# Syllabus

## NORTHERN ARIZONA UNIVERSITY

### College of Education

### Technology, Society, and Education (ETC 567) (3 Credits)

### Spring 2005

*The mission of the College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow.*

## Instructor

**Ms. Hong Zhan**

| Contact | Office Hours | Tuesdays and Wednesdays: 2:00pm to 4:00pm Room 182 College of Education (Building # 27) |
|---|---|---|
| | Email | WebCT email (Only when WebCT is not accessible, email the instructor to Hong.Zhan@NAU.EDU) |
| | Phone: | (928) 523-0408 (work) |
| | Mailing Address | P.O. Box 5774 College of Education Flagstaff 86001 |

## Course Prerequisite

ETC 547: Instructional Theory and Strategies in Technology Integration.

## Course Description

Technology, Society, and Education (ETC 567) is designed to help educators identify and examine educational and cultural issues associated with technology. This course also provides historical, political, social, and cultural critiques of technology within the context of teaching and learning.

ETC 567 is designed based on constructionist and constructivist theories of learning. These theories provide concepts that the human organism is innately social and creative. The course emphasizes the creation of a meaningful product that is significant to you as an educator and a learner, and significant to other people especially to your students. It is through the process of creativity and the sharing of that creativity that powerful doors to understanding how human being learns are opened.

## Course Objectives and Student Learning Expectations

Upon successful completion of this course, you will be able to:

- Identify the impact of technology on society within the area of education
- Analyze historical, political, social, and cultural critiques of technology within the context of teaching and learning
- Specify the conceptual foundations of the field of educational technology
- Determine major feature of constructionist and constructivist theories of learning
- Construct your own knowledge of human learning
- Apply your knowledge of human learning and use it to direct your lifelong learning
- Generate a constructivist online learning community and learning environment
- Create a meaningful product that demonstrate your knowledge and understanding of constructionist and constructivist learning theories

## Course Structure/Approach

ETC 567 is delivered using NAU's WebCT. The online learning environment facilitates readings, discussions, group activities, and individual products. The course is structured around the following two scaffoldings:

• The Meaningful Product
• Three Learning Modules

      o Building Communities of Learners
      o Designing Learning Environments
      o Planning for Lifelong Learning

Learning activities fall into individual and cooperative categories. Individual activities include reading textbooks, writing papers and posting messages on Discussion Board. Cooperative activities include group discussion, peer review, and cooperative writing.

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## Textbooks and Required Materials

### Textbooks

Jonassen, D. H., & Land, S. M. (2000). *Theoretical foundations of learning environments*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kafai, Y., & Resnick, M. (1996). *Constructionism in practice: Designing, thinking, and learning in a digital world*. Mahwah, NJ: Lawrence Erlbaum Associates.

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms*. NY: Teachers College Press.

Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. NY: Basic Books.

(Note: Readings from Kafai and Resnick (1996) are reserved online at Cline Library and pdf files are also availabel on the course website.)

### Online Articles:

Drucker, P. (1994). The age of social transformation. The Atlantic Monthly, 274 (5). Also available from http://www.theatlantic.com/politics/ecbig/soctrans.htm (A PDF file is also available)

Marchese, T.J. (1997). The new conversations about learning: Insights from

neuroscience and anthropology, cognitive science and work-place studies.
Available from http://www.newhorizons.org/lifelong/higher_ed/marchese.htm

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# Learning Modules

Module 1: Building Communities of Learners

Module 2: Designing Learning Environments

Module 3: Planning for Lifelong Learning

Please click here to view Weekly Schedule for Activities

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# Assessment and Grading System

## Assignments and Assessment

**(Click on each assignment to view assignment description and assessment criteria)**

| Assignments | | Points |
|---|---|---|
| Web Biography | | 5 |
| The Meaningful Product | Meaningful Product Proposal | 15 |
| | Meaningful Product Design Plan | 20 |
| | Journal/Log Entries | 20 |
| | Portfolio Exhibition | 50 |
| | Peer Evaluation | 10 |
| | Meaningful Product Artifacts | 60 |
| Homework Network Reaction Papers | 4 reaction papers (10 pts for each) | 40 |
| | 4 Peer Reviews (5 pts for each) | 20 |
| Reading Discussion | Reading Discussion 1 | 15 |
| | Reading Discussion 2 | 15 |
| Group Reaction Papers | Three times of the participation in group discussion (10 pts for each) | 30 |
| | Three group reaction papers (20 pts for each) | 60 |
| Total | | 360 |

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**Grading System**

| Grade | Percentage Value | Point Value |
|-------|------------------|-------------|
| A | 90.0 - 100% | 324-360 |
| B | 80.0 - 89.9% | 288-323 |
| C | 74.0 - 79.9% | 266-287 |
| D | below 74% | Below 266 |

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## NAU Course Policy

### Safe Environment Policy

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

### Students With Disabilities

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

### Instructional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU including a course project, report, or research paper must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to

secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

**Academic Integrity**
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

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# Course Evaluation

Please click here to evaluate the course at the end of the semester