

EDTC 3310

Syllabus

Introduction to Educational Technology

INSTRUCTOR NAME DR. JANET MARTINEZ

TERM: SUMMER 2017

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MEETING TIMES AND LOCATION: ONLINE

OFFICE LOCATION: MAIN 1.306

OFFICE HOURS: M-T 10:00AM-11:00AM AND W-F BY APPOINTMENT

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:

Generally, I will respond to emails within **24 hours** of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically **2-5** days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Text

Title: *Trends and Issues in Instructional Design and Technology* (3rd Edition)

Authors: Robert A. Reiser and John V. Dempsey

Year: 2011

Publisher: Allyn and Bacon

ISBN-10: 0-13-256358-4 (paperback)

You may purchase the textbook directly from the web or through the UTRGV Bookstore. The textbook is designed to offer people a better understanding of the field of instructional design and technology. Please be sure you purchase the correct edition of the book.

Course Description and Prerequisites

Course Description

The phrase, educational technology has been used by many educators as a means to introduce technology into education. However, the efforts to introduce its origin and contributions to society have been futile. Hence, the purpose of this course is to provide an introduction to the field of educational technology and its impact on teaching and learning. Historical and current perspectives are examined, as well as emerging trends and issues. The application of innovative instructional technologies are introduced in this project-based course. Level: Undergraduate. Credit hours: 3.

Learning Objectives/Outcomes for the Course

Course Objectives

Upon completion of this course, the learner will be able to:

- Incorporate innovative instructional technologies through project-based activities.
- Collaborate in online discussions about the field of educational technology.
- Articulate own perspective of educational technology through collaborative, online learning software applications.
- Analyze educational technology trends and issues.
- Synthesize information from various texts and online sources.
- Develop a written report using proper APA style.
- Deliver oral presentation through collaborative, online learning software applications.

Alignment of Course Objectives to National and State Standards

NCATE/CAEP Accreditation

The College of Education and P-16 Integration has earned the prestigious national accreditation through the [National Council for Accreditation of Teacher Education \(NCATE\)](#). This national accreditation is in addition to the regional accreditation earned by the University

through the [Southern Association of Colleges and Schools – SACS](#). Earning this accreditation requires a rigorous process that improves a Colleges’ assessment and programs. To read more about NCATE, please visit the official [NCATE](#) website.

On October 22, 2015, the boards of the Teacher Education Accreditation Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE) met in Washington, DC, and voted unanimously to consolidate educator accreditation under a new agency, the [Council for the Accreditation of Educator Preparation \(CAEP\)](#).

Course Technology

Computer Requirements

In order to successfully complete this course, you MUST have access to a computer with Internet access and an email account. In this course you will also be developing a variety of Web-based instructional materials. The following digital tools will be used throughout the course.

- **LinkedIn Account.** In Project 1, you will develop a professional profile by subscribing to a LinkedIn, a free professional network Web-based program, which will provide you with the necessary tools to create your own professional-looking profile.
- **Prezi.** In Project 2, you will research the history of the “field” of educational technology and develop an interactive timeline using [Prezi](#), a free online presentation tool.
- **BibMe.** In Project 3, you will develop an annotated bibliography consisting of web-based resources that will be used in your educational technology issues paper. Using [BibMe](#), you will develop an annotated bibliography of books, periodicals, and online resources reviewed in your research of educational technology trends and issues.

- **Cloud-Based Storage Account.** In order to share your digital products with your classmates and instructor, they must be saved in an appropriate Web-based format (such as HTML, PDF, MP3, WMV, etc.) and uploaded to a cloud-based storage service. Examples of free cloud-based storage include [Box](#), [Google Docs](#), [PBWorks](#), or [WordPress](#).

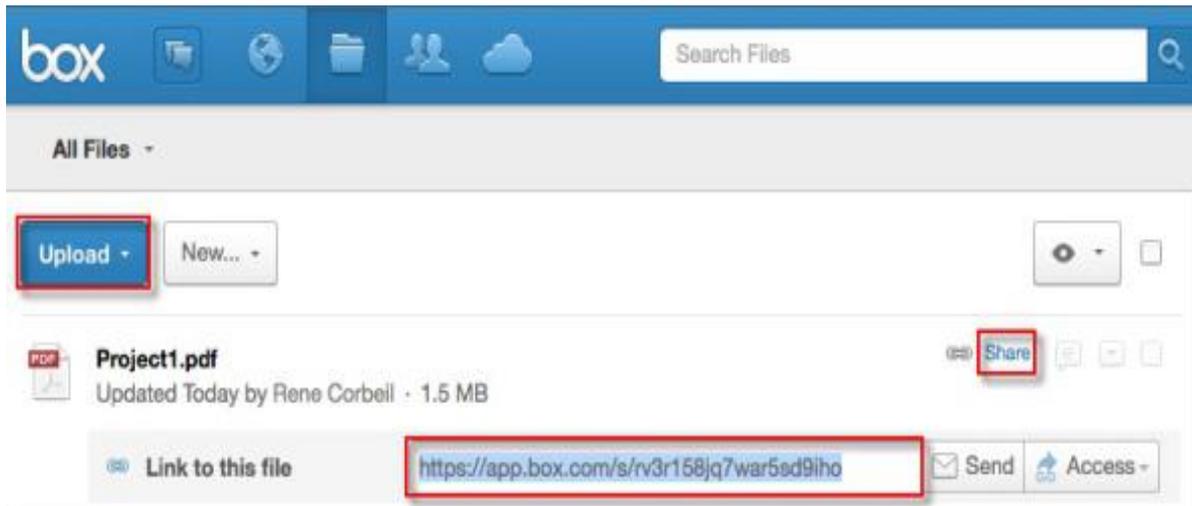
You should expect to spend several hours a week accessing course material, completing assignments by email, and participating in Internet-based activities. You will need access to some basic drawing and web design software, to create diagrams and web pages.

Cloud-Based Storage Account

In this course you will also be developing a variety of Web-based instructional materials. In order to share these products with your classmates and instructor, they must be saved in an appropriate Web-based format (such as HTML, PDF, MP3, WMV, etc.) and uploaded to a cloud-based storage service. Examples of free cloud-based storage include [Box](#), [Google Docs](#), or [PBWorks](#), or, you may use a [WordPress](#) blog for posting your content online.

If you do not have a cloud storage service already, try Box. Sign up for a free account at: <https://www.box.com/personal>. Please be sure to select a free PERSONAL account.

The screen shot below shows how to obtain the web address (URL/link) for the files you upload in Box.



Email Account

VERY IMPORTANT: All course communications will be sent to your UTRGV email. If you are using a personal email account (ex.: Gmail, AOL, Yahoo, etc.), you will miss important information that is sent out for the course each week. It is very important that you use and read your UTRGV email at least 1 time per day.

Please click [here](#) to read the UTRGV Account Access Frequently Asked Questions to learn how to set up and/or access your UTRGV email and other accounts.

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Technical Knowledge Requirements

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software

- Mozilla’s [Firefox](#) (latest version; Macintosh or Windows)
- Google [Chrome](#) (latest version; Macintosh or Windows)
- Adobe’s [Flash Player & Reader](#) plug-in (latest version).
- Apple’s [QuickTime](#) plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard](#) Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<p>Brownsville Campus Location: Rusteberg Hall Room 108 Phone: 956-882-6697 or 956-882-6792 Monday – Thursday 7:30AM – 7:00PM Friday: 7:30 AM – 6:00PM</p>	<p>Edinburg Campus Location: Education Building Room 2.202 Phone: 956-665-5327 Monday – Thursday 7:30AM – 7:00PM Friday: 7:30 AM – 6:00PM</p>
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Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

Assignment Descriptions

I. Class Participation/ Discussion Questions (DQs). Class participation is very important in an online course. After reading the assigned texts, you will answer and submit your viewpoint to issue questions posted on the Discussion Board. The questions are intended to get you to synthesize, evaluate, and extend your knowledge and understanding of the materials you have read. Class Participation counts for account for 15% of your overall grade.

IMPORTANT: To receive full credit for class participation you must: (1) respond to the DQ question each week with a well-thought-out and fully developed post (40 points), and (2) write a well-thought-out and fully developed comment on at least 3 of your classmate's responses (60 points). Your response to the weekly question, as well as your response to at least 3 classmates must be made within the week of the DQ. Responses to the question or classmates posted after the week of the DQ has ended will not earn participation points. The quality and dynamics of our discussions will depend entirely upon your participation.

II. Projects. Students will complete four projects to demonstrate their understanding of the field of instructional design and technology. Refer to the Projects page for more information.

- **Project 1: Profile.** (20%) Most specialists in the field of educational technology have established their online profiles including their contact information for others to see. This is an excellent way to share ideas and network with colleagues as well as to post your qualifications and areas of interest for potential employers to see. In this course, you will develop a professional profile by subscribing to a LinkedIn®, a free professional network Web-based program, which will provide you with the necessary tools to create your own professional-looking profile.
- **Project 2: Storyboard and Interactive Timeline.** (20%) This project consists of two components: (1) a storyboard, and (2) an interactive timeline. You are expected to conduct extensive research, using credible sources, and submit an interactive timeline describing the historical events about the field of educational technology. In order to develop a comprehensive timeline, you must first create a storyboard. A storyboard will assist you with the organization of dates and events, which will be used to develop the interactive timeline.
- **Project 3: Annotated Bibliography.** (15%) Using an innovative technology, you are expected to develop an annotated bibliography of books, periodicals, and online resources reviewed in

your research of educational technology trends and issues.

- **Project 4: Educational Technology Issues Paper.** (30%) For this project, you will analyze, synthesize, and evaluate past and current trends in the field of educational technology and develop a 10-page report on a selected area.

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [My UTRGV](#) site and under applications click on Blackboard Learn.

Learning Modules/Units/Weeks/Chapters

The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum projects, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- To receive full credit for class participation in the class discussion forum you must: (1) respond to the DQ question each week with a well-thought-out and fully developed post (40 points), and (2) write a well-thought-out and fully developed comment on at least 3 of your classmate's responses (60 points). Your response to the weekly question, as well as your response to at least 3 classmates must be made within the week of the DQ. Responses to the question or classmates posted after the week of the DQ has ended will not earn participation points. The quality and dynamics of our discussions will depend entirely upon your participation.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

GRADING POLICIES

Evaluation

All projects will be graded on their originality, complexity, quality, and professional appearance. Active class and online participation will be taken into account as a necessary aspect of the course. All assignments are due on, or prior to, the stated date. All assignments are expected to be professionally presented, in APA format where appropriate, with no mechanical or spelling errors. Grades for the semester will be derived as follows:

Projects:	Project 1: Profile Project 2: Interactive Timeline Project 3: Annotated Bibliography Project 4: Educational Technology Issues Paper	20% 20% 15% 30%
Class Participation:	Responses to the Discussion Questions (DQs) Participation in the class discussions (at least 3 responses per week to others' postings)	15%

Evaluation Weights and Summary

Students will be provided with a final letter grade based on above criteria. The instructor reserves the right to penalize any additional facets of unprofessional and irresponsible work dispositions or conduct, if the need arises. Partial evaluations will be made with numbers (exams, tests, papers, presentations and so on). Letter grades of through (course final grade) will be awarded

based on the UTRGV Grading System Policies and Procedures. A student's performance in academic work is expressed by the following grades.

Alphanumeric Grading System

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

Grade Point Average (GPA) Calculation

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4 (A) x 3 (hours) = 12 grade points. A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade is received.

UTRGV University Policies

UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES: *Required on all syllabi.*

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and

can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: *Required on all syllabi.* Do not modify. Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([My UTRGV Link](#)); you will be contacted through email with further instructions. Online evaluations will be available. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: Recommended on all syllabi.

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: *Required on all syllabi.* Do not modify.

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [UTRGV Equity Link](#), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Course Policies

Participation

Late Projects. All projects are due by midnight of the due date as posted in the Course Schedule in Blackboard. No late work will be accepted. Students’ requests for a grade revision on a project; in case they believe there was an irregularity in grading, will be considered up to 3 days after the graded rubric is returned. Please make plans to submit projects early to avoid last minute technical problems.

The only allowed circumstances for late submissions or make up of any project or discussions are:

- In the event that the area in which a student resides experiences an extended power outage due to a natural disaster (hurricane, flood, storm, etc.)
- A student is on active military duty and cannot complete coursework
- A student had a verifiable medical or other personal emergency (medical documentation will be required)

Discussion Forum Participation. The weekly discussion blog closes the last day of each week. Please participate in a timely manner to ensure learning and the earning of the maximum number of participation points per week. Please carefully review the Class Participation-Discussion

Board/Blog guidelines in the Syllabus above and visit the course Calendar on Blackboard for due dates.

Makeup and Extra Credit Work. There is no makeup work or extra credit in this course. Enough points are built into the weekly class participation and projects, so even if a challenge presents itself one week, you can still earn enough points to successfully complete the course. Please participate actively in the Discussion Board/Blog each week, submit projects in a timely manner, email drafts to the instructor for feedback at least 3 working days before the due date, and stay in close communication with the instructor.

Uploading Projects to Blackboard for Grading. All projects must be uploaded to Blackboard for grading. Projects and/or Discussion Board/Blog postings submitted by email will not be graded.

Contacting Instructor Before Making Important Decisions. Please contact the instructor before making important decisions, such as dropping the course.

Changes to the Syllabus and the Course. The instructor reserves the right to make changes to the Syllabus and the course as deemed necessary. Any and all changes will be posted on the Blackboard Announcements page of the course and students will also be notified by email.

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Naming and Submitting Documents (optional, specific to your course needs)

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<i>The name of your...</i>	<i>...should follow the format:</i>	<i>Example:</i>
Essay	LastNameFirstInitial_Essay.doc	SmithJ_Essay.doc

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.
- Avoid disruptive behaviors online such as:
 - Arrogant, entitled, rude or disrespectful email or messages to professor or other students.
 - Arguing grades or “grade grubbing” for extra points after the professor requests the student to stop.
 - Inciting other students to argue with the professor over grades or other assessment related expectations.

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Calendar of Activities

Tentative Course Topics, Calendar of Activities, Assignments, Test Dates

Week	Topics	Activities
<p>Week 1 Monday June 5- Sunday June 11</p>	<p>Course Orientation</p> <p>Section I: Defining the Field</p> <ul style="list-style-type: none"> • Chapter 1: What Field Did You Say You Were In? Defining and Naming Our Field • Chapter 2: Characteristics of Instructional Design Models • Chapter 3: A History of Instructional Design and Technology 	<ul style="list-style-type: none"> • Important: Please make sure you have access to your UTRGV email. All course emails go by default to your UTRGV email. Please click here for account access frequently asked questions. • Become familiar with the course. Review Syllabus, Schedule, Projects, and other course materials. • Introduce yourself in the class through the Discussion Forum • Participate in the Weekly Discussion Forum. Post your response to the Week 1 discussion question on the class Discussion Forum. <p>Note: Many of you are waiting for your book to arrive. Although we have reading assignments from the book this week, this week’s Discussion Forum question has 2 options for responding to it (1 for students with the book and 1 for students without the book). You will need the book starting next week.</p>

		<ul style="list-style-type: none"> • Complete the Plagiarism Tutorial. If you are taking more than one EDTC course, you only need to take the test once. Due: June 11, 2017. • Read Chapters 1 – 3 (pp. 1-34) • Begin Project 1: Profile • Review deliverables for Projects 2, 3, and 4
<p>Week 2 Monday June 12- Sunday June 18</p>	<p>Section II: Theories and Models of Learning and Instruction</p> <ul style="list-style-type: none"> • Chapter 4: Psychological Foundations of Instructional Design • Chapter 5: Constructivism in Practical and Historical Context • Chapter 6: The Learning Sciences: Where They Came From and What It Means for Instructional Designers • Chapter 7: Designing for Problem Solving • Chapter 8: Instructional Theory and Technology for a Postindustrial World • Chapter 9: Motivation, Volition, and Performance 	<ul style="list-style-type: none"> • Read Chapters 4-9 (pp. 35-95) • Post your response to the discussion question for Section II on the class Discussion Forum. • Submit Project 1: Profile. Due: June 18, 2017. • Continue working on Project 2: Interactive Timeline. Submit your PowerPoint Storyboard to instructor for approval before you begin to work in Prezi (See Project 2 for additional instructions).

<p>Week 3 Monday June 19- Sunday June 25</p>	<p>Section III: Evaluating and Managing Instructional Programs</p> <ul style="list-style-type: none"> • Chapter 10: Evaluation in Instructional Design: A Comparison of Evaluation Models • Chapter 11: An Introduction to Return on Investment • Chapter 12: Managing On-Site and Virtual Design Teams • Chapter 13: Managing Scarce Resources in Training Organizations 	<ul style="list-style-type: none"> • Read Chapters 10-13 (pp. 96-134) • Post your response to the discussion question for Section III on the class Discussion Forum. • Submit Project 2: Interactive Timeline. Due: June 25, 2016. • Continue working on Project 3: Annotated Bibliography. <p>Note: Projects 3 and 4 are related. The resources listed your annotated bibliography will be used in your Educational Technologies Issues Paper. Therefore, begin Project 3 by selecting the educational issue you will focus on in Project 4. Email the instructor your proposed educational technology issue question before you begin to collect resources for your annotated bibliography and issues paper.</p>
<p>Week 4 Monday June 26-Sunday July 2</p>	<p>Section V: Trends and Issues in Various Settings</p> <ul style="list-style-type: none"> • Chapter 18: Instructional Design in Business and Industry • Chapter 19: Instructional Design Opportunities in Military Education and Training • Chapter 20: Performance, Instruction, and Technology in Health Care Education 	<ul style="list-style-type: none"> • Read Chapters 18-22 (pp. 178-228) • Post your response to the discussion question for Section V on the class Discussion Forum. • Submit Project 3: Annotated Bibliography. Due: July 2, 2016 <p>Note: Click on the following link to view a Sample Annotated Bibliography. Please note how the Bibliography resources are closely tied to the Educational Technology Issue Question. Also note how the resources are organized into two groupings: resources that support the</p>

	<ul style="list-style-type: none"> • Chapter 21: Instructional Designers and P-12 Technology Integration • Chapter 22: Five University Roles for Designers From Three Nations 	<p>“pro” and “con” positions addressed in the paper.</p>
<p>Week 5 Monday July 3- Sunday July 9</p> <p>Tuesday July 4th- Independence Day. No Classes</p>	<p>Section VIII: New Directions in Instructional Design and Technology</p> <ul style="list-style-type: none"> • Chapter 29: E-Learning and Instructional Design • Chapter 30: Learning Objects • Chapter 31: Networks, Web 2.0, and the Connected Learner • Chapter 32: Using Rich Media Wisely • Chapter 33: Games... and... Learning • Chapter 34: Designing in Virtual Worlds 	<ul style="list-style-type: none"> • Read Chapters 29-34 (pp. 281-341) • Post your response to the discussion question for Section VIII on the class Discussion Forum • Submit Project 4: Educational Technology Issues Paper. Due: July 9, 2016 <p>Please Note: No projects or assignments will be accepted after the final class day. All graded assignments must be submitted no later than Sunday, July 9, 2016</p> <ul style="list-style-type: none"> • Submit course evaluations