

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 639

TRENDS AND ISSUES IN EDUCATIONAL TECHNOLOGY

COURSE DESCRIPTION

Trends and Issues examines current trends in the research area of educational technology, having students engage literature to understand theoretical underpinnings of the field, current research projects in effect, and future trends as technology in learning evolves as a practice and as a research interest. The course uses foundational concepts of learning in the fields of psychology, sociology and educational research to understand critical implications of the current body of literature.

RATIONALE

Leaders tasked with managing and designing learning using educational technology must critically engage the current literature in this rapidly evolving field of study. The accepted practice of leaders in this field must be understanding theoretical underpinnings while looking at the research process and, eventually, practical implications. This course seeks to finalize the candidate's experience in this program by focusing on these very skills.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Using current and emerging technologies, gain familiarity and interact with peers and the instructor as to create a sense of community in the online learning environment (ISTE standard: TL-I-B.1).

- B. Participate in software skills training to further knowledge and skills of current and emerging technologies (ISTE standards: TL-I-B.1; TF-I-B.1).
- C. Demonstrate knowledge and skills of current and emerging technologies (ISTE standards: TL-I-B.1; TF-I-B.1).
- D. Review, critically evaluate, and discuss current distance education and educational technology research (ISTE standards: TL-VIII-A.1; TF-III-E.2; TF-VIII-A.1; TL-II-B.1; TL-III-E.2; TL-V-B.1; TL-VIII-A.1).
- E. Apply current research on distance education and educational technology to learning environments and to professional development opportunities (ISTE standards: TL-VIII-A.1; TF-II-B.1; TL-II-B.1; TL-III-E.2; TL-VIII-A.1).
- F. Recognize and discuss the ethical, legal, and theological issues related to distance education and educational technology (ISTE standard: TL-V-B.1).
- G. Write a literature review demonstrating scholarly writing skills including acumen, clarity, and conciseness on a current trend or issue in educational technology or distance education (ISTE standards: TL-VIII-A.1; TF-III-E.2; TF-VIII-A.1; TL-II-B.1; TL-III-E.2; TL-V-B.1; TL-VIII-A.1).
- H. Develop a research prospectus to investigate a problem that is applicable to educational technology or distance education (ISTE standards: TL-VIII-A.1; TF-II-B.1; TL-II-B.1; TL-III-E.2; TL-VIII-A.1).
- I. Participate in a professional organization to facilitate professional growth and development in the discipline and to stay abreast of current and emerging technologies (ISTE standard: TL-I-B.1).
- J. Develop an e-portfolio demonstrating knowledge and skills essential to the educational technology discipline (ISTE standards: TL-I-B.1; TF-I-B.1).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, presentations, articles, websites, and additional readings
The candidate will complete assigned and self-directed readings and view corresponding instructor material. This is a self-directed reading and research course, so the candidate will be primarily responsible for choosing readings that correspond with his or her research interests. (MLO: D)
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Blogs (6)

The candidate will be given blog topics to provide the opportunity to reflect upon, process, and extend the readings and course content. The candidate will complete 5 blog. Each blog will be completed in 2 parts: the candidate will submit a blog entry (via video) to his or her personal blog and then comment on the blog entries of least 2 of his or her peers. The candidate is required to respond to comments submitted on personal blogs. (MLO: A, C, D)

D. Professional Affiliation Membership

The candidate will present evidence of active candidate membership in ISTE, AACE, AECT, or an approved equivalent. (MLO: I)

E. Interview

The candidate will conduct an interview to learn more about the role of a professional in the field of educational technology or distance education, how the professional identifies current trends and issues in the field, and what ethical and legal considerations the professional often needs to consider in the field. (MLO: D, E)

F. Webibliography

The candidate will summarize and critically evaluate 4 peer-reviewed journal articles and 1 book of choice related to current trends and issues in educational technology or distance education. (MLO: C, D, E, G)

G. Wiki Literature Review

The candidate will collaboratively develop a literature review that synthesizes—not simply summarizes—a topic related to educational technology or distance education. The literature review must be 15–30 pages, appropriate for publication in a peer-reviewed journal, and written in current APA format. Throughout the course, the candidate will be required to submit work that contributes to this literature review. The Wiki Literature Review will be completed in 2 separately graded parts: the Wiki Literature Review Proposal and the Wiki Literature Review. Prior to final submission, the candidate must have a peer in the course review his or her manuscript and provide structured feedback using the editing checklist. An alternative to having a peer edit the manuscript is to have the manuscript edited by the [Liberty University Online Writing Center](#). In addition to the submission of the literature review, the candidate will submit 5 self-created final exam questions about the content contained within his or her Wiki Literature Review. (MLO: A, C, D, E, G)

H. Professional Development Submission

The candidate will submit his or her literature review for publication in a referred scholarly journal or use the content of the literature review to submit a presentation at a professional conference. The candidate will submit all items necessary for submission at the chosen submission location. (MLO: C, G)

- I. Research Prospectus
The candidate will develop a research prospectus outlining a quantitative or qualitative research study that will address an educational technology or distance education problem. (MLO: C, H)
- J. Wiki Final Exam
The candidate will develop final exam questions based on his or her Wiki Literature Review. The candidate will be responsible for reading the Wiki Literature Reviews of at least 3 of his or her peers and answering the 5 final exam questions provided for each literature review. (MLO: A, C, D, E, G)
- K. Media Artifact
The candidate will submit evidence of 2 new software skills developed during the Educational Technology program. This may include, but is not limited to, audio, video, 3D, graphic design, web design, mobile app, and interactive interface skills. (MLO: B, C)
- L. e-Portfolio
The candidate will create his or her professional e-Portfolio as the culminating project for the program and as a way to demonstrate the knowledge and skills gained throughout the program. The portfolio must be web- or mobile-based. (MLO: J)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Blogs (6 at 20 pts ea)	120
Professional Affiliation Membership	50
Interview	100
Webibliography	100
Wiki Literature Review	
Wiki Literature Review Proposal	20
Wiki Literature Review	150
Professional Development Submission	50
Research Prospectus	100
Wiki Final Exam	60
Media Artifact	50
e-Portfolio	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 639

Textbook: Galvan, *Writing Literature Reviews* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Review the APA Manual 2 presentations 2 websites	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions Introductory Video Blog Professional Affiliation Membership	10 0 0 20 50
2	Galvan: chs. 1–6 2 presentations 1 website Additional Readings	Most Important Point Blog Interview	20 100
3	Galvan: chs. 7–8 1 presentation 4 articles of choice 1 book of choice	Most Important Theory Blog Webibliography	20 100
4	Galvan: chs. 9–11 1 presentation 1 website	Wiki Literature Review Proposal	20
5	3 presentations	Muddiest Point Blog	20
6	1 presentation	Wiki Reflection Blog Wiki Literature Review Professional Development Submission	20 150 50
7	3 presentations Additional Readings	Research Showcase Video Blog Research Prospectus Wiki Final Exam	20 100 60
8	1 presentation 1 website	Media Artifact e-Portfolio	50 200
TOTAL			1010

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.