MAET Year 2 Hybrid
Syllabus 2019

Welcome!

Welcome to the 2019 Summer Session of MSU's Master of Arts in Educational Technology. This summer we will cover three courses (CEP 800, 815, & 822) as an integrated seminar beginning Monday, July 9 and continuing through Friday, August 17. The first two weeks (July 9 - July 20) will be face-to-face, and the rest of the course will be conducted online. At the end of the course, there will be a final meeting/presentation on August 17. For the first two weeks we will meet in Room 132, Erickson Hall from 9:00am – 4:00pm. The online component of the course will be conducted via our course website and with some other websites thrown in for good measure.

Course Instructors

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General information & Communication

Please call us Missy and Dave.

Although we are your instructors for this course, we want you to view us more as learning coaches who are here to champion your progress and success. This means that if you have something that will help you or you think would help others - please share that with us!

During our face to face section, we hope that you can communicate directly with us during the day if any concerns arise. If something arises in the evening or night, please email us. We will do our best to communicate back with you first thing the next morning at the latest.

During our online portion, you can expect emails to be returned within 24 hours and we would expect the same (even if this is a "I got your email" response). You are also welcomed to contact your classmates and use outside resources to help with your questions as needed.

Websites

The course website: classroom.google.com (***Use this code to enroll: gt7t9bg***)

Quite a bit of the online discussion will happen via our Slack group: maet-hybrid2019.slack.com

Our (*not required*) Twitter feed: #MAETy2

Your website: For the culmination of your MAET program, you will complete an online web-based portfolio. We know that many of you have created a website before. For this course, we recommend that you continue to build your website (with your work, Tweets, blogs, etc).

Tentative daily schedule (subject to flexibility)

9:00 - 9:15	Welcome, general housekeeping, activity with Team Year 1
9:15 - 10:30	Fascinating morning topic (with a variety of activities associated with it)
10:30 - 10:45	Break
10:45 - 12:00	Continuation of the fascinating morning topic (and activities)
12:00 - 1:00	Lunch
1:00 - 1:30	Tech Tip
1:30 - 2:30	Captivating afternoon topic (with a variety of activities associated with it)
2:30 - 2:45	Break
2:45 - 3:45	Continuation of the captivating afternoon topic (with more activities)
3:45 - 4:00	Wrap up, summary, questions
4:00 - 5:00	Office hours (very much optional)

Activities you can expect:

- Reading Time
- Small Group Discussions
- Large Group Discussions
- Kaleidoscope
- Jigsaw
- Movement
- Group and Individual Work Time
- Think Pair Share
- Digital Technology Use
- Non-digital Technology Use
- Opportunities to engage in authentic research activities
- Anything else we can come up with!

About MAET Hybrid Year 2

Courses

MAET Hybrid Year 2 covers three courses - CEP800, CEP815 & CEP822. This three-course, integrated seminar brings together a study of technology, teaching, learning, and leadership.

We hope to integrate these in a "braid" style, by spending small chunks of time on various ideas and continuing to build them up together. Here's what you can expect from the specific topics:

CEP 800: Learning in School and Other Settings

In CEP 800, we will explore various uses of technology and what is currently known–or believed—about human learning and development. For example, that learning is active, socially-mediated, construction of knowledge that happens in schools, homes, communities, and work settings. We will explore what is learned, how it is taught and learned, and what learners bring to the setting. We do this in order to consider and use technology in meaningful ways. We must understand who it is that will use the technology and their abilities at a specific age and/or grade. A study of learning, however, cannot be conducted without including subject matter. Consequently, our seminar adds content to our study.The relationship between these three areas (Technology, Pedagogy & Content) is represented in the image on the right. (TPACK logo is from www.tpack.org and is reproduced with permission of the publisher © 2012).
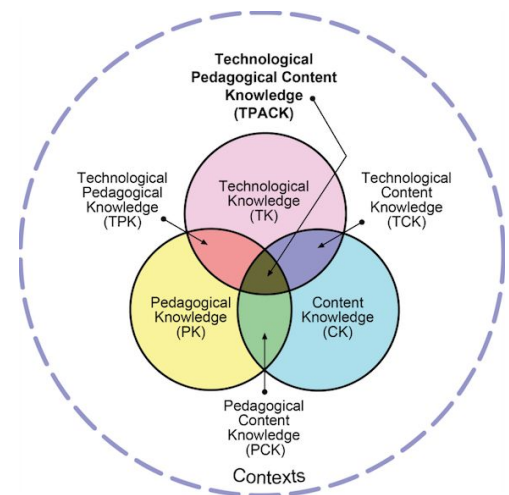
When we begin to think about technology as an instructional tool, we must bring these three areas together, creating new agendas for study that mix what is known and what we want to find out. The intersections of the circles is where the real action is. At the center of these intersections is what we call Technological Pedagogical Content Knowledge (or TPACK). We shall be spending quite some time at these intersections (both during the summer and through your master's program).

CEP 815: Technology & Leadership

In CEP 815, we will focus on educational leadership. We will talk about ways to manage your own learning and development in a world of rapid technological change. We will talk about using a variety of resources (e.g. the internet, our colleagues) to build a learning network. Also, earning a master's degree in educational technology, you have a role to play as technology leaders in your school and places of work. Therefore, we help you begin developing the skills you need to fulfill this role. These topics will span things such as professional development strategies, project management (planning and evaluation), relationship building, and ethical and social implications of technology integration. We understand everyone's vision and style of leadership will be different. We welcome this diversity!

CEP 822: Approaches to Ed Research

In CEP 822, we will focus on educational research. Research is important if we are to understand what we are learning about teaching and learning (with or without technology). In this course, we will help strengthen your skills to interpret and consume educational research, including looking at descriptive and inferential statistics for analyzing and critiquing published studies. We will explore of how each of us, as practitioners, can be researcher because practitioners who reflect on (and research) their own practice can help continually improve it. To do this we will help you identify a researchable problem in your school/place of work and empower you to learn about the phenomenon so that you can be an agent of change in your own work setting.
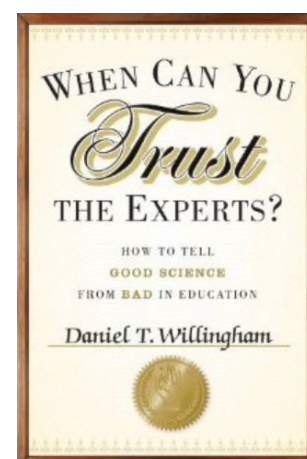
Learning Goals

Our goals for this course are two-fold. First, we have some goals for you as students in the three courses. However, more important to us is the goals that you bring to the course. So, while we want to meet our course goals, supporting each of you for your individual goals is paramount. Our course goals are:

- To appreciate the complex nature of learning. Its cultural embeddedness, the fact that it involves the active construction of knowledge; to understand the multiple influences on learning, including students' prior knowledge, personal epistemologies. (CEP 800)
- Issues surrounding professional development, technology and leadership. Preparing students for administrative and leadership roles in the area of technology integration. (CEP 815)
- To distinguish among alternative approaches to conception, design, analysis, and use of research via case examples. (CEP 822)
- Your individual goal(s):
  _____
  _____
  _____
  _____
  _____.

Readings

To reach these learning goals, we will be using a variety of resources (digital and non-digital) to support your learning. We will have one common (required and provided) textbook and a variety of other readings that will be provided in links to webpages or as PDF documents. You will need Adobe Acrobat reader (a free download from www.adobe.com) or other PDF software for most of the readings.

Here are a few questions to help guide your thinking about the readings:

- What is the author saying?
- How does what the author is saying fit into his or her argument?
- What would it be like to believe what the author is saying?
- What information was puzzling, confusing, surprising?

We will keep a list of the assigned readings here for your ease and future reference. If you know of/come across other resources, we welcome you to add them to this list.

- Required textbook. Willingham (2012). When can you trust the experts: How to tell good science from bad in education.

Expectations For Our Community of Learners

We would like the following behaviors to guide our community this summer:

- **Attend**: Please attend each class session.
- **Be prepared**: Please make sure you have read and thought about assigned readings and done the expected work.
- **Participate**: Please contribute to the best of your ability (ask questions, draw inferences, make connections, etc.). Please make sure you are allowing others to participate, too.
- **Learn from each other**: Learning works best when we all view one another as knowledgeable and expect to learn from everyone.
- **Challenge others**: Kindly ask people to clarify and defend their ideas. We make no headway if we only nod our heads politely.
- **Be confused, irritated, and misunderstood, as well as appreciated, applauded, and surprised**: The readings, discussions, and assignments should provoke a range of feelings and responses. Try to understand what makes you feel comfortable or uncomfortable, what you take for granted and what surprises you, and what others understand or misunderstand about your ideas.
- **Play**: Learning happens best when it is fun. We see this as an opportunity for us to play with ideas with creativity and humor.
- **Be timely and prompt**: with yourself, your work, and your communication to others.

GRADING

We understand and appreciate that grades are both important and, potentially stressful. Please remember that grades are not the only thing that is important – it is your learning that is central. We encourage you to try, do your best, take intellectual risks, learn from missteps, and give each and every assignment your full and complete effort. Do not let your chase for the high mark detract from our class' goals: the acquisition of knowledge, the fostering of curiosity and creativity, and a sense of personal growth. Please remember that there are discoveries and realizations that cannot be quantified or calculated. (Statement adopted from Charles Logan at https://charleswlogan.wixsite.com/portfolio)

Much of what you do in this experience will formative assessment (part of the learning process) with feedback (from instructors, peers, self). We will have many opportunities to receive feedback and help on your work so that by the time your final product is due, you will be confident in your end product. For example, you can count on projects and activities such as:

- What view of learning do you hold project?
  - The creation (and taking of) a "Cosmo style quiz" about your theory of learning (and analyzing our results?)
- What do kids know?
  - Cognitive development analysis of 5 children

- 3x3x3
    - A technological-infused jigsaw activity with our textbook
- Research In Action
    - Science on a Sphere research experience

You will have a chance to self-reflect and self-assess on our 2nd, 4th, and 6th Fridays. Details about this will be provided.

Assignments/Assessments

Your final course(s) grade will come from the following breakdown:

Involvement	25%
Learning Project: Self Reflection/Analysis	25%
Leading Project: Mission Statement	25%
Research Project: Final Research Project	25%

MAET Policies

Attendance is an essential and intrinsic element of the educational process. It is especially important for students in our hybrid cohort programs for four reasons:

1) The hybrid design of this program depends on student attendance, on campus, for two full weeks. The following four weeks of the program include online instruction. Students who enroll in this selective program should plan, in advance, to be present for the full two weeks of the face-to-face portion program.

2) During the face-to-face portion of the program, activities are designed to take advantage of the affordances of face-to-face instruction. This means that activities are collaborative and interactive and that they capitalize on chances for students to learn with a cohort of peers in an enriching discussion-based environment. If students do not attend, they compromise the integrity of the programmatic activities and the ability of their colleagues to gain the most from their learning experiences as well.

3) There are only 10 face-to-face class meetings during the face-to-face portion of this program. Missing just one of these meetings means that students miss a significant portion of the course —too much time, in fact.

4) The integrity of our cohort depends on full cohort participation. We work to build community because community enhances learning outcomes, and it enables our students to develop enduring professional networks that can sustain them and enrich their professional lives for years to come. To build community, we need all students present, every day.

For these reasons, unexcused absences will result in serious academic penalty. One grade point will be deducted from a student's final grade for each unexcused face-to-face class day missed. It should be noted that two absences will result in a final grade of 2.0, or lower, depending on academic performance. A 2.0 is the minimum grade point that the University will accept for graduate credit.

It does occasionally happen that special, unexpected circumstances arise that require students to miss a day of class. These circumstances are evaluated on a case-by-case basis. We ask that you contact your instructor immediately in the event of an emergency if it becomes clear that you will not be able to attend class. Grade penalties may apply to any absence, but the decision to grant a special case permission to miss a single day may be given. This is at the discretion of the MAET program directors and will be based on the unique circumstances of each case.

Final thoughts

We want these next few weeks to be exciting, challenging and fun. We are very open to ideas and modifications of our strategies. Over the next month we will follow the framework given above—but at times we will also diverge from it. This will be based primarily on what you desire from this course and our own reading of what seems appropriate. For this reason, your questions or comments are very useful to us. Please feel free to talk with us during the breaks, after class, and through email with any ideas you have to better your learning experience.

Note: This set of courses has evolved over the past several years, incorporating the work and thinking of all the people who have taught them. The assignments, activities, and written materials (including the content of this syllabus) were developed by various groups and individuals and subsequently revised and reconfigured to result in the current versions. The primary responsibility for this version rests with Missy Cosby and Dave Goodrich. Others who deserve credit (and none of the blame) are, in alphabetical order: Brittany Dillman, Sara Beauchamp-Hicks, Brandon Blinkenberg, Emily Bouck, Greg Casperson, Shane Cavanaugh, Chris Clark, Mike DeSchryver, Mark Girod, Jon Good, Spencer Greenhalgh, Dana Henriksen, Kathryn Hershey, Amanda Hoffman, Kristen Kereluik, Jessica Knott, Matt Koehler, Candace Marcotte, Rohit Mehta, Punya Mishra,

Cindy Okolo, Ralph Putnam, Jim Reienke, Joshua Rosenberg, Jack Smith, Laura Terry, Penny Thompson, Raven Wallace, Leigh Graves Wolf, E. David Wong, and Aman Yadav.