

**Johns Hopkins University
School of Education**

**Emerging Issues for Instructional Technology
893.550.61
Fall 2009**

(subject to change)

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Time: Wednesday 4:30 – 6:30pm
Dates: August 26 – December 9, 2009
Course Number: 893.550.61
Location: Columbia Campus
Text: no text required

Course Description:

Participants are exposed to emerging issues for internet-based culture and education, including nanotechnology, intelligent agents, virtual reality, digital libraries, data mining, and the use of neural networks for enhancing instructional delivery. Participants examine operating within web-based virtual environments and Web 2.0 technologies. Students explore the use of emerging technologies and their integration into schools and organizations. (3 credits).

Course Standards and Objectives:

IV (Adapted from ISTE 4.0). Professional studies in educational computing and technology leadership prepare candidates to exhibit leadership in the identification, selection, and management of emerging technologies and the integration of these throughout the curriculum.

- A. Identify and summarize promising practices related to the use of emerging technology in education to support integration of technology.
- B. Design and develop policies and procedures concerning staffing, scheduling, and security for managing computers/technology in a variety of instructional and administrative school settings.
- C. Discuss and explore issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.
- D. Identify and discuss relevant issues related to the application and practice of emerging issues in instructional technology.
- E. Explore new applications for existing and emerging technologies.

Evaluation and Grading:

Grading will be based on a scale of 100 pts. Broken down as follows:

100 – 94 pts. = A	79 – 77 pts. = C+
93 – 90 pts. = A-	76 – 73 pts. = C
89 – 87 pts. = B+	72 – 70 pts. = C-
86 – 83 pts. = B	69 – below = F
82 – 80 pts. = B-	I = Incomplete

An incomplete will be recorded if work to be turned-in is justifiably late (serious illness, death in the family, etc.). Unexcused absence is not a valid reason.

Instructional Methodology:

This course will require the ability to analyze and synthesize information across instructional and emerging technology topic areas and disciplines. In-class interaction and active discussion are important. The intent of this course is to stimulate discussion and thought related to emerging technologies. As a result, there is a strong emphasis on exploration, discovery, and application of new knowledge outside of what is currently going on in many classrooms. Students are required to think “outside of the box” and stretch their ideas about how technology can be used in education. This is NOT a practical applications course.

Work will not be accepted late, unless you have reached an agreement with one of us ahead of time. Work turned in late will be graded based on its merit and then your overall grade will be lowered by 10 pts.

* If you require any special accommodations for this course, please bring them to our attention at the beginning of the semester.

** Portions of this course will be held online. Accommodations to access the Internet or special accommodations for the Internet are available on an individual basis.

Topics for Discussion:

Additional Topics will be added and listed topics may be eliminated depending on time and interest.

- Artificial Intelligence
- Assistive Technologies
- Ubiquitous Computing
- Virtual Reality
- Voice Recognition and Translation
- Blogs
- Nanotechnology
- Podcasting
- Cloud Computing
- RSS
- Social Networking
- Intelligence Agents
- Web 2.0 and beyond
- Interfaces
- E-books, electronic paper
- (Online) Learning Communities
- Smart Classrooms
- Knowledge Management
- Expert Systems
- Data Mining
- Wireless/Mobile
- Wikis

Requirements:

1. Attendance in class is mandatory, as discussions, lectures and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings, assigned exercises and projects and participate in class and on-line discussions.
3. Students missing a class are responsible for completing any assignments, readings, etc.
4. Obtaining and using an electronic mail account with access to the Internet is required. JHU makes such accounts available and provides training at no cost.

Assignments and Grading:

Discussions & Online Activities.....	50%
Emerging Technology in Action.....	15%
Cool Tools.....	10%
Oral Presentation of Emerging Technology Topic.....	10%
Research Paper of Emerging Technology Topic.....	15%

Discussions & Online Activities: 50%

Opportunities to collaborate with your colleagues will be posted throughout the semester on the ELC or other communication service. It is essential to go beyond a simple online chat to productively explore ideas and experiences. Also, online activities will be assigned to explore the class topics.

Cool Tools: 10%

During the semester students will be asked to present Cool Tools. A cool tool is a valuable technology that is original and would be beneficial to the class. The cool tool assignment should include an image, description of the technology, and how it can be used in the education field.

Emerging Technology in Action: 15%

Elevator Pitch – introduce your ideas to the class to incorporate emerging technologies into your professional practice. The pitch is like a persuasive commercial or movie trailer to prepare your colleagues for your project.

Project – implement an emerging technology into your curriculum or professional practice. Some ideas include: podcasts, wikis, blogs, social network, video, Google Apps, etc. The project should be completed in a “ready to implement” manner and presented to the class.

Oral Presentations: 10%

Each student will lead a discussion regarding an emerging technology of his/her choice. The topics must be approved. The presentation will include a visual and verbal presentation (students are not to read a research paper), and leading a class discussion.

Research Papers: 15%

Each student will be asked to submit a 5 to 7 page APA style research paper (not including cover page or references page). This paper will be graded on style, mechanics, and content. At least five references are to be cited. All papers will be due on the first night of presentations.

Required Text:

There is **no required textbook** for this class.

Classroom Accommodations for Students with Disabilities:

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Smith in the Disability Services Office at 410-516-9728 or via email at onestop.disability@jhu.edu

Schedule:

The following schedule is subject to change dependent on student interests and time. Topics included in the schedule may be added to or deleted. Students will help to determine the topics for discussion and the pace in which those topics are discussed. Schedule updates will be frequent and posted. This schedule is simply a guide. Please view the dynamic schedule frequently throughout the semester for the updated schedule.

	date	status	topic
1	26-Aug	f2f	Introductions, Overview, Assignments, ELC, Information Overload
2	2-Sep	f2f	Wiki
3	9-Sep	online	Intelligent Agents
4	16-Sep	f2f	Social Networking, Elevator Pitch
5	23-Sep	online	Google Apps
6	7-Oct	F2f	Cloud Computing, Emerging Tech in Action
7	14-Oct	online	Virtual Reality
8	21-Oct	online	Blog
9	28-Oct	online	Podcasting
10	4-Nov	online	Cool Tools
11	11-Nov	online	Mobile Computing
12	18-Nov	online	Nanotechnology & Ubiquitous Computing
13	25-Nov	none	Thanksgiving
14	28-Nov	online	RSS
15	2-Dec	f2f	student topic presentations
16	9-Dec	f2f	student topic presentations

Statement of Diversity and Inclusion

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty and staff who are committed to creating a climate of mutual

respect that is supportive of one another's success. Through its curricula and clinical experiences, we purposefully support the University's goal of diversity, and in particular, work toward an ultimate outcome of best serving the needs of students in diverse K-12 schools. Faculty and candidates are expected to demonstrate an understanding of diversity as it relates to planning, instruction, management, and assessment.