CEP 953: Teachers and Technology
Summer 2017

Instructor: Emily C. Bouck, Ph.D.
Phone: 432-4853
Email: ecb@msu.edu
Office: 349A Erickson Hall
Office hours: By appointment
Class: Online (8:30-3:30) through D2L & Face-to-Face
Credits: 3 credits: Lecture/discussion

Required Text:
All readings are available on or linked through our D2L site (see course outline below and D2L)

Recommended Text/Materials:
- If using hashtags in social media, please use #CEP953. My twitter handle is @emilycbouck

Required Materials:
1. D2L (see https://d2l.msu.edu/d2l/home/471965)
2. Access to high speed Internet & Zoom

Course Description:
This is a doctoral seminar/course that explores the impact of new technologies on teacher knowledge and practices of teaching. Teachers’ use of technology, teacher knowledge, teacher education, and changing roles of teachers will be discussed.

Course content/process
The course content will be provided via a hybrid approach. Part of the course will occur online – through D2L – and part face-to-face.

Guidelines for Written Assignments:
Unless noted otherwise, written assignments should adhere to the following guidelines:
- A hardcopy of a rubric should accompany all assignments, provided one is given
- All submitted work is to be typed (unless otherwise indicated) with no/minimal errors
- All assignments should be proofread by someone with grammatical competence and then corrections made prior to submitting the assignment.
- APA format should be used for citations and the reference list. It is recommended that students use a source that demonstrates APA formatting (e.g., the 6th edition of the APA manual).
- All assignments should be stapled prior to submission.
- Use person-first language when writing about persons with disabilities. Points will be deducted if verbiage refers to “the ADHD boy”, “the learning disabled girl”, instead of “the boy with ADHD” or “the girl with a learning disability”.
- Assignments should be turned in on the due date. Work submitted late, for whatever reason, will be penalized, so please plan accordingly.
- Keep a copy of each assignment (electronic or hardcopy).
**Expected Quality of Work:**
All course work, both in and out of class, is expected to be of high quality and reflect your development as a professional. *Just getting by* will not be sufficient. Additionally, students are expected to be punctual, participate in a courteous manner, take responsibility for meeting deadlines, etc. In other words, you are expected to act like future doctorates.

**MSU Policies and Procedures**

**Academic Honesty:** Article 2.3.3 of the [Academic Freedom Report](https://www.msu.edu) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the instructors for 802A adhere to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](https://www.msu.edu) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also [http://www.msu.edu/unit/ombud/dishonestyFAQ.html](http://www.msu.edu/unit/ombud/dishonestyFAQ.html))

*Incidents of plagiarism or any violations to academic integrity are taken very seriously and will be pursued.*

**Accommodations for Students with Disabilities** (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

**Disruptive Behavior:** Article 2.III.B.4 of the [Academic Freedom Report (AFR)](https://www.msu.edu) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](https://www.msu.edu) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](https://www.msu.edu) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

**Commercialized Lecture Notes:** Commercialization of lecture notes and university-provided course materials is not permitted in this course.

**Limits to confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

--Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
--Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
--Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.
**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

**Bereavement/Grief policy:** In the event of a bereavement event, students should follow the MSU grief policy (see [https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx](https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx)). Specifically, For undergraduate and master’s (Plan B) students without research responsibilities, it is the responsibility of the student to: a) notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student’s initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor.

**Campus Emergencies:** If an emergency arises in this classroom, building or vicinity, I will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform me. (See also [www.alert.msu.edu](http://www.alert.msu.edu).) (Adopted from "Handling Emergency Situations," by F/Lt Penny Fisher, MSU Department of Public Safety.)

**Course Information**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage/Points</th>
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<tbody>
<tr>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>3.5</td>
<td>87-94.9</td>
</tr>
<tr>
<td>3.0</td>
<td>80-86.9</td>
</tr>
<tr>
<td>2.5</td>
<td>74-79.9</td>
</tr>
<tr>
<td>2.0</td>
<td>67-73.9</td>
</tr>
<tr>
<td>1.5</td>
<td>60-66.9</td>
</tr>
<tr>
<td>1.0</td>
<td>0-59.9</td>
</tr>
</tbody>
</table>

**Assignments/Assessments/Accountability**

Assignments are designed and assigned to (a) build upon your existing knowledge, (b) allow for practical application to your field of expertise, and (c) result in professional artifacts for both advancing your degree and for inclusion in your professional electronic portfolio. If you do not understand an assignment or activity, it is expected that you contact the professor in advance and make an appointment to discuss it, or you will raise it during class at an appropriate time. It is the student’s responsibilities to contact the professor and arrange a meeting and both individuals’ convenience. The instructor reserves the right to not accept ANY late work. Any work that the student expects will not be turned in on time, the student should e-mail the professor beforehand (i.e., at least a ½ hour the due date and time). If the student does not contact the professor prior to class and does not turn in an assignment, the professor WILL NOT accept the late work and the student will receive a grade of 0. **Work is due by the deadline specified; after that it will be considered late.**

**Participation**

Because this course is online, participation is a heavy emphasis, and defined broadly. Participation is defined as participating in discussion forums, chats, online meetings (e.g., Zoom), participating in live discussions, etc. Your involvement will be a critical part of the success of the course as well as will make this more of an opportunity to get to know classmates and connect to them and your instructor. You are expected to read all assigned readings and be prepared to engage in various discussions, chats, meetings, etc. You are expected to watch any videos and read any materials the instructor makes available on the D2L site.

**A Note about Course Communication:**

Due to the online nature of the course, consistently checking your email and the D2L is expected. You should check both a minimum of 3 times per week in order to avoid missing any essential information regarding the course. It is expected that all communication delivered via email and within the discussion boards is done so using professional language. Please keep the following in mind when emailing the instructor/course peers or posting in discussion boards:

- Avoid using all capital letters. When you do this, it appears you are screaming or shouting and could send the wrong message to your readers.
• Avoid using quotation marks unless you are actually quoting a person or a text. Using quotation marks in other circumstances could be interpreted as sarcasm.

• Avoid using “text message” language within your posts or emails. When writing, you should always be mindful of grammar and spelling.

Additionally, it’s expected that—as graduate students—you will utilize the resources provided to you to answer questions you have. You should always refer to the syllabus, weekly course materials, and discussion boards before emailing the course instructor with questions. If your questions cannot be answered via these resources, please do not hesitate to email the instructor and ask questions via email or request a phone or online meeting.

Scholarship:
The grading for this course is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points per activity</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>5 (1/week)</td>
<td>15</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>10 (2/day)</td>
<td></td>
</tr>
<tr>
<td>Topical presentation</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Design a study – teachers and technology (in class activity)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Writing &amp; submitting manuscript</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Final project dissemination (in class)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Participation (15 points)**
This class is split into parts for all extensive purposes: online and then face-to-face.

You will receive 1 point for each online week of class. To receive your 1 points, you are expected to post and respond to colleagues and engage in any other class activities for the week, such as interacting with instructor (me), classmates, watching videos, completing readings, chatting, participating in Zoom sessions as needed, or using social media.

You will receive 2 points per day for the face-to-face meetings (meeting 5 times). Much of the face-to-face class time will involve discussion and small/large group work. Your involvement will be a critical part of the success of the course. Attending class, being prepared and on time, and participating courteously are part of the attendance/participation grade. You are expected to read all assigned readings prior to class and be prepared to engage in various small and large group activities during class. Specifically, you are expected to participate in class discussions, with participation defined in multiple ways. Given that limited number of face-to-face meetings, you are expected to attend all face-to-face classes; extenuating circumstances can be discussed with the instructor.

**Topical Presentations/Student Generated Issue Discussion (15 points)**
Students will be expected to select a face-to-face time to present on the syllabus. The presentation will be a topic of interest to the student – or group of students depending on the size of the class – is interested in sharing/discussing relative to the course topic: teachers and technology. The individual – or more likely partner/group – will be responsible for offering some readings (2-3 readings) as well as lead the discussion and/or activities. Please note that the instructor will provide an opportunity for students to self-select groups as well as topics.

**Design a Study (15 points)**
Working collaboratively – two to three individuals per group (based on the size of the class) – you are to design a research study involving teachers and technology. Why collaboratively? Well, often studies developed in collaboration can be stronger both in conceptualization and design. Why teachers and technology? Well that is the focus of the course… so consider a research questions related to teachers and technology that interest you. For example, what is the nature of teacher’s implementation of technology in secondary mathematics classes? What is the relationship between pre-service teacher training to implement technology in teaching and learning and the implementation of technology in practice?
Working together, you will design a study that one could reasonably or feasibility conduct. Although, you will not be conducting it now. So, what you will need to do for the assignment is:

1.) Conduct enough of a literature review to create a rationale for your study, including support for why it needs to be conducted and the understanding it the study is either original or a replication
2.) Write up the design – including your Methods, as if you were writing the Methods for a research article… As such you will need to specify your participants, materials, procedures, design, data collection, and of course data analysis.
3.) Your proposed study will be presented in a face-to-face class (see schedule). You will share your brief literature review as well as your design and then respond to questions that are generated during class.

You will be given time in class to pursue this activity and also explore what makes a quality research study as well as the challenges to conducting research. Please remember, no double-dipping with CEP 931.

Final Project (40 Points)
Each student will be submitting a manuscript for publication. The final project – a submitted manuscript – can be done in concert with a partner or possibly as a large group, which will be discussed the first week. This project will typically not involve new data collection, given the time constraints to obtain IRB permission and then actually to collect data. Nor can the project be something you are already finalizing or something that you are working on for another aspect of your program or class. In other words, no double-dipping. The project can involve analysis of previously collected data or a secondary analysis of existing data. It can also be, and is encouraged to be, more of a practitioner-piece, to give students experience with the genre, or a systematic review of the literature. Throughout the course, we will work collectively on the construction of such manuscripts, even when written individually or with just one partner. In addition, while you are not required to purchase said text, you can use Belcher’s How to Write an Article in 12 Weeks as a background for your time and work (and then basically complete two weeks for every 1 week of class). Checkpoints and deadlines throughout the semester will be set and imposed. If you fail to submit the project/manuscript to a peer-reviewed source by the deadline, 15 points will be deducted.

Here are possibilities to consider for writing a practitioner piece or a systematic review of the literature:

- Educational Technology Research and Development (http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423?hideChart=1#realtimer)
- Tech Trends (http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11528)
- Teaching Exceptional Children (http://journals.cec.sped.org/tec/)
- Journal of Special Education Technology (http://www.tamceo.org/jset/)
- Preventing School Failure (http://www.tandfonline.com/loc/vps20/current#.VRTJsWafM5o)
- AACE journals (https://www.aace.org/pubs/) (e.g., Journal of Interactive Learning Research; Journal of Educational Multimedia and Hypermedia)

Project Dissemination (15 Points)
Each student will be presenting their final project – whether it be a systematic literature review, practitioner piece, or secondary analysis. The dissemination will occur through a conference-like style approach; the dissemination will occur during the last face-to-face class (in class). In other words, you can elect to do a poster, participate in a round table, or present via an oral presentation. Based on numbers of projects for dissemination, time limits will be imposed and more information will be shared regarding the format. You are to approach this as a serious manner in which to disseminate your work – regardless of the type of paper you elected to write.
<table>
<thead>
<tr>
<th>Week 0</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| 5/15-5/20 | | Activities/Tasks:  
• Prepare for CEP 953 – read ahead if you are able  
• Begin to form your groups for your paper (if you want to work in a group), topical presentation, and designing a study… this means have conversations with your classmates about interests.  
• Arrange an individual or small group meeting with Emily (connect via zoom or facetime) |

| Wk1: 5/21-5/27 | PLEASE PICK 1 of the AREAS:  
* DISCLAIMER: These are not the only – or even the best – resources on how to write different academic genres; they are merely available resources.  
1.) How to write in a practitioner journal:  
• [http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm](http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm)  
• [http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm?part=3](http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm?part=3)  
• [http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm?part=4](http://www.emeraldgrouppublishing.com/authors/guides/write/practitioner.htm?part=4)  
2.) How to write a systematic review of the literature  
• [http://www.emeraldgrouppublishing.com/authors/guides/write/evidence_based.htm](http://www.emeraldgrouppublishing.com/authors/guides/write/evidence_based.htm)  
• [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC539417/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC539417/)  
• Recommended reading Fink  
3.) How to write position paper  
4.) How to write a research article  
• Review and determine a type of paper to write (see possible reads for information)  
• Finalize if working alone or in collaboration on final project (article submission)  
• Explore possible journal outlets and read their author guidelines  
• Determine a possible topic and submit to Emily for brief co-discussion or arrange time for brief discussion with Emily  
• Attend to Emily’s sharing of how to write an article in 16 weeks… abbreviated for 8 weeks 😊  
• Check out Emily’s shared examples… not saying they are exemplars, but ones she has access to 😊 |

| Posts:  
• What is the biggest issue facing researchers interested in technology use in education? (issue)  
• Student generated thoughts/issues/ideas raised through the readings relative to writing and writing academic genres (Thoughts Wk1) | Other FYI:  
• Optional Zoom session: Monday, 5/22 2-3pm  
[https://msu.zoom.us/j/577773283](https://msu.zoom.us/j/577773283) |

• Cuban, L. (2001). Are computers in schools worth the investment. In *Oversold and underused: Computers in the classroom* (pp. 176-197). Boston, MA: Harvard University | Activities/Tasks:  
• Connect with Emily – individually or with partner/small group – regarding status of article writing for submission |

| Posts: |
| Wk3: 6/4-6/10 | • *Read at least 1 relatively recently published article (within the last 5 years) in the genre you select to write in for this project in your associated area of study… For example, if you are interested in assistive technology, you can select a practitioner piece, systematic review, position paper, or (unlikely) research published between 2012 and 2017.  

• Has technology changed the ways teachers teach and students learn? (Tech change)  
• Student generated thoughts/issues/ideas raised through the readings (Thoughts Wk2)  
Other FYI:  
• Optional Zoom session: Thursday, 6/1 12-1pm  
https://msu.zoom.us/j/714449273  

Activities/Tasks:  
• Finalize your small groups (2-3 but must be 4) for the issue discussion assignment during the on-campus portion of the class. Determine your topic and day you select to lead discussion (first come, first serve). Provide Emily with readings to disseminate.  
• Connect with Emily – individually or with partner/small group – regarding status of article writing for submission  

Posts:  
• What is your theoretical framework towards technology in education as a researcher? (Theory..)  
• In your opinion, in what ways does education theory impact or effect research and practice regarding educational technology in K-12 schools? (Impact)  
• Student generated thoughts/issues/ideas raised through the readings (Thoughts Wk3)  
Other FYI:  
• Optional Zoom session: Thursday, 6/8 12-1pm  
https://msu.zoom.us/j/903467637  


In preparation for in-class work research project work:  
• Bulfin, S., Henderson, M., Johnson, N. F, & Selwyn, N. (2014). Methodological capacity within the field of “educational technology” research: An initial investigation.  

Activities/Tasks:  
• Connect with Emily – individually or with partner/small group – regarding status of article writing for submission  
• Exchange writing to date with another individual/partner group for feedback  

Posts:  
• What is a research question that interests you relative to educational technology? (research ?)  
• What are the challenges or obstacles to conducting research on
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Readings</th>
<th>Probes</th>
</tr>
</thead>
</table>
TBA (student-generated issue discussion: 2-3 articles on selected topic) | **Is technology use in education an evidence-based practice?**  
**Does technology improve teacher’s teaching?**  
**Does technology improve students’ learning?**  
**Student generated thoughts/issues/ideas raised through the readings (Thoughts Wk3)** |
**Chen, M. (2010).** The technology edge: Putting modern tools in young hands. In *Education nation: Six leading edges of innovation in our schools* (pp. 87-138). Hoboken, | **Should technology implementation be the goal of PK-12 education?** (technology… goal) |
**Does technology improve teacher’s teaching?**  
**Does technology improve students’ learning?**  
**Student generated thoughts/issues/ideas raised through the readings (Thoughts Wk3)** |

**Other FYI:**  
Optional Zoom session: Wednesday, 6/14 1-2pm  
[https://msu.zoom.us/j/185123279](https://msu.zoom.us/j/185123279)
<table>
<thead>
<tr>
<th>Day</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>W5D5:</strong> F, 6/23</td>
<td>No Class; Prepare for Class next Monday</td>
</tr>
<tr>
<td><strong>Wk6 – Day 1:</strong> M, 6/26</td>
<td>Morning: discussions of readings; in-class research project generation</td>
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<td></td>
<td>Afternoon: writing workshop; student generated issue discussion</td>
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<td></td>
<td><strong><a href="https://s3.amazonaws.com/audreywatters/the-monsters-of-education-technology.pdf">https://s3.amazonaws.com/audreywatters/the-monsters-of-education-technology.pdf</a></strong></td>
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<td></td>
<td>- Introduction through end (i.e., Afterword)</td>
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<tr>
<td><strong>W6 D2:</strong> T, 6/27</td>
<td>No Class; Prepare for Class Wednesday</td>
</tr>
<tr>
<td><strong>Wk6 – Day 3:</strong> W, 6/28</td>
<td>Morning: discussions of readings; in-class research project generation</td>
</tr>
<tr>
<td></td>
<td>Afternoon: writing workshop; student generated issue discussion; research study presentations</td>
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<tr>
<td></td>
<td><strong>TBA (student-generated issue discussion: 2-3 articles on selected topic)</strong></td>
</tr>
<tr>
<td><strong>W6 D4:</strong> Th, 6/29</td>
<td>No Class; Prepare for Class Friday</td>
</tr>
<tr>
<td><strong>Wk6 – Day 5:</strong> F, 6/30</td>
<td>Morning: Final Project Dissemination Activity (Posters, Roundtables, Presentations); conversations about next steps</td>
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<td></td>
<td>Afternoon: On your own: Prepare for final submission</td>
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<tr>
<td><strong>7/1-7/16</strong></td>
<td>No Class; Prepare for Final Submission</td>
</tr>
<tr>
<td><strong>W7:</strong> 7/17-7/21</td>
<td>Connect with Emily (zoom individual or partner meeting – you must schedule)</td>
</tr>
<tr>
<td><strong>7/28</strong></td>
<td>Deadline to submit manuscript (provide Emily with proof of submission)</td>
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</table>