Week 1 — September 11 — Introductions

Please read these articles before coming to the first class meeting:


In Class: Have you met Hypothes.is? (Be sure to bring your laptop.)

DUE on Friday September 15 @ 4pm: Initial Conceptual Framework (upload to GradeCraft).

DUE on Sunday September 17 @ 12pm: First round of Hypothes.is annotation for Week 2 readings.

Week 2 — September 18 — Histories & Futures Part One

Cuban, L. (1986). *Teachers and machines: The classroom use of technology since 1920*. New York: Teachers College Press. (Available at campus bookstores and from Amazon.)


DUE on Monday September 18 @ 4pm: Sign up to be a Scholarly Supporter (Google Docs)

DUE on Sunday September 24 @ 12pm: First round of Hypothes.is annotation for Week 3 readings (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 3 — September 25 — Histories & Futures Part Two


DUE on Sunday October 1 @ 12pm: First round of Hypothes.is annotation for Week 4 readings (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).
Week 4 — October 2 — Theories that Drive Design (Part 1)


DUE on Wednesday October 4 @ 4pm: “Have you met X?” proposals, submitted to GradeCraft.

DUE on Sunday October 8 @ 12pm: First round of Hypothes.is annotation for Week 5 readings (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 5 — October 9 — Theories that Drive Design (Part 2)


DUE on Wednesday October 15 @ 4pm: Sign up for a poster session slot on Google Docs.

Week 6 — October 16 — NO CLASS MEETING – FALL STUDY BREAK

So… take a break!

DUE on Sunday October 22 @ 12pm: First round of Hypothes.is annotation for Week 7 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 7 — October 23 — Computational Thinking & Coding as a New Literacy


Guest: Karen Brennan, Harvard University

DUE on Sunday October 29 @ 12pm: First round of Hypothes.is annotation for Week 8 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).
Week 8 — October 30 — Research Methods (How do we know?)


**DUE on Thursday November 2 @ 4pm:** “What’s The Story?” expanded outlines of your “Have you met X?” assignment, submitted to GradeCraft.

**DUE on Sunday November 5 @ 12pm:** First round of Hypothes.is annotation for Week 9 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 9 — November 6 — “Everyday” Technologies and Universal Design


**Guest:** Liz Kolb, University of Michigan

**DUE on Sunday November 12 @ 12pm:** First round of Hypothes.is annotation for Week 10 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).
**Week 10 — November 13 — It’s Not All Fun & Games**


**DUE on Thursday November 16 @ 4pm**: “Reference Check” annotated bibliography for your “Have you met X?” assignment, submitted to GradeCraft.

**DUE on Sunday November 19 @ 12pm**: First round of Hypothes.is annotation for Week 11 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

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**Week 11 — November 20 — Augmented and Virtual Reality**


**Guest**: Eric Klopfer, MIT

**DUE on Sunday November 26 @ 12pm**: First round of Hypothes.is annotation for Week 12 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

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**Week 12 — November 27 — Making, Connected Learning, & Badges**

**Location note**: For today’s class session, we meet in the Shapiro Design Lab.


**Guests**: Justin Schell, Shapiro Design Lab, & Patricia Garcia, UMSI
DUE on Sunday December 3 @ 12pm: First round of Hypothes.is annotation for Week 13 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 13 — December 4 — Learning Analytics & MOOCs


Guests: Stephanie Teasley, University of Michigan

DUE on Sunday December 10 @ 12pm: First round of Hypothes.is annotation for Week 14 readings. (Self-assessment should be made on GradeCraft by the end of the day on Wednesday).

Week 14 — December 11 — The End?


Debriefing on semester. Sharing of Final Conceptual Frameworks.

DUE on Mon. December 11 @ 4pm: Submit final reports from “Have You Met X?” on GradeCraft.

DUE on Wed. December 13 @ 4pm: Submit your revisited Conceptual Framework on GradeCraft.

Thank you.

*Don’t forget to provide course feedback!*  
*Your feedback is crucial to improving this class for future learners.*
SI 549/EDUC 601 — Assignment Overview

NOTE: This document is for informational purposes only! It is not the official description of assignments for SI 549/EDUC 601. The official description of assignments, including due dates and point values, is contained within GradeCraft. This document is intended give you an overview of the major assignments in the course without making you dig through GradeCraft.

**Initial Conceptual Framework**

In five pages or less, write a personal reflection that describes your formative experiences with technology in learning or education. These might be "good" or "bad" experiences. It's your life, not mine! You will next develop your personal list of criteria that you think should be used to evaluate the value or impact of technology. This is based on your experience, and I do not expect it to be rooted in theory or literature. Use your experience as your guide. There are no wrong answers (though you might have an inarticulate or poorly explained answer).

Finally, you must create a visual representation or graphical overview that summarizes your criteria. This can be a diagram, table, drawing, or anything in any medium (use your imagination) that communicates your ideas. You must also write a brief explanation of your visual representation. Keep in mind that your visual representation needs to be meaningful not only to yourself, but to others.

In this initial conceptual framework assignment, your paper need not use any formal citations or references; it is meant to get you thinking about your assumptions, values, and beliefs related to the uses of learning technologies.

**Required components:**

- A personal narrative that describes your "formative" experiences with technology for learning
- A list of criteria you personally would use to evaluate/assess the value or impact of technology for learning.
- A paper that is well written, with no grammar or spelling errors, and is well-formatted (I impose no particular rules on formatting for this assignment, but it should be well laid out and easy to read.)
- A well-organized paper. This is different than just grammar, spelling, and formatting. I want your paper to have a clear introduction, and clear headings. At a minimum, this paper would have these headings (you may vary them, but please follow the spirit of this):
  - Introduction
  - Personal Narrative
  - Criteria for Evaluation
  - Explanation of Representation (this last one might be with the representation, and not in the paper itself).
- A graphical or visual depiction of your criteria
- Explanation of graphical depiction

**Revised Conceptual Framework**

For your revised conceptual framework paper, due at the end of the term, your initial framework should be expanded to reflect the readings you’ve been doing in this class, your other classes, and beyond. I expect that the readings on the syllabus will help to give “formal” names to some of your “informal” understandings. It is not required that this conceptual framework be different than your initial one, but it is completely understandable if it is. What is required is that this conceptual framework be much better explained, and grounded in the literature and experiences from this course.
“Have You Met X?”

In this assignment, you will choose one technology product, and explore it in great detail. Your choice needs to be a specific product (e.g., "Minecraft" not "video games"). It is OK if the product no longer exists, so long as it once was a real thing, and you can find enough material on it to "examine" it. You will dig deeply into this product.

Important ground rule: Your examination needs to be grounded in the intellectual context of SI 549/EDUC 601. That means you must apply ideas (and cite them!) from readings across at least four weeks of the syllabus in a meaningful way.

“Have You Met X?” Proposal
For this assignment, you must submit a brief paper identifying the technology you intend to explore for "Have You Met X?" so that your professor may approve it.

In this paper you should:
- Identify the technology
- Give a brief explanation of it so your professor knows what you are talking about
- Explain why it interests you
- Write 2-3 paragraphs about how you anticipate examining this tool

In pursuing this project, I encourage you to get hold of the tool (how you do this is up to you), and examine it first hand. You should attempt to observe the product in real-world use if at all possible. You might conduct interviews with people who use or have used the product.

“Have You Met X?” Poster/Sharing
We all want to learn from you. You are (becoming) the expert with your technology. Now teach us. This will most likely take the form of a poster, a hands-on demonstration, or similar.

We will accommodate up to THREE presentations per class session, and you must sign up at least one week in advance. Time slots are first-come first-served. When they are gone, they are gone.

“Have You Met X?” What’s the Story
Prepare an expanded outline of your project, to start to shape your story. This doesn't need to be a full rough draft, but you might start trying out some ideas. Start to pull your narrative together. What story are you trying to tell? This is your chance for feedback on the structure of your paper.

“Have You Met X?” Reference Check
The "Have you met X?" assignment is essential an investigative research project. You will be making arguments, exploring ideas, and supporting claims. Though much of your investigation might be with "primary sources," (e.g., the tool itself, company materials, interviews or observations), I also expect you to root much of your paper in scholarly research related to the tool or company you are exploring.

In this assignment, you are essentially creating an annotated bibliography. A list of the sources you are going to use and why they are related to the story you are planning to tell.
“Have You Met X?” Final Report

This is the final report of your semester-long “Have you met X?” investigation. It should thus be a substantial work, organized in a way that will allow the curious reader to learn about the technology product you investigated and your findings. I would expect most reports to be in the 15-20 page range. Your report should include the following components.* Note that you might not have all of these headings, or choose to recombine components into headings that make more sense to you. Just be sure to clearly label things to make it easy for the reader to tell what you are doing and where:

• A description and overview of the technology
  o What is it? What does it do?
  o Who are its intended users?
  o What is its history? Are there other tools/products that are obvious precursors?
  o What is the business model behind the product? What makes it scalable or sustainable? (Or not?)
  o A description of the usual contexts where it is used to support learning
    ▪ How/where/when is it (ideally) supposed to be used?
    ▪ How it is usually used?
    ▪ Are there some typical barriers or challenges to the successful use of this technology?

• Learning and/or pedagogical theory underlying this technology
  o What learning theories or pedagogical theories are useful for understanding the product and its use?

• A summary of research on the role and/or contribution of this technology
  o What research supports the value proposition of this product?
    ▪ Direct research on or with the product
    ▪ Research you have conducted on or with the product
    ▪ Other research that is relevant to the product

• Your conclusions about this product and its transformative potential in education or learning

Scholarly Support

Help your classmates reach a higher level of thinking and analysis with the week's readings. Organize questions for reflection while reading. Lead classroom discussion or activity to help illuminate the readings. If there is a guest speaker, you should prepare for leading any conversation with the guest. If there is special software, you should learn about it and prepare to help demo and/or lead your classmates in using the software. You can also choose to re-arrange the classroom physically to facilitate a different kind of interaction. Experiment!

Success with this activity will require advance preparation - you will probably need to complete the readings for your required week by Tuesday or Wednesday of the prior week. You are also required to run your plan by the professor (this can be via email, phone, or in person as time and schedules allow). The plan must be cleared with the professor by the Friday before your class session.

Note that this is also a group activity, so you will need to coordinate with one or two of your classmates.
Weekly Reading Annotation

Each week our class explores a range of readings meant to expand our thinking about technology and its use(s) in learning. Using the hypothes.is tool, you will make annotations on these readings. Your goal is to help enrich our group understanding of the readings. Be sure you are making your annotations using the "549/601 2017" group in hypothes.is so that classmates can view your annotations.

YOU WILL SELF-EVALUATE YOUR ANNOTATIONS EACH WEEK. Give yourself 500 points for doing each of the following (up to 2000 points total):
- Make several annotations
- Respond to or build on someone else's annotation
- Make an annotation that builds bridges to other class ideas
- Make an annotation that poses question(s) for us to pursue as a group

You should begin making annotations by Sunday at noon! But don't self-assess yourself until Wednesday (the deadline is Wednesday at 11:59pm), assuming that you will be adding more annotations as we go. You can only self-assess once each week in GradeCraft. To adjust points after you self-assess, email your professor.

Attendance

Class meetings are where we discuss, process, and learn together. It is therefore important that you be present, both physically and mentally. Each week you can self-assess your presence in GradeCraft. Award yourself 2,000 points for being present, and 0 points if you needed to miss class. There's a middle ground - if you were late, had to leave early, or were not mentally with us, give yourself 1,000 points for being "Not All There."