Professional Education Unit
Foundational and Graduate Studies in Education

Technology, Education, and Culture (Online)
EDUC 628
Spring 2010

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Course Description: **EDUC 628. Technology, Education, and Culture. (3-0-3); II**. This foundational class is a humanities-based study designed to provide students with a larger intellectual context for understanding, evaluating, and making effective use of new educational technologies. It explores historic technologies that had a major impact upon western education and culture and the current and potential impact of recent digital technologies.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty–first century skills need to make an optimal contribution to "whole" student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (**TF**), NCATE/AECT Educational Communications and Instructional Technology (**ECIT**) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (**KTS**).

1. Participants will model and discuss themes related to 21st century skills as described in MSU's Conceptual Framework document. **TF-III, TF-V, TF-VI, TF-8 ECIT 3, ECIT 4, KTS 3, KTS 6, KTS-9, KTS 10**

2. Participants will reflect upon their experiences as teachers and discuss the role of dispositions and affect in learning. **TF-III, TF-V, TF-V, TF-8 ECIT 3, ECIT 4, KTS 3, KTS 6, KTS-9, KTS 10**
3. Participants will reflect upon the moral demands upon teachers in a multicultural society. **TF-III, TF-V, TF-VI, TF-8 ECIT 3, ECIT 4, KTS 3, KTS 6, KTS-9, KTS 10**
4. Participants will use technological resources and reflect upon their implications for education and society. **TF-III, TF-V, TF-IV, TF-8 ECIT 3, ECIT 4, KTS 3, KTS 6, KTS-9, KTS 10**

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Educational Technology **Course:** EDUC 628 Technology, Education, and Culture					
Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**ISTE Standards**	**NCATE**
Readings/Discussion (5 points per week) **CFO: 1, 3, 4** **SLO: 1, 2, 3, 4**	3, 6, 9, 10	Students learn about the KERA Initiatives through readings, instruction, discussion relating these topics to educational technology issues.	Technology, Assessment, Diversity, Achievement Gap	3, 5, 6, 8	1b, 1c, 1d, 1g
Research Project/Podcast (100 points) **CFO: 1, 3, 4** **SLO: 1, 2, 3, 4**	3, 6, 9, 10	Students learn about the KERA Initiatives through projects relating these topics to educational technology issues.	Technology, Assessment, Diversity, Achievement Gap	3, 5, 6, 8	1b, 1c, 1d, 1g
Book Review (100 points) **CFO: 1, 3, 4** **SLO: 3**	3, 6, 9, 10	Students learn about the KERA Initiatives through projects relating these topics to educational technology issues.	Technology, Assessment, Diversity, Achievement Gap	3, 5, 6, 8	1b, 1c, 1d, 1g
Exams (100 each) **CFO: 1, 3, 4** **SLO: 1, 2, 3, 4**	3, 6, 9, 10	Students learn about the KERA Initiatives through projects relating these topics to educational technology issues.	Technology, Assessment, Diversity, Achievement Gap	3, 5, 6, 8	1b, 1c, 1d, 1g

Program: Educational Technology EDUC 628 Technology, Education, and Culture	
Assessment (point value)	**Description**
1. Readings/Discussion (5 points	Read weekly assignments, write responses to the readings, and participate

per week)	in online discussion. The student should write an essay **at least** 250 words long in response to the readings, and write additional responses (**at least** 250 more words) to other students' comments each week. *Students are expected to log on and participate in discussions on at least three different days each week.*
2. Research Project/Podcast (100 points)	Select an instructor-approved topic from the history of technology, research its impact upon the larger culture and education, and create an audio or video podcast/presentation to communicate key facts, issues and insights to an audience of classroom teachers. This should be a polished, professional presentation of the sort one my hear on public radio or see on public television. Projects should be no less than 15 minutes and no more than 30 minutes long and should be submitted as a self-contained self-playing file that everyone in the class can play (for WMV, Quicktime, mp3, etc.) They should be submitted as both a digital file, and as a Word or RTF transcript of the script, with appropriate citations included. A list of approved topics is included below. More detailed guidelines will be provided on Blackboard. No more than two students may select the same topic. You may notify the instructor of your choice by email as soon as you make your selection. It is suggested that you email the instructor your top three choices, in order, in case your first choice isn't available.
3 Book Review (100 points)	Read a book on the supplemental reading list and write a 1000 - 1500 word review. The review should identify the central thesis of the book and show the structure of the author's arguments: evaluate the author's arguments; explain how they might be significant for education today; and explain how they are relevant to you personally. This is a formal writing assignment that should reflect not only the student's own thinking but his/her very best writing and editing skills as well. The student will submit his/her paper as a Word or RTF file attachment on the Discussion Board for classmates to read and discuss, therefore should write at a level appropriate to that audience. No more than two students may select the same book. You may notify the instructor of your choice by email as soon as you make your selection. It is suggested that you email the instructor your top three choices, in order, in case your first choice isn't available.
4. Midterm & Final Exams (100 each)	Perform successfully on two professional literacy exams covering important terms, topics, and people from the history of technology, education, and culture.

Grading

Readings/Online Discussion Board Participation	80
Research Project/Podcast	100
Book Review	100
Exams (100 pts each)	200
Total Points for this course:	**480**

Grading Scale

A	100%-90%
B	89%-80
C	79%-70%
D	69%-60%
E	59% and below

Grading Criteria:

All submitted work will be evaluated based on the overall design, quality of work, and quality of writing (use of punctuation, grammar, and spelling). Project evaluation documentation will be sent to each student upon grading of the project via the Digital Drop Box located on BlackBoard. Grades will be posted on the BlackBoard gradebook, which is available to each participant.

Electronic Document Format:

All typed documents must be saved as either a Microsoft Word document (i.e. test.doc) or in Rich Text Format (i.e. test.rtf). No other formats for typed documents will be accepted. A tutorial on saving in Rich Text Format is available in the Course Documents section of BlackBoard.

Required Texts and Materials:

- Cuban, Larry (2003). *Oversold and Underused: Computers in the Classroom*.
- Postman, Neil (1993) . Technopoly: *The Surrender of Culture to Technology.*

- A bibliography is included below. For web sites of interest, see links on the course Blackboard site.

Course Technology Requirements:

- You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (http://www.morehead-st.edu/units/distance/bbtech.shtml).
- It is also strongly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs for the course.
- It is recommended that you have a webcam and/or microphone to fully participate in course audio/video chats
- Access to a computer where you can download and utilize freeware multimedia software.
- Some projects may need to be submitted on CD or DVD-ROM.

Course Evaluation:

Student's course evaluation will be determined by class projects, homework assignments, and class participation. The course evaluation is based on up to a total of 950 points. All assignments are to be turned in on time.

Attendance Policy:

This course is a web-based course where participants will need to be active in a variety of activities. Students are expected to in all online activities that occur. Participation is a key component to this class. All class assignments are due on the date assigned in class. **Unexcused late assignments will not be accepted.**

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html
Note**: Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.).* ***You are not allowed to use or simply modify someone else's work*.*

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188,www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Email to the Instructor:
Please include "628" somewhere on the subject line of all email you send to your instructor.

Central Course Questions:

1. How have technologies shaped the economic, social, and political life and educational ideals and practices of our civilization?
2. Who were the major contributors to the creation of our "technological society"?
3. What have been the major positive and negative contributions of major technological innovations?
4. What might be the long-term positive and negative effects on education and society of today's new technologies?
5. Who benefits most from new technologies?
6. What epistemologies are inherent in particular technologies?
7. What value biases (personal and political) are inherent in particular technologies?

Course Schedule

EDUC 628 Course Calendar*				**Column E**	**Column F**	**Column G**	**Column H**
				Read/View/Disc	**Read/View/Disc**		
Spring 2010				**Due Dates**	**Due Dates**	**Book Review**	**Research Proj.**
				Postman	**Cuban**	**Due Dates**	**Due Dates**
Jan	**13**	**W**	Finish Reading	Intro, 1, 2			
	17	**Su**	Finish Discussing	Intro, 1, 2			
	20	**W**	Finish Reading	3, 4	Intro, 1		
	24	**Su**	Finish Discussing	3, 4	Intro, 1		
	27	**W**	Finish Reading	5, 6	2		
	31	**Su**	Finish Discussing	5, 6	2		
Feb	**3**	**W**	Finish Reading	7, 8	3		
	7	**Su**	Finish Discussing	7, 8	3		
	10	**W**	Finish Reading	9, 10	4		
	14	**Su**	Finish Discussing	9, 10	4		
	17	**W**	Finish Reading	11	5, 6		
	21	**Su**	Finish Discussing	11	5, 6	Students 1 & 2	Students 18, 19, 20
	24	**W**	Finish Reading/Viewing	Book Revs. 1 & 2	Podcasts 18, 19, 20		
	28	**Su**	Finish Discussing	Book Revs. 1 & 2	Podcasts 18, 19, 20	Students 3 & 4	Students 15, 16, 17
Mar	**3**	**W**	Finish Reading/Viewing	Book Revs. 3 & 4	Podcasts 15, 16, 17		
	7	**Su**	Finish Discussing	Book Revs. 3 & 4	Podcasts 15, 16, 17		
	9	**Tuesday**	Exam #1 (TBA)				
	22	**M**				Students 5 & 6	Students 13 & 14
	24	**W**	Finish Reading/Viewing	Book Revs. 5 & 6	Podcasts 13, 14		

	28	**Su**	Finish Discussing	Book Revs. 5 & 6	Podcasts 13, 14	Students 7 & 8	Students 11 & 12
	31	**W**	Finish Reading/Viewing	Book Revs. 7 & 8	Podcasts 11, 12		
Apr	**4**	**Su**	Finish Discussing	Book Revs. 7 & 8	Podcasts 11, 12	Students 9 & 10	Students 5 & 6
	7	**W**	Finish Reading/Viewing	Book Revs. 9 & 10	Podcasts 5, 6		
	11	**Su**	Finish Discussing	Book Revs. 9 & 10	Podcasts 5, 6	Students 11 & 12	Students 7 & 8
	14	**W**	Finish Reading/Viewing	Book Revs. 11 & 12	Podcasts 7, 8		
	18	**Su**	Finish Discussing	Book Revs. 11 & 12	Podcasts 7, 8	Students 13 & 14	Students 9 & 10
	21	**W**	Finish Reading/Viewing	Book Revs. 13 & 14	Podcasts 9, 10		
	25	**Su**	Finish Discussing	Book Revs. 13 & 14	Podcasts 9, 10	Students 15, 16, 17	Students 3 & 4
	28	**W**	Finish Reading/Viewing	Book Revs. 15, 16, 17	Podcasts 3, 4		
May	**2**	**Su**	Finish Discussing	Book Revs. 15, 16, 18	Podcasts 3, 4	Students 18, 19, 20	Students 1 & 2
	4	**Tu**	Exam #2 (TBA)				
	5	**W**	Finish Reading/Viewing	Book Revs. 18, 19, 20	Podcasts 1, 2		
	7	**F**	Finish Discussing	Book Revs. 18, 19, 20	Podcasts 1, 2		

Research Topics and People from the History of Technology

1. alphabet
2. agriculture
3. scroll
4. paper
5. clock
6. compass
7. astrolabe
8. printing
9. factory model (Ford)
10. pencil
11. telegraph (Morse)
12. photography (Daguerre)
13. telephone (Bell)
14. automobile (Benz)
15. sound recording (Edison)
16. radio (Marconi)
17. moving pictures
18. amplification (De Forest)
19. television (Zworykin)
20. publishing (Pulitzer)
21. publishing (Hearst)
22. film (Eisenstein)
23. video tape recording
24. copy machine

Supplemental Reading List

If our library doesn't have the one you want, they can get it on interlibrary loan. You should file your request with them early in the semester to assure you will get it in time to review for the assignment.

Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology* (2003)

Burbules, Nicholas and Thomas Callister, Jr. *Watch It: The Risks And Promises Of Information Technologies For Education* (2000).

Carwell, Donald. Wheels, *Clocks, and Rockets: A History of Technology* (2001).

Cowan, Ruth Schwartz. *A Social History of American Technology* (1997).

Derry, T. K. and Trevor I. Williams. *A Short History of Technology: From the Earliest Times to A.D. 1900* (1993).

Friedel, Robert. *A Culture of Improvement: Technology and the Western Millennium* (2007)

Gies, Joseph and Frances Gies. *Cathedral, Forge and Waterwheel: Technology and Invention in the Middle Ages* (1995).

Headrick, Daniel R. *Technology: A World History* (2009).

Hughes, Thomas P. *Human-Built World: How to Think about Technology and Culture* (2005).

Hunt, Patrick. *Ten Discoveries That Rewrote History* (2007).

MacKenzie, Donald and Judy Wajcman (eds), *The Social Shaping of Technology*, (1999).

McClellan, James E. and Harold Dorn. *Science and Technology in World History: An Introduction* (2006).

Misa, Thomas J. *Leonardo to the Internet: Technology and Culture from the Renaissance to the Present* (Johns Hopkins Studies in the History of Technology) (2004).

Mumford, Lewis. *Technics and Civilization* (1963).

Murphie, Andrew and John Potts. *Culture and Technology* (2003).

Nye, David. *Technology Matters* (2006).

Oppenheimer, Todd. *The Flickering Mind: Saving Education from the False Promise of Technology* (2004)

Pacey, Arnold. *Technology in World Civilization: A Thousand-Year History* (1991).

Papert, Seymour. *The Children's Machine: Rethinking School In The Age Of The Computer* (1994)

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (2005).

Postman, Neil. *The Disappearance of Childhood* (1994).

Slack, Jennifer Daryl and J. MacGregor Wise. *Culture + Technology: A Primer* (2005)

Smith, Merritt Roe and Leo Marx. *Does Technology Drive History? The Dilemma of Technological Determinism* (1994)

Winston, Brian. *Media Technology and Society: A History: From the Telegraph to the Internet* (1998).