

CEP 901b
PROSEMINAR
Spring Semester, 2013
130 Erickson Hall

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Course website:
<http://greenhow.educ.msu.edu/cep901ss14/>

Course Overview

The Proseminar in Educational Psychology and Educational Technology is designed to introduce you to the scholarly disciplines of educational psychology and educational technology and support you in the process of becoming a researcher and scholar. Many doctoral programs have courses called *proseminars* that introduce students to academic and professional fields.

In the EPET doctoral program (and in most other doctoral programs in MSU's College of Education) the Proseminar serves as a required starting point for doctoral study. You will be exploring the relationship between educational psychology and technology, between learning and digital media, with an eye towards developing your knowledge of the field, including its historical context, interdisciplinary conversations, and current topics. Most importantly, you will be developing your own research interests and beginning to situate yourself in the field.

Course Requirements

- ***Class Attendance.*** Students should attend every scheduled synchronous class, except in cases of illness and/or extenuating circumstances.
- ***Participation.*** This is a graduate seminar emphasizing critical discussion of course concepts and readings. Students will work in groups and take turns leading class discussion.
- ***Readings.*** Readings will be made available in class and distributed via the course website.

Course Expectations

- ***Participation.*** This course is framed on the following assumptions (Brookfield & Preskill, 2005):
 - 1) *That participating in discussion (both in-class and online) brings with it several research-based benefits* (e.g., helps students explore a diversity of perspectives; increases students' awareness of and tolerance for ambiguity or complexity; helps students recognize and investigate their assumptions; encourages attentive, respectful listening;

helps students become connected to a topic; affirms students as co-creators of knowledge; develops habits of collaborative learning; helps students develop skills of synthesis and integration; leads to transformation; helps students connect their interests to the field).

- 2) *That students attending will have experiences that they can reflect on and analyze in discussion.*
 - 3) *That the course will focus on the analysis of students' experiences and ideas as emerging scholars as much as on the analysis of academic theories or empirical work.*
- **Academic Dishonesty.** Academic dishonesty includes obvious offenses, such as copying another student's work, and less obvious offenses, such as unauthorized collaboration on a paper or copying sections of an article for an essay. Note: it is still plagiarism to change a few words in a sentence that you have otherwise copied from another source. It is assumed that all students understand the consequences of academic dishonesty at MSU.
 - **Incompletes.** A grade of incomplete will be given only if (1) all completed work is satisfactory (i.e., averages 3.0 or better) and (2) there is a valid reason that you cannot complete the course. Students should contact me as soon as possible if interested in an incomplete.
 - **Students with Disabilities.** If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for any necessary accommodations.

Weekly Course Assignments

- **Participation** (5%) – Active, relevant, and regular participation in class activities is the most important requirement of this class.
 - **Twitter participation:** We will be trying out the social media, Twitter, as a *backchannel* for the course, and to help you experience some of the scholarly practices about which you will be reading, as well as to facilitate your critical reflection on the integration of this particular socio-technical space into adult learning and professional practices.

Please follow these guidelines for using Twitter and for tweeting on a regular basis:

- If you have not already, **sign-up** for Twitter at www.twitter.com
- **Post** your Twitter handle (for example, mine is [@chrisgreenhow](https://twitter.com/chrisgreenhow)) on your Profile page on the course website (e.g., <http://greenhow.educ.msu.edu/cep901ss14/wp-admin/profile.php>)
- **Follow** Christine Greenhow on Twitter ([@chrisgreenhow](https://twitter.com/chrisgreenhow)) and Rand Spiro on Twitter ([@CognitiveFlex](https://twitter.com/CognitiveFlex))- Go to <https://twitter.com/chrisgreenhow> and <https://twitter.com/CognitiveFlex> or you can search for us in Twitter's search box.

and click the “Follow” button. Do the same for your classmates. **Follow** them on Twitter.

- Identify at least 25 people/accounts beyond our class to follow on Twitter to help you learn about your research interest area and communicating via social media.
- Post at least **1 tweet each day** (or spaced out during the week) for the duration of the course.
- Vary your type of posts. Some should be a RT (re-tweet) or @mention.
- "Favorite" the tweets in your own feed you think are worth highlighting.
- Your tweets for this course should use the hashtag: **#MSUepet** so we can all see your tweet. It will show up in the course site sidebar.
- Finally, here are some quick tips for Twitter newbies and veterans alike:

10 Must Learn Lessons for Twitter Newbies

http://www.mediabistro.com/alltwitter/10-lessons-twitter-newbies_b10079

- **Reading Responses** (10%) – Each asynchronous online week you will be asked to respond to questions about the readings. For each question, each reading response is worth 20 points, broken down as follows:
 - **Initial** reading responses will be scored 1 to 10, with 1 being “responses are very vague and not at all well developed” and 10 being “very thoughtful and reflective.” Thus, scores depend on the cogency of your arguments, the degree to which you avoid simplistic over-generalizations and personal anecdotes, and the degree to which you incorporate course material. Reading responses should be a minimum of 125 words long and not exceed 250 words, and they are due by midnight Saturday of the week assigned, with 1 point being deducted for each day the response is late.
 - **Responses to at least TWO classmates’ reading responses per question** are also worth 10 points. Scores of 10 will (a) address a specific part of classmates’ responses, (b) incorporate course readings and terminology, and (c) introduce new ideas or questions. Thus, “good” responses are specific and reflect higher-order thinking (e.g., “*Your point about X made me think more about Y and the way it relates to Z...*” Or, “*Your summary of X surprised me, as I interpreted that to mean Y...*”). Bad responses, in contrast, are overly general – e.g., “*Nice post. Interesting ideas. Never thought of that.*” There is no “minimum” length for responses to classmates’ responses, but should not exceed 125 words. Responses to classmates’ reading responses are due by midnight Monday of the week after the initial response was due. Late responses to classmates’ posts will not receive any points.

These guidelines for participating in online discussions can also be found on the course website: <http://greenhow.educ.msu.edu/cep901ss14/about/discussion-questions/>

- **Base Group Reading Response Summaries** (10%) – Working with assigned classmates, you will write (and post online in the Discussion Forum for your assigned week) (a) summaries of the reading responses made up to Monday morning of the week after the initial response was due, (b) provide a brief (< 5 min) report on your summary during our FTF class session, and (c) write 3 follow-up questions for class discussion. The purpose of the reading response summaries is to promote deeper understanding of the material and to *synthesize new insights*, *highlight different perspectives*, and *note unanswered questions, raise new questions for in-class discussion*. Summaries should be 250-500 words.

Research Proposal Assignments

- **Research Report** (n = 4, 5%) – The purpose of the research report is to practice and improve your *written and oral summaries* of empirical research (i.e., an article reporting the gathering of data and drawing of inferences from those data). Your task is to (a) find a new study that interests you, (b) write a brief, 1-page summary of the study, and (c) present a 5-minute oral summary to some of your classmates. Across your four research reports, you must include at least one quantitative and one qualitative study.
- **Article Critique** (n = 2, 30%) – The purpose of the research critiques is to practice and improve your *written critical review* of empirical research. In 5- to 7-pages you should consider the study's scientific merit, design, interpretation, and significance.
- **Scholarship Reflections** (n = 4, 10%) – Throughout the course you will be asked to reflect on and critically evaluate your own experiences of using technology as an emerging scholar and in scholarly activities, such as your experiences in tweeting, in creating or completing an online identity, and in social media-enabled dissemination of content (e.g., going viral!?).
- **Research Spreadsheet** (5%) The purpose of the research spreadsheet is to practice creating a systematic record of empirical research. Using Excel (or equivalent spreadsheet), you should record those aspects of the study that are most relevant to the particular body of work.
- **Research Proposal** (25%) – A 10- to 12-page research proposal is required on some aspect of educational technology. Your proposal should draw on both theory and empirical findings and should identify an important gap and/or promising new directions in knowledge.

Course Grades

- Final grades will be based on the total number of points you earn and assigned as follows:

4.0 = 94-100	2.5 = 78-82	1.0 = 63-67
3.5 = 89-93	2.0 = 73-77	0.5 = 58-62
3.0 = 83-88	1.5 = 68-72	0.0 < 58

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Course Outline and Reading Topics

PART I: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY & PSYCHOLOGY

1	January 7	FTF/Sync 7-9 PM EST	Educational Technology
2	January 14	FTF/Sync 7-9 PM EST	Learning Sciences Research Report #1 due
3	January 21-27	Online	Instructional Systems Discussion Summary W2 – BG #1 & W3 – BG #2
4	January 28	FTF/Sync 7-9 PM EST	Synthesis; Scholarship Reflection in-class Critique #1 Due
5	February 4-10	Online	Scholarship & Social Scholarship Discussion Summary – BG #3

PART II: FORMAL LEARNING

6	February 11	FTF/Sync 7-9 PM EST	Technology in Schools & Teacher Knowledge Research Report #2 due Scholarship Reflection due
7	February 18-24	Online	Technology in Subject Matter Learning Discussion Summary – BG #4
8	February 25	FTF/Sync 7-9 PM EST	Technology, Literacy, & New Literacies Critique #2 due
	February 26 – March 10		MSU Spring Break – No class

PART III: INFORMAL LEARNING

9	March 11	FTF/Sync 7-9 PM EST	Internet and Learning Research Report #3 due Scholarship Reflection due
10	March 18 – 24	Online	Social Media and Learning Discussion Summary – BG #1
11	March 25	FTF/Sync 7-9 PM EST	Synthesis Research Report #4 due Draft Proposal due
12	April 1-7	Online	Games and Learning Discussion Summary – BG #2 Peer Review due

PART IV: CONTEMPORARY ISSUES IN EDUCATIONAL TECHNOLOGY

13	April 8	FTF/Sync 7-9 PM EST	Educational Technology Policy Online Profile due Scholarship Reflection due
14	April 15- 21	Online	Contemporary Issues Discussion Summary – BG #3 & 4
15	April 22	FTF/Sync 7-9 PM EST	Synthesis Final Proposal due Peer Response due Spreadsheet due Scholarship Reflection due

Readings

Readings are organized by topic for each week and are available on the course website:

<http://greenhow.educ.msu.edu/cep901ss14/readings/>