

**MA
ET**

year 3

rouen france - 2010

course description

Welcome to Year 3 in your MA-EdTech Program! Year 3 integrates three courses:

CEP 807: Proseminar in Educational Technology

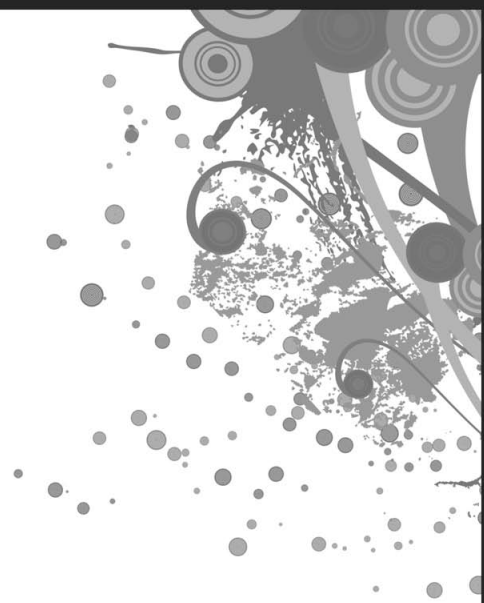
This course examines perspectives on educational technology, current theories, research findings, and methods of design and evaluation.

CEP 817: Learning Technology through Design

This course investigates issues related to the design of compelling learning environments and experiences, particularly in relation to educational technology. The course is structured around multiple design activities and several large design projects. Topics covered include art and aesthetics of design, collaboration in design, iterative design, learning by design, and design evaluation.

CEP 818: Creativity in Teaching and Learning

This course explores questions regarding psychological, motivational, and organizational aspects of creativity in education, such as: What does it mean to be creative? Does creativity reside in the individual, cultural, social or organizational context within which we live? What does the creative process look like? What is the relationship between creativity, play, humor, and learning? How might teachers use the processes of creation to support transliteracy and transformative learning? How are creativity and sustained professional growth related? In what ways could educational leaders use principles of creativity to initiate, implement, and sustain change across multiple educational contexts? The course also considers the implications of these questions for teaching and learning in the complex, evolving knowledge ecology in which we are living.



instructors



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daily schedule

Monday – Thursday Schedule

8:30 am - noon - Class
noon - 1:00 pm - Lunch
1:00 pm - 3:30 pm - Class
3:30 pm - 4:00 pm - office hours

Friday Schedule

8:30 am - 11:00 am - Class
11:00 am - noon - Cross collaboration session

Important Dates (Subject to change)

July 14, 2010 - Field trip
July 15, 2010 - Year 2 PLATE Conference
July 23, 2010 - Graduation Day

projects - grades

i-Image & i-Video Projects (40%)

The i-Image and i-Video will be integrative and iterative design projects. Details for each assignment will be provided separately.

Public Displays of Achievement (PDA) (30%)

There is no set level of technological proficiency that all students are expected to reach by the end of the MAET program. Instead, you are expected to take the initiative to seek out opportunities to develop your technology knowledge and skills in ways that allow you to experience significant growth during the course of your Master's experience. Evaluation of the growth in your technological proficiency will be based on your PDA portfolio, which will serve as a showcase of your MAET experience.

Preparation and Participation (30%)

This course moves quickly and covers a lot of material. It is important that you come to class prepared and that you participate as much as possible. There will be daily reading assignments. You are expected to complete all readings and be prepared for discussion before class. Evaluation of your reading will be based on your contributions to class discussion and the degree that you incorporate ideas from readings into your projects and class

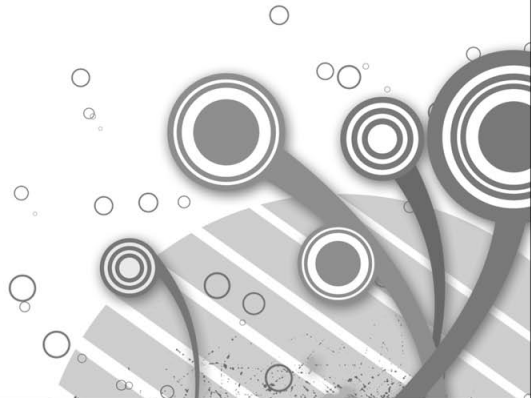
participation includes

Attentive participation in class discussions during which you respond to the ideas raised in the readings and during class

Active collaboration with your colleagues during course work and quickfire challenges

Consistent contribution of information, materials, resources, and assistance to others during class, studio, and club sessions

***Note: Because CEP 807, CEP 817, and CEP 818 are integrated into a single experience rather than three separate ones, we do not grade each course separately. The average of the grades you receive on your Year 3 coursework will equal the average of your official course grades. For example, if the average grade on your coursework is 3.5, your official MSU transcript will show a grade of 3.5 for all three courses. Or, if the average grade on your coursework is 3.7, your official MSU transcript will show grades of 3.0, 4.0, & 4.0.*



readings

Becker, Henry J., & Riel, Margaret M. (2000, December). Teacher professional engagement and constructivist-compatible computer use. TLC Snapshots & Reports - Report #7. Center for Research on Information Technology and Organizations. Retrieved December 6, 2007, from http://www.crito.uci.edu/tlc/findings/report_7/report7.pdf

Csikszentmihályi, Mihályi. (1996). Creativity: Flow and the psychology of discovery and invention (selected chapters). NY: HarperPerennial.

Dewey, John. (1938). Experience and education (selected chapters). NY: Touchstone.

Jenkins, Henry, et al. (2006). Confronting the challenges of participatory culture: Media education for the 21st century. MacArthur Foundation white paper. Retrieved from http://digitalllearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS_WHITE_PAPER.PDF

Johnson, Larry, Rachel Smith, Alan Levine, & K. Haywood. (2010). The 2010 Horizon Report: K-12 Edition. Austin, Texas: The New Media Consortium. Retrieved from <http://wp.nmc.org/horizon-k12-2010/> Available as a PDF from: <http://www.nmc.org/pdf/2010-Horizon-Report-K12.pdf>

Klein, Gary. (1999). The power to see the invisible (Ch. 10). In Sources of power: How people make decisions (pp. 147-175). Cambridge, MA: MIT Press.

McCloud, Scott. (1994). The six steps (Ch. 7). In Understanding comics (pp. 162-184). NY: HarperCollins.

Rheingold, Howard. (2008). Using participatory media and public voice to encourage civic engagement. In Civic life online: Learning how digital media can engage youth (pp. 97-118), (W. Lance Bennett, Ed.). The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press. doi: 10.1162/dmal.9780262524827.097 Retrieved from <http://www.mitpressjournals.org/doi/pdf/10.1162/dmal.9780262524827.097>

Supplemental Readings:

You will also be expected to read during our time in Rouen. The supplemental readings may be blog/wiki posts, short news articles or audio/video files. Links to these files will be supplied to you during class.



policies

MSU Minimum GPA Policy - MSU, the College, the CEPSE Department, and the MAET program all have a policy that requires MA students to maintain a minimum cumulative GPA. "If, upon completion of 18 or more graduate credits, the student has not attained a grade–point average of 3.00 or higher, he or she becomes ineligible to continue work toward the master's degree in the College" (From Academic Standards, University Graduate Policy - Education, p. 1).

MSU Minimum Course Grade Policy - There is also policy regarding credit and grades for MA courses. According to MSU policy, students cannot receive credit for any course with a grade below 2.0. You will have to take an extra course if you earn below a 2.0 grade on any course.

In particular graduate programs, the number of 2.0 grades acceptable for credit may be expressly restricted and/or levels higher than the 2.0 minimum may be established for the fulfillment of degree requirements. (In the MAET program, no 2.0 grades can be applied toward your degree.)

Academic Honesty Policy - "The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged" (From MSU General Information, Policies, Procedures, and Regulations, p. 24).

