

# COLLEGES OF WORCESTER CONSORTIUM

## Certificate in College Teaching

### IDND 30513: Teaching with Technology Summer 2009

#### Instructors

Don Vescio (Worcester State College)

- Email: [dvescio@worchester.edu](mailto:dvescio@worchester.edu) (I respond to all email within one working day--and most of the time, sooner)
- Office Telephone: 508.929.8157 (leave a message--I return all calls within one working day)
- Office Hours: M,W 7.15 P.M - 8.00 P.M. (online via email and chat) and by appointment

Tom Thibodeau (New England Institute of Technology)

- Email: [tthibodeau@neit.edu](mailto:tthibodeau@neit.edu)
- Office Telephone: 401-739-500 (leave a message--I return all calls within one working day)
- Office Hours: T,R 7.15 P.M - 8.00. (online via email and chat) and by appointment

**Course Dates:** June 3, 2009 – July 8, 2009

**Course Location:** Virtual – it's all online!

**Course Times:** All course interaction, excepting two simple assignments, will be conducted asynchronously--this means that you can work at times most convenient for you.

**Course Week:** The course week runs Wednesdays through Tuesdays

**Required Texts:** All readings will be available online

**Course Description:** This course will provide an introduction to the theory and practice of teaching with common computer and network technology resources; its design is based on the understanding that many information technologies have multiple capabilities that can support a wide range of instructional pedagogies. As such, the emphasis of this course will be on how your current pedagogical strategies can be extended (and perhaps even enhanced) through the use of information technologies, rather than on adapting one's pedagogy to meet technology-based requirements. In simpler terms, what this means is that our focus will be on the matching technologies to our pedagogies—and not on the use of technology for its own sake.

During the session, we will:

- assess the pedagogical opportunities associated with current and emerging information technologies;
- explore how information technologies can facilitate greater course interaction, cooperation, and collaboration;
- experiment with information technologies to develop strategies that could help us better meet the diverse learning needs of our students;
- leverage information technologies to enable us to greater classroom and workflow efficiencies.

This course is appropriate for anyone who is interested in learning more about information technologies and instructional pedagogies. Prerequisite technology skills are minimal; participants should be able to:

- send and receive email messages and attachments;
- browse websites and download simply files;
- have consistent access to a reliable internet connection.

All course material will be presented online in an asynchronous fashion, with the exception of two simple synchronous exercises.

## Time Commitment

- Assume approximately two-three hours/week of active work in the course
- All but two activities will take place in an asynchronous fashion--in other words, you will be able to participate in most activities at a time convenient for you.
- There will be multiple scheduled opportunities to participate in the synchronous activities.

## Participation Expectations

- Participation is demonstrated through regular and thoughtful interaction in discussion board and email activities
- Daily participation in the course is much more preferable than batching activity on the day that an assignment is due.
- Discussion board posts should demonstrate some engagement in the discourse:
  - **Really Bad:** "Ditto"
  - **Not So Good:** "Great thought, Jim!"
  - **Much Better:** "Jim, I thought that your analysis of the no significant difference debate missed an important point, that technology-based pedagogies assume a certain level of economic resources. While I agree with you in that technology-based pedagogies..."

## Due Dates and Disaster Recovery

- Unless otherwise indicated, all assignments must be completed by 11.59 P.M. of the published due dates.
- Plan ahead and make local copies in Word or another format of all materials submitted or posted online in the event of systems failure.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact the instructors as soon as possible via email or telephone.
- If you experience recurrent technical problems that prohibit you from completing multiples assignments, you may be asked to re-enroll into the course at a future date.

## Technology Expectations

- Regular access to a computer; while the assignments will assume MS Windows operating systems, Apple and Linux users will have no problem completing all course expectations.
- Broadband internet connection
- Ability to send and receive email and email attachments
- MS Office *or* OpenOffice (see <http://www.openoffice.org>) applications
- Adobe's Acrobat PDF reader (available free from <http://www.adobe.com>)

## Texts/Content/Assignments

- There are no textbooks to purchase for this course (given the rapid pace of technology change, most traditional print-based texts are out of date prior to their distribution)
- All required readings will be available online.
- At the beginning of each week, we will provide you with an audio summary of the topics that we will explore.
- Each week's assignments by 8.00 P.M., Wednesday evenings.

## Course Topics

1. Week One: Encouraging Contact and Communication
  1. Email
  2. Discussion boards
  3. List serves
  4. Chat/IM
  5. Blogs (brief introduction)

2. Week Two: Promote Cooperation and Collaboration
  1. Blogs
  2. Wikis
  3. Google docs
  4. File sharing
3. Week Three: Encourage Active Learning
  1. Personal Websites
  2. Course Websites
  3. Multimedia/Podcasting
4. Week Four: Feedback and Response
  1. Organizing to deliver
  2. Office Collaboration
  3. Google Docs
5. Week Five: Realizing Efficiencies
  1. Assessments
  2. Presentations
6. Week Six: Reinforcing Ethics and Expectations
  1. Digital Ethics
  2. Copyright
  3. Academic Honesty/Plagiarism Prevention and Detection

## Evaluation

1. Regular and thoughtful participation in online discussion: 20%<sup>1</sup>
2. Blog/Online Journaling: 10%<sup>2</sup>
3. Annotated Bibliography: 10%<sup>3</sup>
4. Course Portfolio: 30%<sup>4</sup>
5. Wiki Development: 10%<sup>5</sup>
6. Self-assessment of Teaching Practices: 20%<sup>6</sup>

<sup>1</sup>See **Participation Expectations**, above.

<sup>2</sup>A blog is a type of online journal; you'll make two to three entries per week on topics of interest to you. The entries can be short, very informal, and even point to other online resources, such as video, etc.

<sup>3</sup>Your annotated bibliography should focus on content, approaches, and strategies appropriate for teaching a technology-enhanced course within your specific discipline.

<sup>4</sup>The following items to constitute your teaching portfolio:

- Full course syllabus
- Representative assignments (at least two for each of the course's six weekly thematic units)
- Planning and implementation discussion for each of the assignments described above (technology requirements and assumptions; desired learning outcomes; potential obstacles; support, etc.)

<sup>5</sup>A wiki is a collaborative collection of information that frequently focuses on a specific issue or topic. For this course, you will be asked to develop at least two wiki entries per week as we collectively develop a community resource that focuses on various aspects of teaching with technology.

<sup>6</sup>This is a 750-1000 word self-assessment of your pedagogical values and how they augmented/enhanced through the use of instructional information technologies.

**Instructor Biography: Don Vescio**

Currently, I am the Chief Information Officer at Worcester State College. I have been an administrator at Worcester State for seven years; prior to this, I was a faculty member of Worcester State's Department of Language and Literature. As you probably can sense, my professional background and interests are eclectic: my graduate training focused on critical theory, information design, and postmodern literacies; I run a consultancy (now in its thirteenth year) that provides information architecture and design services for application developers in the finance and investment sectors; and I continue to teach a wide range of literature and theory courses at the undergraduate and graduate levels.

I grew up in a small town on Lake Ontario, spent time in Fairbanks, AK after high school, and lived in most of the New England states. I now reside in Grafton, MA with my wife Elaine (also an online teacher at WSC), and my three daughters: Maggie (16), Gabriella (7), and Chloe (2). Both my wife and I are competitive cyclists (we met many years ago through a local western New York racing club), and I've competed regionally and nationally for more years than I care to admit. Finally, I'm a passionate amateur astronomer who enjoys the night sky with my three daughters – but not my wife (who cannot understand our fascination with little white dots in the sky).

**Instructor Biography: Tom Thibodeau**

I am an Assistant Provost at New England Institute of Technology and the Director of the Center for Distributed Learning. My responsibilities include faculty development, the use of academic computing resources, online resources (especially Blackboard) and a variety of administrative tasks. I started at New England Tech 19 years ago as an adjunct faculty member and progressed to an associate professor in video production. Along the way, I helped create and chaired a new Multimedia and Internet communications program. I also have twenty years of experience in the video production industry as a videographer and online editor.

I live in Seekonk, MA, but have spent a lot of time in Worcester as that is my wife Kathy's home town. I have three children: Katie, a seventh-grade English teacher who is expecting our first grandchild; Lindie, a marketing consultant who is just completing an Interior Design program; and Jeremy, who is an architect working for a firm in Boston. We all love animals and all have at least one cat or dog. My son Jeremy got us all involved in the Cheetah Conservation Fund when he was 8, and we were known for a while as the "Cheetah Family" and have been on the Discovery Channel's "Animal Rescuers" program....(that's a real long story).