

Length: Between 200-500 words in total

Assessment Requirements

This piece of assessment involves writing a short weekly reflective comment on the papers you have read over the past week. This is intended to provide me with an opportunity to comment on your progress, suggest further reading and to stimulate reflection about the papers being covered.

Marking Criteria

Note: materials sourced in hard copy formats (papers from journals or books) should be provided to the lecturer as well on request.

A single mark will be provided covering the ten weekly journal entries as well as any contributions on the discussion forum or comments on other student's journal entries.

Accuracy and coverage (/3)

- clearly identifies key ideas presented in the papers being read
- well written, clear and with a balance between simplicity and technical sophistication
- papers read cover materials provided
- reading has extended beyond the supplied material into high quality peer-reviewed papers found independently

Analysis (/4)

- conclusions drawn are well supported and referenced
- demonstrated understanding of key ideas and their impact
- online contributions to discussion thoughtful and founded on the research papers being read

Quality of contributions (/3)

- grammar and spelling free of errors
- positive contributions to online discussions
- positive feedback to other student's journal entries
- citations accurate and provided in clear and consistent format (APA or similar)

ASSESSMENT 2: Essay on a pedagogical topic

Value: 40%

Due Date: 12th August, 12 midnight

Length: Between 3000-5000 words

Assessment Requirements

This piece of assessment involves writing an essay on an aspect of pedagogical theory relating to the use of technology. It should demonstrate your understanding of the theories which underly e-learning. You should discuss your choice of topic for this essay with me before the 25th of July.

Marking Criteria

Completeness (/5)

- clearly states topic being discussed
- key aspects for discussion clearly identified and logically selected

Analysis (/25)

- conclusions drawn are well supported and referenced
- demonstrated understanding of key ideas and their impact
- literature chosen is authoritative and appropriate to the topic

Quality of document (/10)

- document is clear and concise
- ideas are well articulated
- grammar and spelling free of errors
- bibliography provided in clear and consistent format (APA or similar)

ASSESSMENT 3: Essay on an aspect of e-learning

Value: 60%
Due Date: 7th October, 12 midnight
Length: Between 5000-10000 words

Assessment Requirements

This piece of assessment involves writing an essay on an aspect of e-learning in practice. It should demonstrate your understanding of how technology can contribute to successful learning outcomes for particular students. You should discuss your choice of topic for this essay with me before the 12th of September.

Marking Criteria

Completeness (/5)

- clearly states topic being discussed
- key aspects for discussion clearly identified and logically selected

Analysis (/45)

- technologies used are clearly described
- audience for the e-learning is clearly described
- how the technology contributes to learning is clearly described
- conclusions drawn are well supported and referenced
- demonstrated understanding of key ideas and their impact
- literature chosen is authoritative and appropriate to the topic

Quality of document (/10)

- document is clear and concise
- ideas are well articulated
- grammar and spelling free of errors
- bibliography provided in clear and consistent format (APA or similar)

Penalties

In fairness to other students, work submitted after the deadline will incur a 10% penalty (of the marks achieved for the assignment) for each day late (prior to 12 midnight). In the event of bereavement or prolonged illness affecting your ability to meet the deadline, you should discuss your situation with the Course Co-ordinator. You must verify your claim, e.g., produce a medical certificate. Extensions will only be granted under these conditions. No extension is possible based on a student's workload.

Mandatory Course Requirements

For each week of the course, plan to spend ten hours reading and writing, including around 1 hour a week on your journal and 1 hour per week reading the discussion forum and journal entries of other students.

Mandatory Requirements: To pass the course, you must submit all pieces of assessment and gain a weighted average of 50% across all assignments. To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

Communication of Additional Information

All material and notices relating to this course will be provided in class or distributed via the Blackboard LMS. The URL is: blackboard.vuw.ac.nz

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Adviser. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz