Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Learning Technologies will prepare students to identify and effectively apply technology to support digital learning. Specifically, the course will provide students with an overview of numerous technology tools and within each overview, students will have an opportunity to discuss, practice, and consider effective and ineffective application of each learning technology. Upon completion of the course, students will deliver a teaching technology portfolio that will contain advanced application of common technology tools like online videos, gaming, and open educational resources.

Course Overview:

In this course, you will explore various learning technologies which support digital learning. You will be provided with opportunities to learn about effective and ineffective application of each technology. You will also be required to prepare a Technology Portfolio.

Course Learning Outcomes:

1. Describe e-learning in the 21st century.
2. Discuss and apply online learning technologies.
3. Identify current technologies prevalent in P-20 practice.
4. Categorize technology learning needs and applications for the professional; and technology learning needs and applications for academia.
5. Describe sources that explore emerging online learning technologies and their potential uses and implications for e-learning.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

This course is textbook-free. All materials are contained within the Modules.

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Dell'Acqua, S. (2015). eLearning hubs and edu-business: How private companies can serve common good—The case of Samsung School. *Universal Journal of Educational Research*, *3*(8), 530-535.
- Roumell, E. A., & Salajan, F. D. (2016). The evolution of U.S. e-learning policy: A content analysis of the National Education Technology Plans. *Educational Policy*, *30*(2), 365-397.

Discussion (25 points)

Critical Thinking: Analysis of Technology Tools for Online Educational Sharing (75 points)

Research and analyze at least three technology tools for online educational sharing and report your findings in a well-constructed, scholarly essay of at least two pages.

Identify the tool that you will use for the remaining assignments and for the Portfolio Project in this course. Please include a rationale supporting your selection of this particular tool. Support your ideas with research from 2-3 credible sources documented according to the CSU-Global Guide to Writing & APA.

A few examples of tools for online educational sharing include a blog, a Wiki, a website, an e-book, an existing educational portal, a collaboration tool, or any other technology that allows a person to share their knowledge, expertise, experience, ideas, products, etc. with a select group of people or with an open, worldwide audience.

Prior to selecting the tool that you will use, you should thoroughly review the upcoming assignments and the Portfolio Project requirements to ensure that the tool you select will enable you to be successful in this course.

Module 2

Readings

· Ipek, I., & Ziatdinov, R. (2017). New approaches and emerging trends in educational technology for learning and teaching in academia and industry: A special issue. *European Journal of Contemporary Education, 1*(6), 182-184. Retrieved from https://csuglobal-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_doaj_soai_doaj_org_article_b4acaafea1244f9d926bdedaa6e3183a&context=PC&vid=01COLSU_GLOBAL&search_scope=Everything&tab=default_tab&lang=en_US

· Spector, M., Ifenthaler, D., Sampson, D., Yang, L., Mukama, E., Warusavitarana, A., & ... Gibson, D. (2016). Technology enhanced formative assessment for 21st century learning. *Journal of Educational Technology & Society*, (3), 58. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=116991598&site=ehost-live

Discussion (25 points)

Critical Thinking: Preliminary Development (75 points)

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

During this module, you will begin the basic development of your selected Web 3.0 sharing tool. What is included in this basic development stage will depend on your selected tool, but should include:

- a title
- an 'About You' section
- an introduction to the tool
- rationale for your selection of this tool
- a description about how you plan to use the tool
- information about the intended audience
- a selection of the overall style or theme that will be present through your tool

Since you will be completing your work within the tool you have selected, the submission for this module should provide your instructor with the URL address and any login information required in order to access your tool.

Please support your observations and opinions with research from 2-3 credible sources documented according to the CSU-Global Guide to Writing & APA.

Module 3

Readings

· Allen, E. I., & Seaman, J. (2013). Changing course–Ten years of tracking online education in the United States. *Babson Survey Research Group, Quahog Research Group, LLC, and The Sloan Consortium.* Retrieved from http://www.onlinelearningsurvey.com/reports/changingcourse.pdf
· Allen, E. I., & Seaman, J. (2016). Online report card–Tracking online education in the U.S. *Babson Survey Research Group and Quahog Research Group, LLC*. Retrieved from http://onlinelearningsurvey.com/reports/onlinereportcard.pdf

Discussion (25 points)

Critical Thinking: Create an Online Video or Infographic (75 points)

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

This course utilizes quite a few online videos and infographics as tools for learning. For this assignment you will create either an online video or an infographic to demonstrate your understanding of one or more of the topics covered in either Module 2 or Module 3. You will then upload your product to your Web 3.0 sharing tool selected and developed in Module 2 for the Portfolio Project.

- If you plan to create an infographic, you may wish to use the following resource: 10 Free Tools for Creating Infographics.
- If you plan to create a video, you may find the following resource helpful: The 5 Best Explainer Videos & How to Make Your Own

You may wish to consult your instructor for approval if you are aware of another innovative technology tool that could be used to demonstrate your understanding of the content.

Please support the information in your video or infographic with research from 2-3 credible sources documented according to the CSU-Global Guide to Writing & APA.

Module 4

Readings

· Asoodar, M., Atai, M. R., & Vaezi, S. (2016). Blog-Integrated Writing with Blog-Buddies: EAP Learners' Writing Performance. *Journal of Educational Computing Research*, *54*(2), 225–252.
· Biasutti, M. (2017). A comparative analysis of forums and wikis as tools for online collaborative learning. *Computers & Education*, *111,* 158-171. doi:10.1016/j.compedu.2017.04.006

· Drew, C. (2017). Edutaining audio: An exploration of education podcast design possibilities. *Educational Media International*, *54*(1), 48-62. doi:10.1080/09523987.2017.1324360

Discussion (25 points)

Critical Thinking: Learning Guide Section - Web 3.0 Technologies (75 points)

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

Develop the first section, "Web 3.0 Technologies for Learning" (Wikis, Blogs, Videos, Podcasts), of your *Technology Guide for Distance and Digital Learning Tools*.

This section of your guide needs to contain information on at least three specific Web 3.0 tools. For each of your three tools you will need to:

- Describe the tool.
- Explain how the tool can be used for effective instruction, and provide at least one example of how it can be used to achieve a 21st century learning goal.
- Develop strategies for integrating the tool with optimal learning methods in an informal setting, a formal setting, or both.
- Describe how to get started using it.
- List 2-3 sources for learning more about the tool.
- Cite 2-3 references in accordance with the CSU-Global Guide to Writing & APA.

You may wish to refer to the following guide as a basic example, although you will need to conform to the requirements list above and your guide will be shared via your Web 3.0 sharing tool, rather than created in a PDF or document format.

Since you will be completing your work within the Web 3.0 sharing tool you have selected, the submission for this module should provide your instructor with the URL address and any login information required in order to access your tool so that he/she can review this section of your guide.

Module 5

Readings

· Callaghan, G., & Fribbance, I. (2016). The use of Facebook to build a community for distance learning students: A case study from the Open University. *Open Learning: The Journal of Open and Distance Learning*, *31*(3), 260-272. doi:10.1080/02680513.2016.1229176
· Vanstone, G. (2017). Best practices in building an online social learning program. Retrieved from https://collaborative-learning.theteamie.com/blog/best-practices-in-building-an-online-social-learning-program

Discussion (25 points)

Critical Thinking: Learning Guide Section - Social Media & Collaborative Learning (75 points)

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

Develop the second section, "Social Media & Collaborative Learning," of your *Technology Guide for Distance and Digital Learning Tools*.

This section of your guide needs to contain information on at least three specific social media or collaborative learning tools. For each of your three tools you will need to:

- Describe the tool.
- Explain how the tool can be used for effective instruction, and provide at least one example of how it can be used to achieve a 21st century learning goal.
- Develop strategies for integrating the tool with optimal learning methods in an informal setting, a formal setting, or both.
- Describe how to get started using it.
- List 2-3 sources for learning more about the tool.
- Cite 2-3 references in accordance with the CSU-Global Guide to Writing & APA.

You may wish to refer to the following guide as a basic example, although you will need to conform to the requirements list above and your guide will be shared via your Web 3.0 sharing tool, rather than created in a PDF or document format.

Since you will be completing your work within the Web 3.0 sharing tool you have selected, the submission for this module should provide your instructor with the URL address and any login information required in order to access your tool so that he/she can review this section of your guide.

Please remind your instructor of the web address to access your Technology Tools for Distance and Digital Learning Guide so that he/she can review this section of your guide.

Module 6

Readings

- Bakhsh, M., Mahmood, A., & Sangi, N. A. (2017). Examination of factors influencing students and faculty behavior towards m-learning acceptance: An empirical study. *International Journal of Information & Learning Technology*, *34*(3), 166-188. doi:10.1108/IJILT-08-2016-0028
- Dold, C. (2016). Rethinking mobile learning in light of current theories and studies. *Journal of Academic Librarianship, 42*(6), 679-686. doi:10.1016/j.acalib.2016.08.004
- Von Ins, C. (2016, February 17). 66% of organizations aren't using mobile learning...yet. *Association of Training Development.* Retrieved from https://www.td.org/Publications/Blogs/Global-HRD-Blog/2016/02/66-of-Organizations-Arent-Using-Mobile-Learningyet

Discussion (25 points)

Critical Thinking: Learning Guide Section – Mobile Learning (75 points)

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the

guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

Develop the third section, **"**Mobile Learning," of your *Technology Guide for Distance and Digital Learning Tools*.

This section of your guide needs to contain information on at least three specific mobile learning tools. For each of your three tools you will need to:

- Describe the tool.
- Explain how the tool can be used for effective instruction, and provide at least one example of how it can be used to achieve a 21st century learning goal.
- Develop strategies for integrating the tool with optimal learning methods in an informal setting, a formal setting, or both.
- Describe how to get started using it.
- List 2-3 sources for learning more about the tool.
- Cite 2-3 references in accordance with the CSU-Global Guide to Writing & APA.

You may wish to refer to the following guide as a basic example, although you will need to conform to the requirement list above and your guide will be shared via your Web 3.0 sharing tool, rather than created in a PDF or document format.

Since you will be completing your work within the Web 3.0 sharing tool you have selected, the submission for this module should provide your instructor with the URL address and any login information required in order to access your tool so that he/she can review this section of your guide.

Please remind your instructor of the web address to access your Technology Tools for Distance and Digital Learning Guide so that he/she can review this section of your guide.

Module 7

Readings

- Alabbasi, D. (2017). Exploring graduate students' perspectives towards using gamification techniques in online learning. *Online Journal of Distance Education (TOJDE)*, *18*(3), 180-196. Retrieved from http://tojde.anadolu.edu.tr/yonetim/icerik/makaleler/1467-published.pdf
- Dochie, E., Herman, C., & Epure, C. (2017). Using gamification for the development of soft skills. Skill Generation Assessment Game Case Study. *Elearning & Software for Education*, *3*610-613. doi:10.12753/2066-026X-17-264

Discussion (25 points)

Portfolio Reminder

No submission required this week, but you will need to complete the following section of your Learning Guide for the final Portfolio Project submission in Module 8.

Learning Guide Section - Gamification

For your Portfolio Project you will utilize a Web 3.0 tool to apply and share knowledge gained during the course by producing a *Technology Guide for Distance and Digital Learning Tools*. The ultimate aim of the guide will be to assist individuals in the process of selecting appropriate technologies for effective instruction.

Develop the fourth section, "Gamification", of your Technology Guide for Distance and Digital Learning Tools.

This section of your guide needs to contain information on at least three specific gamification tools. For each of your three tools you will need to:

- Describe the tool.
- Explain how the tool can be used for effective instruction, and provide at least one example of how it can be used to achieve a 21st century learning goal.
- Develop strategies for integrating the tool with optimal learning methods in an informal setting, a formal setting, or both.
- Describe how to get started using it.
- List 2-3 sources for learning more about the tool.
- Cite 2-3 references in accordance with the CSU-Global Guide to Writing & APA.

You may wish to refer to the following guide as a basic example, although you will need to conform to the requirement list above and your guide will be shared via your Web 3.0 sharing tool, rather than created in a PDF or document format.

Module 8

Readings

· Loeckx, J. (2016). Blurring boundaries in education: Context and impact of MOOCs. *International Review of Research in Open and Distributed Learning*, *17*(3), 92-121. Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1102692
· PR Newswire. (2015, May 28). Massive open online course (MOOC): Market analysis and forecasts 2015-2020. *PR Newswire US*. Retrieved from http://www.prnewswire.com/news-releases/massive-open-online-course-mooc-market-analysis-and-forecasts-2015---2020-300090346.html

Discussion (25 points)

Portfolio Project (350 points)

For your Portfolio Project you will utilize a Web 3.0 tool to share and apply your learning and products developed throughout this course.

Technology Analysis (Module 1): You will research, analyze, and report on at least three technology tools for online educational sharing and identify the one that you will utilize for this portfolio project.

Preliminary Development (Module 2): You will begin the basic development and set up of your selected Web 3.0 sharing tool. What is included in this basic development stage will depend on your selected tool, but should include a title, an 'About You' section, an introduction to the tool, the intended audience, selection of the overall style or theme that will be present through your tool, etc. The

submission should provide your instructor with the URL address and any login information required in order to access your tool.

Create a Product (Module 3): You will create a product utilizing a technology tool to demonstrate your understanding of one or more of the topics covered in Modules 2 or 3. Product possibilities include, but are not limited, to a YouTube video, an infographic, a chapter in an e-book, a Prezi, a Slideshare, etc. You will then upload your product to your Web 3.0 sharing tool.

Technology Guide (Modules 4-7): Over the course of several modules, you will create a *Technology Guide for Distance and Digital Learning Tools* to assist individuals in selecting appropriate technologies for effective instruction. Your guide should contain the following sections:

- Web 3.0 Technologies for Learning (Wikis, Blogs, Podcasts)—covered in Module 4
- Social Media & Collaborative Learning—covered in Module 5
- Mobile Learning—covered in Module 6
- Online Videos & Gaming for Learning—covered in Module 7

Professional Reflection (Module 8): This section provides you with the opportunity to reflect on the guide you have created. Which tool do you believe will be most effective in your professional (or personal) practice? Are you likely to share your guide with others? Why or why not?

You may wish to refer to the following guide as a basic example, although you will need to conform to the requirements list provided in each module's assignment and your guide will be shared via your Web 3.0 sharing tool, rather than created in a PDF or Word type format. Please remember to cite all required sources in accordance with the CSU-Global Guide to Writing & APA.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.