

ETC 647 Creating Technology Learning Environments

Department of Educational Specialties

General Information

- **Instructor:** Wally Nolan
- **Office hours:** By appointment via e-mail, phone, chat room, or in person
- **Credit hours:** 3

Teaching Philosophy

The instructor's philosophy of teaching rests in a firm belief that students learn best when actively engaged in learning activities that are relevant to their current and future professional placement. [MORE...](#)

Pre-requisites & Requirements

Course prerequisites: ETC 567.

Notes: It is highly suggested that students complete ETC677 prior to attempting ETC647. ETC 600 level course numbers generally do not reflect the sequence in which courses should be taken. Students will have more positive learning experiences if they take ETC677 first then ETC647. Students are not encouraged to both ETC647 and ETC677 in the same semester because they are both demanding courses. Both ETC647 and ETC677 are offered in spring and fall semesters; generally not during the summer session!

Course Descriptions

Highly technical course uses principles of designing environments for technology-based teaching and learning with hands-on field experiences for planning, purchasing/selecting, installing, maintaining, and assessing hardware, software, and network configurations.

This course prepare students in planning, designing, and developing effective networking environments and instructions to support educational intuitions' networked learning environments for teaching and learning in the 21st century workforce.

Learning Goals & Outcomes

Student Learning Expectations/Outcomes for this Course

The Goals of this course are for students to:

- develop an understanding of network learning in terms of current learning theories
 - develop an understanding of the role of social media in network learning environments
 - develop an understanding of the importance and types of learning and social network - building network learning and personal learning environments
 - develop an understanding of the issues within a network learning environment
- To determine if the course goals have been attained, students should be able to demonstrate the following outcomes:
1. utilize skills with social media
 2. utilize skills with technology programs as they relate to network learning
 3. utilize network learning and personal learning environment to enhance online learning
 4. describe issues that pertain to network learning
 5. develop a learning network unit based upon current learning theory for educational institutions.

Course Structure/Approach

Communication

E-Mail

We will use Blackboard Learning System e-mail, meanwhile NAU's Gmail or the e-mail account that you prefer as the course communication is appropriate for students to communicate with each other. Why do we use the NAU e-mail account? Many students have used NAU as official e-mail accounts because of the reliability of NAU e-mail account. If problems occur with the NAU account, other students and the instructor would likely experience the same or similar problems. In other words, you won't be left alone. This centralizes your e-mail accounts; therefore, we don't have multiple e-mail accounts to check, such as work e-mail, Hotmail, yahoo email, and multiple course Blackboard Learning System e-mails, etc. The reason why we still have Blackboard Learning System e-mail is that it is important to maintain different communication options for online students. Each of us has very different communication styles and preferences. Providing wider range of communication tools for online students is very critical in online learning.

Chat Rooms/Elluminate

Make sure you enable Java and JavaScript in your browser Preferences to be able to use the chat rooms. Chat rooms will be used to hold personal meetings with the instructor and to discuss projects within the groups. Group members may agree to meet at a certain time and date in a chat room to discuss how to develop a project. Consider to save the **chat log** if you miss a meeting with your group.

Discussion Board

The Discussion Board is the place where you will post your reactions to articles, comment on

other people's postings, or ask for help from your classmates. Online discussions are required in this class. Students must participate regularly in the discussions.

All students in this course are expected to participate in the online discussions. Regular reading and posting of e-mails, and contributions to discussion groups is mandatory. Each student must post at least TWO messages each week (four messages each lesson) by following two posting periods. Failure to post these messages every week may result in a grade deduction. Students are required to participate in online discussions regularly throughout each week of the semester. Regular postings; quality participation and interactive engagement are requirements for learning in the environment of this class. Grades for online discussions will be posted regularly to assist students in understanding expectations.

Here are some guidelines for participants for regular posting to online discussions.

- You should complete the activities throughout the workweek/lesson and avoid leaving them until the last day.
- Your posting should be thorough and thoughtful. Just posting agree/disagree with your comment, or I think the same as someone else is not considered an adequate response.
- It should be evident from the postings that participants are reading each other's comments. That is, the participants should make references to each other's points of view.
- Two comments per week (four per lesson) are considered marginal, more are expected. Of course, posting more frequently is certainly welcome.
- Students should respond to ALL KEY discussion questions posted by the instructors.
- **(NEW)** When replying any discussion postings, students need to replace "Subject" field with keywords/tags that reflect/summarize their posting. If not keywords/tags not applied, discussion grades will be deducted.

Required Posting Periods

Week	Week 1 (1st Posting Period)	Week 2 (2nd Posting Period)
# of Postings	2 or more	2 or more
Action	Within these 2 or more postings Respond to TWO KEY Questions at least. Encouraged to respond to others' postings. Use keywords/tags in "Subject" field for all postings.	Respond to the remained KEY Questions (Be sure to respond to ALL KEY questions by the end of discussion period). Respond to others' posting and/or respond to the questions raised by others to your postings. Use keywords/tags in "Subject" field for all postings

Rubrics

Point Value	Characterization of the response
0%	No Responses
25%	Single entry; no interaction with other participants' postings is evident. Missing posting in 3-4 posting periods. Significant amount material copied from course

	materials or outside sources without condensing through analysis or synthesis. Long and includes off-topic material.
50%	The responses build on the ideas of another one or two participants and digs deeper into assignment questions or issues. Not following required posting patterns. Missing posting in 1-2 posting periods. Includes analysis or synthesis of course materials, own experience and/or colleagues postings. Pertinent to the assigned topic and represents original thoughts.
100%	The response integrates multiple views and shows value as a seed for reflection by including other participants' views. Includes analysis or synthesis of course materials, own experience, and/or colleagues postings. Includes citations to external materials of high academic quality (e.g., peer-reviewed). Thoughtful, academic and stimulating. Pertinent to the assigned topic and also comprehensive.

Team Discussion Moderation

Each team must moderate one or more lessons (two weeks each) of the online discussion. Moderation duties include:

- (a). moderating/facilitating the discussion, ensuring that the focus of the discussion is maintained,
- (b). and posting a summary of the discussion at the end of the lesson,
- (c) and evaluating classmates' discussion performances.

It is required that the moderating team post one or two discussion questions based upon the required readings on the discussion board. Team members will share the moderating responsibility. If the moderators decide to post questions in addition to the instructor's discussion question, they must be posted by Sunday midnight prior to the lesson they moderate. Remember each discussion lasts two weeks. Generally, posting one or two questions is appropriate. Moderation includes the questions posted by the team and the instructor.

The points of lesson discussion are assigned to the online moderation. In other words, moderators should focus on their moderating work instead of responding to the discussion questions. Team members should moderate, participate, and facilitate the discussions actively. Failure, or simply refusing, to facilitate may result in grade deductions.

The team moderators are required to evaluate and provide the feedback to the classmates' lesson discussions. The team moderators should use MS Excel to provide the grade and the feedback. The team moderators should self evaluate themselves as well. The final grade for the lesson discussion will combine the moderators' evaluation and the instructor's evaluation. Both moderators' and instructor's evaluations take 50% of the points of each lesson's discussion evaluations.

There are several useful resources that focus on how to moderate an online

discussion. Students are advised to read these resources to become acquainted with the process of successful moderation of online discussions.

- [Why Collaboration?](#)
- [Team Building Guidelines.](#)
- [Moderation resources.](#)
- [Moderation guidelines](#)
- [Group Member Bill of Rights and Responsibilities](#)

Assignments

All paper assignments should be written in APA (American Psychological Association) format, double-spaced, including page numbers. Failure to follow the required format may result in point deduction. Assignments may involve various written reports, critiques of articles, research papers, or technical productions (see each assignment for details).

Assignments must be written in a clear and concise English format. Students should follow the length requirements of each assignment. All assignments should be in APA format, doubled-space, font size 12, and pages numbered. Failure to follow the proper format will result in grade deduction. See each assignment for details.

APA is the style to be used for references and bibliography. If different reference styles are required in your professional field please note this in each of your assignments. Those of you in educational fields are required to use APA style.

APA resources

- American Psychological Association. (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
 - American Psychological Association. (2003) *Electronic Reference*. Retrieved October 12, 2003 from <http://www.apastyle.org/electref.html>
- Here are some APA examples for your references: [Examples](#).

Course Materials

Text and other Materials:

- Required textbook
- ETC647 Fall 2009 Students (2009). [Network Learning Environments & Personal Learning Environment](#). ETC, NAU: Flagstaff, AZ.
- ETC647 Spring 2010 Students (2010). [Network Learning Environments & Personal Learning Environment](#). (2nd ed.). ETC, NAU: Flagstaff, AZ.
- ETC647 Fall 2010 Students (2010). [Network Learning Environments & Personal Learning Environment](#). (3rd ed.). ETC, NAU: Flagstaff, AZ.
- ETC647 Spring 2011 Students (2011). [Network Learning Environments & Personal Learning Environment](#). (4th ed.). ETC, NAU: Flagstaff, AZ.
- ETC647 Fall 2011 Students (2011). [Network Learning Environments & Personal Learning Environment](#). (5th ed.). ETC, NAU: Flagstaff, AZ.
- There is no required textbook to purchased. Many required readings will be given online.

- TaskStream subscription for E-Portfolio. This is a requirement from College of Education. The signature assignments are required to submit to TaskStream and the required methods. Fail to submit would result in point deductions.
- Everyone enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the "Student Resources" section of the portfolio project website: <http://portfolio.coe.nau.edu> or http://portfolio.coe.nau.edu/stud_res.html
- Internet Access with appropriate browser (See NAU BBLearn Requirements)
- Productivity Software (i.e. Various Web 2.0 applications)

Reading Resources

[Reading resources](#)

Course Lesson

Date	Lesson	Topics	Instructional Technology Theme	Tags
01/17/12	Orientation	Orientation		ETC647, Orientation
01/23/12	Lesson 1	Network Learning & Personal Learning Environments (ONLE & PLE)	Social Network Linkage Design Model	ETC647, Lesson1
02/06/12	Lesson 2	Emerging Network Technology	Mobile Learning	ETC647, Lesson2
02/20/12	Lesson 3	Institution Network Structures & Policies	Social Tagging Architecture	ETC647, Lesson3
03/05/12	Lesson 4	Critical Issues	Cloud Computing	ETC647, Lesson4
03/26/12	Lesson 5	ONLE/PLE Planning & Design	Open Educational Resources	ETC647, Lesson5
04/09/12	Lesson 6	ONLE/PLE Development	Visual Learning; Game-based learning	ETC647, Lesson6
04/23/12	Lesson 7	Final		ETC647, Lesson7










Each lesson lasts for two weeks besides the orientation week which last for one week. The course includes three major content areas:






1. Technology Systems: Open Network Learning Environments (ONLE)
 - Social Media
 - Personal Learning Environments (PLE)
2. Technology Integration/Instructions

- Connectivism
 - Socio-Cultural Learning
3. Network Learning environment Plan, Design, & Development
- Institution network policy & procedure
 - Institution learning networking training
 - Institution learning networking development

Assessment

Please note: Assignments are due on the specified due date unless other arrangements are made with the instructor. In very special cases, the instructor may award an extension if an assignment needs to be redone. **If the assignments are not turned in on the due date, they will NOT COUNT toward the course grade.**

Assignments	Title	Lesson	Individual  /Group 	Due Date	Points	Social Tagging Architecture
1	Network Learning Setup	Orientation		01/22/12	2	ETC647, PLE
2	PLE	Lesson 1		02/05/12	5	ETC647, PLE
3	Emerging Technology & Connectivism	Lesson 2		02/19/12	10	ETC647, Connectivism
4	Educational Institution Network Policy & Procedures	Lesson 3		03/04/12	12	ETC647, Network, Structures
5	Network Learning Unit Proposal (Optional Extra Credit)	Lesson 4		03/25/12	(Up to 5 points)	ETC647, Unit
6	Network Learning Training	Lesson 5		04/08/12	15	ETC647, Network, Training
7	Network Learning Unit	Lesson 6		04/22/12	16	ETC647, Unit

8	Unit Presentations	Lesson 6		04/22/12	5	ETC647, Unit, Elluminate
9	Peer Review on Unit	Lesson 7		05/06/12	3	
10	Unit Discussions	Lesson 7		05/06/12	3	
11	Lesson Content Development	Lesson 7		05/06/12	15	ETC647, Lesson#, Content, Development
	Lesson Discussions (7 Lessons x 2 points)	Lesson 1-7			14	
	Total				100	

Course Policy

Methodology/Approach:

This course is VERY labor intensive. Each student is expected to log into the course management system at least twice a week and should be engaged in online participation in class discussions, group activities, assignments, and individual projects. There may be many times when you will need to be able to troubleshoot complex problems on your own -- be prepared.

A variety of instructional methods will be used in this class. They include, but are not limited to:

- Assigned Readings,
- Online Class Discussions,
- Software Utilization,
- Written Research Papers
- Individual and Group Project Work.

Late Work Policy

Unless otherwise arranged, points will be deducted for late work at a rate of 10% of possible points per week. However, class participation in online discussions and final project evaluations are of a timely nature and if missed, it cannot be made up.

Extra Credit Policy

Occasionally, extra credit points are awarded by the instructor for work that is deemed to be beyond the normal scope of expectations of assigned work. However, these are distributed at the instructor's discretion and not solicited by the students. In other words, you shouldn't ask if you can do alternative assignments for extra credit.

Grading

NAU and the professional community expect the College of Education to maintain standards that reflect its reputation as a leading school in preparing educational leaders. According to the University's Graduate Catalog,

- A means Superior
- B means Satisfactory
- C means Lowest grade acceptable for graduate credit

In general, professors award "A" grades to acknowledge achievement that **goes beyond** specified course requirements and criteria. By its very nature, this kind of exemplary performance cannot always be spelled out clearly in advance. "A"s are reserved for special efforts that exceed expectations by demonstrating exceptional creativity, boldness, commitment, ingenuity, or polish, and are available for the highest accomplishments. In sum, if you submit an assignment that only meets the minimum competencies, you should not expect to receive an A in such an assignment.

Participation This reflects the instructor's subjective assessment of the quality and quantity of your online interactions with her/him, and with other class members, both through email, chat, and the bulletin board, and the way that you contribute to the course's learning environment. Risk-taking is encouraged as a means to "push the envelope" of your individual learning.

Incompletes Also from the Graduate Catalog: If you are unable to complete coursework in a scheduled course within the semester in which you are enrolled, you may petition your instructor to receive a grade of "I." If your instructor agrees to give you an Incomplete, you and the instructor must complete a written agreement, a copy of which is held in your department file, indicating the exact work you need to do to finish the course. This written agreement must also indicate the date by which you must complete this work, and that date cannot be longer than one calendar year from the end of the semester in which you were enrolled in that course. By the end of the time agreed to in writing, your instructor must submit a permanent earned grade for the course or the grade remains a permanent Incomplete. **As a general rule, please note that there will be NO "Incompletes" given for this course.**

Academic Integrity All students will strictly adhere to academic integrity. As noted in the NAU Student Handbook "ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do."

Any allegation of academic dishonesty will be thoroughly investigated immediately. For information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available at: <http://www4.nau.edu/stulife/handbookdishonesty.htm>

Grade	A	B	C	F
Range (Points)	90-100	80-89	70-79	Below 70

University Policy Statements Procedure for Course and Instructor Evaluation:

A course evaluation will be made available toward the end of the semester and you will be asked to complete the instrument. Evaluations are anonymous and are submitted to the departmental secretary for coding and tabulation. Results of the evaluation are used to update the content and emphases of the course as contemporary research suggests.

- [Policy Statement for Syllabi](#)
- [Northern Arizona University Course Policy](#)
- [Northern Arizona University Class Management Policy](#)
- [On-line course evaluation](#)