“Making Educational and Social Systems Work for All”
-- UO College of Education Mission Statement

EDLD 610 Impact of Technology in Education

University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2016 Winter Term Syllabus
Meeting Days/Time: As Scheduled
Location: 230T HEDCO

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COURSE DESCRIPTION AND OBJECTIVES

This course is intended to help students develop a deep understanding of the impact of technology on education in the past, at the present, and in the future. We first take a historical look at the impact of major technologies on education, both its content and delivery. We then examine the current discourse and activities in technology and education. Finally we explore the emerging trends of technology and education. The purpose is to understand not only what the impact has been but also what it can be, with thoughtful guidance. In other words, we do not only study the impact but also will consider how we could influence the impact positively.

In this course, both technology and education are considered broadly. That is, we do not limit technology to what has been designed and developed for educational purposes. Rather we consider technology as human inventions and applications of scientific knowledge. Thus we will consider all major technological innovations, from writing systems to the printing press, from the steam engine to modern day digital technology, and from telegraph to the Internet. Education is also not limited to schooling or classroom instruction. We will consider all aspects of education, from the outcomes to methods of delivery, from learning to teaching, and from formal to informal education.

Given the breadth of the field and diversity of issues, this course will try to strike a balance between breadth and depth and thus follows a personalized approach. While we will have common readings, presentations, and discussions on certain significant and fundamental topics in education and
technology, students are encouraged to pursue specific topics in depth. Thus each student has the opportunity to focus on a topic or issue that is personally meaningful or professionally valuable.

The course encourages students to produce authentic works. Students are asked to create a significant piece of work as the outcome of the course. The product can be in the form of a research paper, a book chapter, a blog, a multimedia product, or others but it must be authentic and significant and agreed upon with the instructor.

COURSE AUDIENCE

This course is open to both graduate and advanced undergraduate students, but with differentiated workloads.

COURSE MATERIALS

Materials used in this course include print books, articles, and multi-media products. The following are required readings.


Suggested readings:


COURSE STRUCTURE

1 Reading assignments can change to reflect current research and scholarship as this course deals with issues that are constantly and rapidly evolving.
The course (EDLD 610) uses a lecture-discussion format and use blended approach, with both traditional face-to-face meetings and online activities. The major activities consist of a combination of lectures, group discussions, and online activities. The lectures will include both face-to-face presentations by the course instructor, invited guest lectures, and selected recorded video presentations by distinguished thought leaders. Group discussions will be carried out in small groups both face-to-face and online. Students are required to post on the course blog site.

ASSIGNMENTS AND GRADING POLICY

1. Students are expected to complete the following:
   a. Common readings and videos
   b. An authentic product to be developed in consultation with instructor

2. Grades will be determined by:
   a. Participation: active participation in class and online discussions is required (20%)
   b. Course product (80%)

COURSE INCOMPLETES will be offered only rarely in unusual circumstances that truly prevent the student from completing course work during the regular course schedule. My policy on incompletes is more restrictive than the general UO policy. Incompletes will NOT be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work.

SCHEDULE OF TOPICS AND ASSIGNMENTS (schedule may change depending on our pace)

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tr>
<td>Jan 5</td>
<td>Introduction: Technology and Education</td>
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Feb 23  The Future 1: Redefinition of educational outcomes and content  No reading
March 1  The Future 2: Reimagine education  No reading
March 8  No class meeting, preparation for final product presentation  No reading
March 15  Final presentations  No reading

Course Policies

I. Basic Assumptions

Reference written material according to the 2001 (5th edition) Publication Manual of the American Psychological Association -- the APA manual. USE THIS MANUAL AS A REFERENCE FOR ALL OF YOUR WRITING ASSIGNMENTS.

Edit written work before submitting. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules.

Complete and submit assignments on time. Late assignments are not accepted.

II. Attendance Policy

Attend class regularly and come prepared to contribute in the following manner:
1. Discuss concepts, analyses, and implications from the assigned readings.
2. Participate in small group activities.
3. Apply what is learned from readings, lectures, and activities to your own writing.

III. Absence Policy

Students must contact the instructor in case of illness or emergencies that preclude taking attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to attend due to a personal and/or family emergency, contact either instructor as possible. On a case-by-case basis, the instructors will determine whether the emergency qualifies as an excused absence.

IV. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
V. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Associate Dean for Academic Affairs.

VI. Conflict Resolution (continued)

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/programs/crs/
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

VII. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

VIII. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

IX. Expected Classroom Behavior

Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

X. Grievance

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and
completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

XI. Inclement Weather

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu http://www.uoregon.edu/.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.