SI 549/EDUC 601 — Fall 2014 Course Assignments

Grading Philosophy
A grading system should put the learner in control of their own destiny, promote autonomy, and reward effort and risk-taking. Whereas most grading systems start everyone at 100%, and then chip away at that “perfect grade” by averaging in each successive assignment, the grading system in this course starts everyone off at zero, and then gives you multiple ways to progress towards your goals. Different types of assignments are worth differing amounts of points. Some assignments are required of everyone, others are optional. Some assignments can only be done once, others can be repeated for more points. In most cases, the points you earn for an assignment are based on the quality of your work on that assignment. Do poor work, earn fewer (or no) points. Do high-quality work, earn more points. You decide what you want your grade to be. Learning in this class should be an active and engaged endeavor.

Grade Scheme – “Leveling Up”

<table>
<thead>
<tr>
<th>Level</th>
<th>Low Range</th>
<th>High Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello World!</td>
<td>0</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Newbie</td>
<td>1,001</td>
<td>7,000</td>
<td></td>
</tr>
<tr>
<td>Not so Newbie</td>
<td>7,001</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td>Picking Up Steam</td>
<td>20,001</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Approaching Boil</td>
<td>40,001</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>On the Board</td>
<td>50,001</td>
<td>59,999</td>
<td>C+</td>
</tr>
<tr>
<td>Rising Through the Ranks</td>
<td>60,000</td>
<td>64,999</td>
<td>B-</td>
</tr>
<tr>
<td>Headed to the Top</td>
<td>65,000</td>
<td>69,999</td>
<td>B</td>
</tr>
<tr>
<td>Strong Showing</td>
<td>70,000</td>
<td>74,999</td>
<td>B+</td>
</tr>
<tr>
<td>Great Job</td>
<td>75,000</td>
<td>79,999</td>
<td>A-</td>
</tr>
<tr>
<td>High Flyer</td>
<td>80,000</td>
<td>99,999</td>
<td>A</td>
</tr>
<tr>
<td>Ready to Teach the Class</td>
<td>100,000</td>
<td>150,000</td>
<td>A+</td>
</tr>
</tbody>
</table>
The Assignments and Activities

Developing a Personal Conceptual Framework

Point Value for Initial Conceptual Framework: Up to 5,000
Point Value for Final Conceptual Framework: Up to 20,000

This assignment is designed to help you clarify and articulate your own beliefs about technology for learning. Reflect on your experiences with technology and learning and think about what you see as the critical issues for consideration by designers, teachers, and researchers. What are your criteria for evaluating the quality of educational technology in any particular implementation?

This assignment will be completed in two parts.

Part One: Initial Conceptual Framework:
In five pages or less (your final reflection will be longer), write a personal reflection that describes your conceptual framework for evaluating or critiquing the use(s) of technology for learning. Give examples from personal experiences to illustrate your points. Also, create a visual representation that summarizes your conceptual framework. This can be a diagram, table, drawing, or anything in any medium (use your imagination) that communicates your ideas. You should 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 your first draft, your framework 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.

Because this assignment is intro-level, designed to give a “quick win,” and also because I do not expect any student to have a well-developed (or even partially-developed) sense of technology and/of learning yet), the initial conceptual framework will not be evaluated on its quality, but rather on its components. Can you follow the rules?

Required components:
- personal narrative that describes how you would evaluate or critique technology for learning
- graphical depiction of framework
- explanation of graphical depiction
- is clear and easy to follow (i.e., uses headings)
- does not do serious harm to the English language
Part Two: Final (for now) Conceptual Framework
In the final version, 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.

Required components:
- personal narrative that describes how you would evaluate or critique technology for learning
- explanations and justifications in narrative using terms, theories, readings, and experiences from class
- APA-formatted citations to back up claims, arguments, and explanations
- graphical depiction of framework
- explanation of graphical depiction
- is clear and easy to follow (i.e., uses headings)
- does not do serious harm to the English language

Blogging
Point Value: Up to 28,000 points
Each Blog post is worth 2,000 points
You may only post 1x/week (for points).

There will be many issues and topics that we address in this course that spark an interest, an idea, a disagreement, or a connection for you. You will also encounter ideas in your daily life (blogs you read, news reports, etc.) or in your other classes that spark a connection to something you are thinking about in this course. I encourage you to blog these thoughts on Piazza (we will pretend that Piazza is a blogging site for the purposes of this course). These may be analyses, critiques, or reviews of ideas both from and related to the course. Use the blog as a way to expand the range of technology we might consider. Use the blog to challenge ideas. Use the blog to communicate about things you come across in your travels that you think are relevant to the area of teaching and learning with technology.

Note that blog posts must be substantial to earn points. What “substantial” means is at the discretion of the professor (he knows it when he sees it). “Hello World” posts or posts that are simply duplications from other sites are not going to earn you any points. Also, see this insightful resource for information about plagiarism and blogging:
http://www.katehart.net/2012/06/citing-sources-quick-and-graphic-guide.html

You can blog as much as you want, but only one post/week can earn points.
**Reading Reactions**

*Point Value: Up to 27,500*

Each reading reaction is worth 1,500 points **if it is the right number of words and is on time.** You may earn an additional 1,000 points if your reaction incites discussion within 1 week after the due date for that reading reaction.

All reading reactions are due the Sunday prior to class by 5pm.

Each week that we have readings (there are 11 of them), you must write a concise reaction to the assigned readings and post that reaction to the appropriate forum on Piazza. The purpose of this reaction is (to quote from Professor Eric Rabkin of the UM Department of English): “To enrich the reading of the intelligent, attentive student in this course.” This means that your reaction should:

- have a sense of audience and purpose
- have a thesis; take a position
- don’t summarize (that’s waste of words)
- include a word count at the end of the post (doesn’t count against the total)

Speaking of words, your reaction must be **between 270 and 350 words.**

Your intelligence and sophistication with respect to the content of the course will increase as the course proceeds. Thus writing these reading reactions such that you enrich each others’ understanding and reading should also get more challenging as the term goes on.

Reading reactions may focus on a single reading, or cut across readings.

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**Attendance**

*Point Value: Up to 13,000*

We will work to build a *learning community* in this course, and I want this to be a great learning experience for all. To do this requires that you commit to the class and participate. Each class you attend earns you 1000 points. I understand that other life events, illness, zombie invasions, etc. may cause you to choose to do something *other* than attend class, and there will be no hard feelings from your professor on those occasions. However, there is also no way to “make up” for a missed class. No attendance, no points. If you arrive to class late, or depart early, expect prorated points for that session.
**Twenty% Project**  
*Point Value: Up to 20,000*

At Google, all employees were (historically) given 20% of their work time to devote to any project they choose. Often, these projects fold the personal interest or ambitions of the employee into the larger opportunities represented by the context of Google (e.g., high-tech resources and lots of smart folks). In this course, I am requiring that you devote 20% of your time to pursuing a project of interest to you, that benefits you, and that will help you maximize the value of this course for you. You will determine the scope of the project, the requirements of the project, and the final grade for the project. You may work alone or with others. Whether or not there is a “product” is up to you, as is the form of that product. There is only one requirement for this project: *You must share or present the project (in some way of your choosing) with your classmates and with me at the final class meeting.*

We will make time during class for sharing, design jams, help sessions, etc. as we go along. The point of these sessions will be to inspire each other and yourself by seeing what others are up to. My office hours are also available to you for as much advice and guidance as you want to seek to support your work (sign up at [http://bit.ly/16Ws5fm](http://bit.ly/16Ws5fm)).

At the end of the term, you will tell me how many points out of the 20,000 you have earned.

I look forward to being surprised, elated, and informed by your interests and self-expression.
Week 1 — September 8 — Introduction and Overview
Introduction to course topics and assignments. No readings for this week.  
(Savvy students may get a head start on reading the Cuban book and other readings.)

DUE on Friday September 12 at 4pm – Initial Conceptual Framework

Week 2 — September 15 — Plans, Prognostications, & Policies

(For the curious, older NETP documents are also available on the CTools site.)


Explore: School 2.0 (poster)… What should School 3.0 be like?

Week 3 — September 22 — Theories that Drive Design


Explore: Voyage of the Mimi video; Jasper Woodbury

Week 4 — September 29 — Research Methods (How do we know?)


Explore: TBD

In Class: Twenty% Project Design Jam
Week 5 — October 6 — Learning Analytics & MOOCs (Guest Professor)


Read 2 blog posts by Chuck Severance:
(2) All the World’s a Classroom - http://bit.ly/16of8MY
(and follow the links in the last paragraph of this post)

Explore: TBD

Week 6 — October 13 — NO CLASS MEETING – FALL STUDY BREAK

Week 7 — October 20 — Connected Learning & Badges


Read 4 blog posts by Dan Hickey and colleagues:
(2) Design Principles for Assessing Learning with Digital Badges - http://bit.ly/1cOo0OF


Guest Speaker: Linda Knox of DL1

Explore: Design Lab 1 and the resources of the Duderstadt Center

Week 8 — October 27 — It’s Not All Fun & Games (Homecoming Week Class)


**Explore:** BrainPOP GameUp (http://brainpop.com/games/)

**Week 9 — November 3 — Universal Design**

*Survey and interview visit on Canvas from CRLT*


**Explore:** UDL BookBuilder - http://bookbuilder.cast.org and UDL Studio http://udlstudio.cast.org

**Guest Speaker:** David Rose, Center for Applied Special Technologies & Harvard

**Week 10 — November 10 — Augmented Realities**


DUE: Twenty% Rubric

**Week 11 — November 17 — “Everyday” Technologies**

Watch this: Chris Dede Tech Summit Keynote: http://tinyurl.com/45394b9


**Explore:** Bring your cell phones (as if you’re ever without them).

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

**Week 12 — November 24 — Content Counts**


**Explore:** Cognitive Tutors, WISE, PhET Interactive Physics Simulations: http://phet.colorado.edu/

**Week 13 — December 1 — Coding as Content**


**Guest Speaker:** Karen Brennan, Harvard University

**Explore:** Scratch

**Week 14 — December 8 — Last Class Meeting**

Debriefing on semester. Presentation of “Twenty%” projects.

**DUE on Wednesday December 10 – Revised Conceptual Framework 4pm**