

EDC 665: Curriculum & Technology
Pepperdine University, MA in Learning Technologies
Syllabus for Spring 2010

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Course Description

From the course guide: This course focuses on the role of technology in curricula. Students examine existing and cutting-edge technology tools in light of their relevance to and role in supporting K-12 or higher education curricula. Students explore technology assessment systems from integrated learning systems to portfolio formats. Students determine the resource needs of classrooms and schools, and construct a rationale for the resources required to create an optimal learning environment relevant to an information and communication society. Students develop a case study of their own institutional setting.

From the learner's perspective: As part of the second stage in your OMET journey, this course should provide you with an opportunity to apply what you understand and value about learning to the theory and practice of educational/instructional design. The journey will involve professional reflection as it will provide opportunities and challenges for you to create local change through the effective design of learning activities, courses, programs and/or broader curriculum, depending on your current environment. The journey will also involve personal reflection in that it will ask you to witness and journal your own development as a designer of educational/instructional activities. Both aspects of the course will ask you to call upon what you will be learning in your mentoring course, therefore I encourage you to make connections between the two often and share these connections with your cadre mates. To gain value from this course you must be both engaged and collaborative throughout its duration as its theory and application will be explored in a constructivist fashion.

Learning Outcomes

From the facilitator's perspective: As a successful learner in this course each student should be able to do the following by the end of the trimester:

- Understand how what you know and value about learning applies to your practice as an educational/instructional designer through the use of theory and application
- Design and execute a learning activity that reflects your knowledge and strengths as a learner, teacher, and reflective practitioner and includes the appropriate use of instructional technology
- Assess and inform your practice as a learner, teacher, and reflective practitioner to bring positive change to your professional setting
- Apply your knowledge and strengths as a teacher more broadly to the design of a course/program/curriculum and select the appropriate learning and teaching tools (including technology) to foster success.

Assignments and Grading

Final grades are based on reading, assignments and online participation as detailed below.

- **Weekly journal/blogs:** You will be journaling or blogging each week; topics will be reflective in nature and encourage you to make personal connections across your OMET and professional experiences. You may choose your venue and technology for your journaling/blogging. *You must email us during the first week of your course with the location of your blogs/journals.* We will read and comment on (when appropriate) your journals/blogs on a regular basis.
- **Learning Activity:** In teams of 3-4, you will be designing, executing, and reflecting on a learning activity that you develop. Your cadre mates will be your students and therefore, you will also be required to be engaged learners in their activities. We will provide each team with feedback the week after their activity has been completed. Read the document *ED665_Assignments Spring 2010* that details the requirements, rubric, and additional optional reading for this assignment.
- **Program/Curriculum Design Activity:** As the second stage to the Learning Activity, you will be asked to design a course, program, or curricula of which your learning activity supports. This will also be completed in your teams of 3-4 and you should use the various theories introduced at the beginning of the course to shape your approach to both stages of the assignment. Read the document *ED665_Assignments Spring 2010* that details the requirements, rubric, and additional optional readings for this assignment.
- **Ongoing course participation:** This course will only be successful if we work in an environment where we both support and facilitate the learning of one another. There will be 10 required TI sessions as well as weekly discussions in Blackboard. *Quality matters, not quantity.* We will establish collaboration practices at the beginning of the trimester and create a rubric for grading that reflects these practices. See calendar for essential questions and dates for each class session.

Grades will be calculated using the following formula:

Activity	Percentage of Grade	Due Date
• Weekly Journal/Blog	20%	Ongoing
• Learning Activity	40%	March 2, 2010
• Course Design Activity	20%	April 5, 2010
• Course Participation	20%	Ongoing

A (90-100%), **B** (80-90%), **C** (70-80%)

Required Reading

We will have two main “textbooks” for the course:

- *Understanding by Design* by Grant Wiggins and Jay McTighe (everyone)
- *Making Learning Whole* by David Perkins (everyone)

It is imperative that you read both texts in accordance with the schedule as our discussions will explore in depth many of the ideas introduced in both.

In addition, you will be asked to read a book that focuses on using technology to enhance learning, from the lens of a specific type of learning activity. Suggested topics include:

- Managing groups/teams online
- Managing social learning activities online
- Building technology-rich curricula/programs
- Assessing learning with technology
- Fostering learner communities

You must select your book by January 18, 2009 and have completed the reading of the book by March 1, 2009. We will use these reading in our discussions and learning activities in the latter half of the course.

Please note: in support of your Learning Activity and your Program/Curricula Design Activity, each team will be given an opportunity to include required reading in their activity (see activity sheet for specifics). If a team chooses to use required reading, this will be considered required reading for the course and must be posted at least the week prior to the learning activity presentation.

Writing Proficiency/Support

GSEP offers writing support to students in the form of various seminars as well as one-on-one consultancy. For more information, please contact Gina Meister at (310) 258-2815 or regina.meister@pepperdine.edu. Alternately, visit the GSEP Writing Support Program Web site at <http://services.pepperdine.edu/gsep/writing>.

Code of Conduct

The Graduate School of Education and Psychology strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of “F” in the course and dismissal from the program.

Disability Statement

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler

Campus Center 225, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices> for additional information.

About Melissa Loble

Academically, I began my career at UCLA, where I completed a BA in Political Science. From there, I traveled to New York City to complete an MA in Educational Policy and an MBA in Management at Columbia University. I am currently finishing my Ed.D in Educational Technology at GSEP (I am forever working on my dissertation). As many have teased me, I am sure there is another degree in my future.

Professionally, I have worked in K12, higher education and corporate learning environments. Selected positions include: teaching 9th and 12th grade social studies in a public school in NYC, developing online test preparation applications and corporate products for Kaplan Educational Services, serving as the Director of Recruiting for career services at NYU and directing educational and instructional technology groups at both the NYU Stern School of Business and GSEP. I have been working for Blackboard for the last six years and travel around the world to work with our clients on expanding their use of innovative technologies. Currently my work is focused heavily on fostering and supporting cultures of assessment in K12 districts and higher education institutions, with an emphasis on using technology to promote change.

Personally, I am an avid Latin/ballroom dancer and have started to compete regularly in a number of different dances. I live in Huntington Beach, although I really live on an airplane and in the nearest Marriott (thank goodness for their new beds). I am passionate about using technology to do more than just provide alternatives to traditional teaching and learning practices. I sincerely hope that educational technology can lead the revolution for changing, and truly significantly impacting, the way we think about and practice life long learning.

About Patricia Delich

I received my doctorate degree in educational technology from Pepperdine in 2006. My dissertation focused on online course design, development, and teaching (Margaret was my dissertation chair and Paul was on my committee). My MA is also in educational technology (San Francisco State University); and my BA is in Liberal Studies from JFK University. I hold several certificates in online teaching and distance education.

I have experience working in higher education, corporate, and government. In all my positions, the use of educational technologies was central in my work. I have guided teachers in the use of online educational technologies for more than 15 years working with hundreds of educators throughout California and the U.S., and around the world. In my last position, I was instrumental in developing City College of San Francisco's successful distance education program and obtained recognition for faculty by acquiring 2 national and 11 statewide awards for exemplary online course design. Presently I am working as an e-learning consultant. I work with colleges and universities to assist them in their online learning initiatives. I frequently make presentations at conferences, colleges, and universities. I also write and am a co-author of *Education for a Digital World: Advice, Guidelines, and Effective Practice from Around the Globe*, the second edition will be published in 2010.

When I'm not online, I'm often hiking in the mountains, playing the mountain dulcimer, or reading. I also like to cook (Indian and Chinese food are some favorites to cook). While in the Pepperdine EdD program, I read *The Art of Possibility*, which prompted me to pursue my dream of going to a TED conference. I give credit to that book for helping make that happen and in becoming one of the first TED Fellows. I consider myself a lifelong learner and like to immerse myself in learning something I find difficult, which helps me maintain a beginner's mind.

Calendar 2010 (TI=Tapped-In, D=Blackboard Discussion)

Week & Space	Topic	Readings Due
1/4- D	<p>Introduction to Course, The Teacher Within Us <i>EQ:</i> Where does teaching fit into learning and what is the role of a teacher? A facilitator? An educational or instructional designer? <i>Blog:</i> Think back to a successful learning experience you have designed. What made it successful? What was your role in creating that success?</p>	<ul style="list-style-type: none"> • Review syllabus • Order choice book • Begin reading for next week
1/11- TI, D, FETC	<p>Introduction to Backward Design <i>EQ:</i> What is backward design and how do we use it promote learning success? <i>Blog:</i> Using the same learning experience, what were your desired results? Why did you choose these results?</p>	Wiggins 1 & 2
1/18- D	<p>Goals <i>EQ:</i> During the first stage of backward design, establishing goals or intended outcomes is critical. How are these constructed for a course, curriculum and program? <i>Blog:</i> Think back now to a learning experience you have recently had. Were the goals explicitly stated? If not, were they still clear? Were you aware of them as a learner during the learning experience?</p>	Wiggins 3 & 4
1/25- D	<p>Essential Questions <i>EQ:</i> How do we use essential questions to provide students with learning opportunities that map back to our goals or intended outcomes? <i>Blog:</i> Using the same learning experience you reflected on last week, did each activity explicitly map to a goal? Implicitly? Did this impact your learning during the activities?</p>	Wiggins 5 & 6
2/1- TI, D	<p>Educational & Industry Standards <i>EQ:</i> What role and value do educational standards play in our design of learning experiences, programs or curricula? <i>Blog:</i> Identify a standard that impacts your local environment or practice. Reflect on the value of the standard and its intended affect on student learning.</p>	Wiggins 7 & 8
2/8- TI, D	<p>Assessing Learner Success <i>EQ:</i> How do we know students are individually meeting our goals or intended outcomes? What do we do if they are not? <i>Blog:</i> As learners, we are often focused on completing assessment activities successfully as opposed to acquiring the outcomes indicated by the course. Why is this? Describe a learning experience where either you have combated this learner tendency or you felt a teacher handled this well.</p>	Perkins 1 & 2

2/15- TI, D	Technology Tools for Teaching & Learning <i>EQ:</i> How do we choose or build effective, purposeful educational/instructional technologies to support our intended outcomes? <i>Blog:</i> For your ARP, how did you select the technologies that you are utilizing? How have your learners responded thus far?	Perkins 3 & 4
2/22-TI, D	Engagement & Interactivity <i>EQ:</i> What role does engagement and interactivity play in our selection of educational/instructional technologies? <i>Blog:</i> In your ARP, are your learners engaged in their learning? Why or why not?	Perkins 5- 7
3/1- D	***Learning Activity Due 3/1*** Broader Design Strategies & Practices <i>EQ:</i> What best practices can we apply to our broader understanding of the successful design of technology: infused programs, curricula and/or learning experiences? <i>Blog:</i> From your experience in OMET thus far, what design practice has resonated with you the most? Why?	Wiggins 9-11 Selected Text Due
3/8- TI, D	Team Activity Presentations Set #1 & Reflection	Readings set by teams
3/15- TI, D	Team Activity Presentations Set #2 & Reflection	Readings set by teams
3/22- TI, D	Team Activity Presentations Set #3 & Reflection	Readings set by teams
3/29- TI, D	<i>EQ:</i> How do we evaluate other learning opportunities to garner best practices? <i>Blog:</i> Which learning activity did you find most reflective of the UbD practices we have discussed thus far and why?	
4/5- D	***Course Design Activity Due 4/5***	
4/12- TI, D	Class Wrap-Up	