

1-1-2011

ACL 533 Technology and Learning

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Recommended Citation

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**Department of Adult, Continuing, and Literacy Education
National-Louis University
Winter 2011**

ACL533: Technology and Learning

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Academic Term: January 10th – March 27, 2011

Face-to-Face class meetings: January 13th, February 3rd, February 24th, March 17th, 8-10 pm, Chicago campus Annex 307A. The February 24th meeting will be held online using DimDim so students can experience and practice using different online meeting technologies.

Course Description:

This course provides the adult and literacy educator with a background in the uses of technology, particularly computers, for enhancing adult learning. We will focus particularly on teaching or training online, though we will also consider the use of the Internet, media, etc and examine the view that computer technology is a new form of literacy.

Learning Outcomes. Students will:

- Express a critical understanding of technologies currently applied within distance, post-secondary, and adult and continuing education.
- Recognize strengths and weaknesses of technology-mediated education in relation to more traditional, face-to-face pedagogies.
- Apply learning theory to the interpretation and evaluation of educational technologies.
- Design a project that makes use of technology.
- Use technology-based learning in support of traditional education.

Required Text:

Discussion-Based Online Teaching to Enhance Student Learning by Tisha Bender (Stylus, 2003). ISBN: 1-5792-2065-7

Please note: Additional readings are assigned during the term, and are referenced in this syllabus. All will be uploaded/linked electronically in the BlackBoard course.

General Format for Course Delivery:

Overall Organization

This course has been divided into five bi-weekly modules. Every two weeks, in the Learning Modules, the instructor introduces the module with an overview and a set of discussion questions based on the readings and course content; each student responds to the instructor and to other students. Each student also submits two reflection journals to the instructor on the dates specified in the syllabus.

Students are expected to participate actively in weekly online discussions and face-to-face meetings in a way that demonstrates they are reading and critically reflecting on the material and course content.

Modes of Communication

The BlackBoard course is the official “class room” for this course. This class is primarily online. This is where all study-related postings will be, including the content, discussions, readings, and course assignments from the instructor, and the responses from the students.

Online Meeting

The February 24th meeting will be held using DimDim, a synchronous conferencing system to give students additional practice with teaching/learning through technologies.

A Chat Room is available for synchronous communication. Class members may utilize this option at any time to gather in small groups or as a whole to discuss projects.

Academic Honesty

In accordance with NLU’s policy “it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the university” (*Student Handbook*, p. 32). This handbook is available online at: <http://www.nl.edu/StudentServices/studentaffairs/StudentHandbook/>.

Academic Accessibility

National-Louis University is committed to ensuring that all of its facilities and programs are accessible to all persons. If you believe you may qualify for course adaptations or accommodations in accordance with the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act, it is your responsibility to immediately, but no later than the second class session, to contact the Office of Diversity, Access and Equity (DAE

Office) or the instructor. You may contact the Director of Diversity and Equal Employment at (847) 947-5491 or via e-mail at Erin.Haulotte@nl.edu. If you have coordinated services with the DAE Office, please provide your letter of accommodation to the instructor.

Student Responsibilities

- Online participation is a central feature of this course. Everyone is expected to post thoughtful and critical contributions to the ongoing discussions weekly. Contributions will be based on a thoughtful reading of the course content and its application to one's current or future practice. Students are expected to pose their own questions in addition to responding to instructors and to other students.
- Students will submit work according to the timeline in the syllabus. If a student is not able to submit their work on time or able to participate in a class session, he/she will notify the instructor ahead of time.
- Students will become familiar with guidelines for respectful interaction online – see Communication Expectations in the course Introduction.

Instructor Responsibilities

- The instructor will provide regular responses to student emails/discussion posts as a way to provide ongoing feedback.
- The instructor will respond to student reflection journals.
- The instructor will participate actively in the discussions by providing questions to guide the readings and will initiate discussion following the readings. The instructor will provide timely feedback on all assignments submitted by the due date.

Course Assignments & Evaluation:

- Participation (regular & active) (20%): Assessment of the student's class performance will be based on the frequency, relevance, and quality of his/her participation in the discussion going on every week via study questions/prompts posted in the discussion board area.
- Technology Research (30%): During Modules One through Four, there will be a focus on 'new' technologies in each of the following three areas: Audio/Visual, Text-Based, and Networking/Conferencing. Students, individually or in pairs, will either develop a lesson plan or workshop that uses these technologies, or present a discussion on this technology. Students can use the technologies suggested, or a different one that fits into the categories of Web 2.0 or emerging technologies. We will be looking for what is available to use for the purposes of adult education. These technologies can be helpful to either students, administrators, instructors/trainers or all of the above. Each group/individual is responsible for posting your findings (i.e. article, website, etc.) and an example

activity or lesson plan related to that technology. Pairs will be chosen during the first face to face class session. **Modules 1, 2, 3, and 4**

- Reflection Journals (10%): Each student will submit a reflection journal to the instructor for the second and fourth modules. You will use this journal to critically reflect on this class and tell me what you find most interesting (or not) in your readings, what ideas the readings or experiences in class bring up, what you are learning, what is confusing. **Due Modules 2 and 4**
- Technology Project (group) (15%): The class will put together an evaluation of the technologies discussed throughout the course. This can be in the form of a critique or a series of lesson plans. This can be a compilation of the sources from the Technology Research rather than an entirely new set of tools. **Due Module 5**
- Technology enhanced syllabus or workshop Plan (25%): Each student will put together a web-enhanced/web-based syllabus or workshop plan specific to the individual student's area of interest. This is where you can let your creativity roam freely. Students can create a workplace workshop, or an introductory online course on a particular topic, a syllabus, a plan for a "dream" course or workshop. Let the book, learning theory, and technologies discussed during the course inspire you. **Due Module 5**

Percentage Breakdown for Grade:

Grades will be assigned using the following standards:

94 – 100 percent = A (exceeds expectations)

80 – 93 percent = B (meets expectations)

70 – 80 percent = C (minimal contribution and not a passing grade for the program)

Below 70 percent is not passing NLU's general standards

Course Schedule

Module One - Technology and Literacy

1/10 – 1/23

Readings

Teaching with the brain in mind – Taylor & Lawrence

Linked in with - Parry

Reading comprehension on the Internet - Coiro

Writing and communication technologies – Daiute

The social literacies of learning - Goodfellow

Technology Focus: Text Based Technologies

Blogs

Instant Messaging/Chat

Wikis

e-book readers

Assignments

Technology Research: Individual or pair postings on this modules' technology focus.

On campus Class – January 13th

Overview/Expectations/Assignments

Collaborative groups set up

Module Two - Adults and Online Learning

1/24 – 2/6

Readings

Characteristics of adult learners - Cerone

Adult learning and the emotional self - Smith

Learning technologies for adult - Mason

Meeting the needs of adult learners- Stilborne & Williams

Bender – Chapters 1–3

Technology Focus: Networking and Conferencing

Second Life

DimDim

Assignments

Technology Research: Individual or pair postings on this modules' technology focus.

Reflective letter 1 due

On campus Class – February 3rd

Collaborative group work

Learning styles reviewed

Module Three - Teaching and Technology
2/7 – 2/20

Readings

Medium is the message – Kilgore
Framework for designing questions – Muilenberg & Berge
Dealing with problem students and faculty – Tobin
Bender – Chapters 4–6

Technology Focus: Networking and Conferencing (social media)

Facebook MySpace Twitter RSS

Assignments

Technology Research: Individual or pair postings on this modules' technology focus.

Online Class Meeting– February 24th (DimDim)

Group Project

Syllabi and workshop outlines discussed with examples

Module Four - Visual Literacy
2/21- 3/6

Readings

Visual literacy and the content classroom – Flynt & Brozo
If you build it – Edelstein & Edwards
Bender – Chapter 7

Technology Focus: Audio/Visual Technologies

Podcasts Jing
Camtasia Captivate

Assignments

Technology Research: Individual or pair postings on this modules' technology focus.

Reflective letter 2 due

**Module Five -
3/7 – 3/27**

Assessing Online Teaching/Learning

Readings

Criteria for evaluating the quality of online courses – Wright

Do rewards shape online discussions? – Meyer

Bender – Chapters 8-9

Technology Focus: Audio/Visual Technologies

Digital Photography

Inspiration

Clickers

Assignments

Group Project Posted and Discussed

Syllabus or Workshop Outline Posted Online

On campus Class – March 17th

Group Project finished/Reflections on Technology

Remaining questions