DEPARTMENT OF EDUCATIONAL TECHNOLOGY

SAN DIEGO STATE UNIVERSITY

EDTEConnect

Distance Newsletter of the SDSU Department of Educational Technology

Volume 5, Issue 3 May 2009

Inside this issue:

Welcome to the Summer 2009 issue of the EDTEConnect distance newsletter. Inside you will find:

Calendar

May 8 – Registration open for summer semester

May 28 – First day of summer semester

June 10 – Last day to register or drop classes

July 3 – No classes; Independence Day

August 19 – Close of summer semester

August 15 – Fall registration begins (approximate)

August 31 – Fall semester begins

November 1 – Last day to apply for spring master's program

December 19 – Close of fall semester

What's special about us?

"What sort of education can I expect to receive for my tuition?" Although most prospective students aren't this blunt, it's obvious that folks are thinking about money, time, and their ability to get a job after graduation when considering which university to attend. Unfortunately, there's no national ranking of programs that focus on topics such as educational technology, performance technology, training, etc., which makes the decision as to which university to attend difficult.

When asked about our program, we often tell students there's no other university that blends knowledge and practical skills as successfully as we do. We teach not only theory, but show how to use theoretical underpinnings with technological skills to solve real-world problems. We really do believe that we blend these two areas better than anyone.

We're also fortunate to appeal to a wide cross-section of students, each

See What's Special Page 2

New 1-unit courses

A new series of 1-unit courses, code named EDTEC 700, will be available to students working towards either an advanced certificate or master's degree beginning this summer. Unlike a traditional 3-unit course that continues over the entire semester, the 1-unit courses will last anywhere from 3 to 5 weeks. The new format allows students to focus on a narrower topic than the traditional semester course, and allows the department the flexibility to offer a wider range of elective courses.

The first set of these 1-unit courses deal with information previously taught in EDTEC 550, but with new technologies and skills added. These courses include:

- *Ins and Outs of Learning Management Systems*
- *Ins and Outs of Web Conferencing for eLearning and Distance Education*
- *Beyond ADDIE: Designing Dynamic Instruction for eLearning and Distance Education*

The course *Ins and Outs of Learning Man-*

See EDTEC 700 Page 2

Summer 2009 distance courses announced

Registration is now available at http://www.ces.sdsu.edu/edtec.html. For course updates, visit http://edtec.sdsu.edu/distance/update.htm.

IT Certificate courses:

EDTEC 540—Educational Technology

EDTEC 541—Web-Based Multimedia Development

EDTEC 570—Advanced Teaching with Technology

EDTEC 590—Evaluation Techniques for Performance Technologists

Advanced courses;
In addition to the IT certificate courses, the following courses are open to students working towards their master's or an advanced certificate:

EDTEC 700—Seminar in Educational Technology—Ins and Outs of Web Conferencing for eLearning and Distance Education

EDTEC 775—Directed Internship

EDTEC 798—Independent Study

EDTEC 700

Continued from Pg. 1

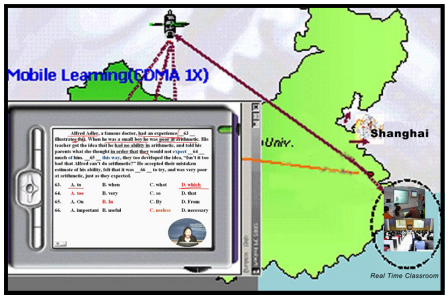
agement Systems will introduce participants to software platforms that are commonly used in eLearning, distance education, and online training. Instructional design models will be discussed, demonstrated, and then implemented in hands-on projects appropriate to corporate training, performance development, K-12 schools, and higher education. The course will demonstrate the differences between learning management systems, learning content management systems, and integrated media platform systems and will specify their appropriate use.

The course *Ins and Outs of Web Conferencing for eLearning and Distance Education* will introduce participants to the different roles instructors and facilitators play in a distance course. An overview of how to apply the different instructional design models as an instructor and a facilitator will be presented and discussed through individual and small group activities. Participants will have the opportunity to design and conduct a live interactive session for their class or trainees using the skills gained in small group activities.

The course *Beyond ADDIE: Designing Dynamic Instruction for eLearning and Distance Education* will introduce participants to the principles of dynamic instructional design. It will compare and contrast dynamic models to static ones. Participants will learn how to use system modeling software to build upon skills using the ADDIE model, but go beyond it to create courses that take full advantage of the new dynamic learning environments brought about by technologies such as Web 2.0, Second Life, TelePresence, and TeleImmersion. Additional 700 courses will be added each year.

Mobile Learning in China

Continued from Pg. 4



Interface for SJTU m-Learning system initiative

learning effectiveness. In the second English language learning class, the researchers discovered behavioral changes in the students and the instructor, and also in their perceptions of teaching and learning. The data revealed that the implemented activities helped students transition from passive learners to truly engaged learners who are behaviorally, intellectually, and emotionally involved in their learning tasks. In the computer science class, grades of the participants in the mobile learning system were significantly higher compared to the non-participants, indicating a direct impact on learning outcomes.

Researchers and developers involved in this project have made significant progress towards making mobile learning a reality for Chinese students. Though these studies have shown interesting findings, a great number of design and pedagogic issues remain. Future researchers will undoubtedly uncover other uses for mobile learning as the technology matures and gains wider acceptance.

What's special

Continued from Pg. 1

bringing unique knowledge and experiences which we not only tap for examples, but help diversify and enliven the experiences of all.

But it's the faculty that makes us most special. First is their knowledge. In the past 12 months, we ran 24 sections of 16 courses. Faculty with doctorates conducted all of the courses but one (run by an alumni of our master's program who was voted the outstanding graduate student in 2001). Many of our competitors recycle students with a certificate or master's degree from one year and have them teach the following semester. Second, our faculty are active in professional growth--from obtaining research and developmental grants, to speaking at national and international conferences, to writing for professional journals. You'll find few faculty groups that have the level of professional development and contributions to the field as ours. And that takes us to our new feature. Each semester we'll examine topics on which our faculty are focusing. In this newsletter, we explore the work that Dr. Minjuan Wang has done examining new learning delivery systems in China, which will soon be reaching the rest of the world (see Page 4). Future newsletters explore the work of our other faculty.

Finally, what makes our faculty special is the care and nurturing they provide their students. Rather than seeing our students as commodities, we see eager minds with the desire to make a difference in their work place and society, and we're more than happy to provide guidance to help them achieve their goals. We're glad you've decided to join us.

The Master's Page—Eight New Alumni

This spring the department will formally acknowledge the work and contributions of eight students who are completing their master's degree through our distance program. Like many of our recent alumni, they work in a variety of locations and in a variety of occupations, including the corporate sector, higher education, non-governmental agencies, and K-12 schools. Below you can find information about each, as well as their thoughts on how to succeed in graduate school or how the program has helped them at work.

Katie Palacios
San Diego, CA
San Diego Community College District, Instructional Design Coordinator

"What have I learned? A systems perspective - It's not about choosing one theory, perspective, or solution as the right answer. There are several ways to improve performance. The idea is to create a solution that can be as dynamic as my learners."

Kevin Mace
Vienna, WV
Wood County Schools, Technology Integration Specialist

"The most valuable thing I gained from the program is a greater awareness of my abilities, my limitations, and my position in the global economy. Understanding has allowed me to grow and change in my thinking and my passions."

Ann Hagen
Moorhead, MN
Microsoft, Excel Support Engineer.

"The most valuable advice I have is to know your classmates. It is often difficult to form relationships when you never see a person face to face, but it is important to strive to develop these relationships. This will give you the opportunity to have professional contacts potentially around the world."

Diane Anderson
Santa Barbara, CA
Previously worked for QAD, Inc. as Technical Course Developer

"I have gained so much from this program. Probably the most valuable would be how to break down a project into multiple phases and attack each phase as a part of the whole."

Qun Zheng
Gainesville, FL
Full-time student, previously English teacher in China

"What most impressed me in was the project-based course approach to learning. All courses in program are very practical. The professors' professional attitude toward their work and their love for education were a huge influence on me."

Ruth Maas
San Diego, CA
Cajon Valley School District, Middle School Math Teacher

"Getting a master's degree in EDTEC at SDSU was a chance in a lifetime! Faculty so famous that I had them sign the textbooks they wrote, projects so fantastic I showed them off to my employer, and friends that I worked with that I'll keep for a lifetime!"

Gretchen Regehr
Alexandria, VA
Catholic Relief Services, Learning Manager

"The certification covers fundamentals well, but the master's program allowed for depth, for pursuing courses that cover particular interests, and to design and develop projects that might be outside of your typical comfort zone."

Su-Tuan Lulee
Los Angeles, CA
WIDE World Program at Harvard Graduate School of Education, e-Coach

"Theories are the best things I have gained from the program. They provide me a macro view to look and consider solutions to performance problems."

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Help Line
Toll free help line for distance students is 1-866-316-8320.

Check http://edweb.sdsu.edu/iml/student_help.php for times.

Need advise?
A 'General Advising' link is posted on the distance website (5th link on the navigation bar). You can get there directly at http://edtec.sdsu.edu/distance/advising.htm.

Previous newsletters
Do you want to learn more about our program, students, or faculty? Gain a deeper understanding by viewing previous newsletters. Go to http://edtec.sdsu.edu/distance, then access the left frame for "EDTEC Community -> Newsletters".

SDSU

Department of Educational Technology

Mobile Learning in China

Chinese classrooms, whether on school grounds or online, have long suffered from a lack of interactivity. Many online classes simply provide recorded lectures to which students listen after downloading. This format reinforces the negative effects of passive, non-participatory learning. Over the past few years, researchers and developers at the E-Learning Lab of Shanghai Jiaotong University (SJTU) have worked to find technological interventions to increase the level of interactivity in online and blended classes. To this end, they have developed a mobile learning system that can deliver live broadcast of real-time classroom teaching to online students through mobile devices such as cell phones, PDAs, and computers. The system allows students to customize their means of content reception based on when and where they are tuning in to the broadcast, and supports text messaging and instant polls. Through these venues, students can listen to content while traveling or stationary, and ask questions and make suggestions in real time which the instructor can address immediately.

Over the past three years Dr. Minjuan Wang, of SDSU's Department of Educational Technology, has worked with the E-Learning Lab of SJTU to develop instructional strategies and materials that can be delivered through the mobile learning system. Her work has not only been with the project team, but also instructors from the Online College. She has helped adapt several courses for online and mobile delivery, assisted in the testing of these courses with target users, and conducted research on learning outcomes.

Her studies were carried out in three large blended classes (two English language learning classes and a computer science class), with about 2000 students in each. The research team she led used pre- and post-surveys to solicit students' experiences with the innovations. Assisted by a research assistant (Daniel Novak, EDTEC class of 2007), Dr. Wang also used cluster analysis to confirm the scientific trustworthiness of the studies (the validity and reliability of the instruments). Her efforts have led to the following peer-reviewed journal articles, some of which can be downloaded via the Internet:

Shen, R. M., Wang, M. J., Gao, W. P., Novak, D., & Tang, L. (In press). Mobile Learning in a large blended computer science classroom: System function, pedagogies, and their impact on learning. *IEEE Transactions on Education*.

Wang, M. J., Shen, R. M., Novak, D., & Pan, X. Y. (2008). The impact of mobile learning on students' learning behaviours and performance: Report from a large blended classroom. *British Journal of Educational Technology*. Available at http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-8535.2008.00846.x

Shen, R. M., Wang, M. J., & Pan, X.Y. (2008). Increasing interactivity in blended classrooms through a cutting-edge mobile learning system. *British Journal of Educational Technology, 39* (6)*, 1073-1086.* Available at: *http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-8535.2006.00626.x*

Wang, M. J., Shen, R. M., & Novak, D. (2008). Assessing the effectiveness of mobile learning in large hybrid/blended learning classrooms. In J. Fong, R. Kwan, & F. L. Wang (Eds.): *Lecture Notes in Computer Science*: *Theoretical Computer Science and General Issues*, *5169*, (pp. 304-315). Berlin: Springer Publishing. Available at: http://www.springer.com/computer/lncs?SGWID=0-164-0-0-0

In these articles, the authors have documented the success of SJTU's mobile learning initiative. Students' acceptance of this emerging technology represents a step towards anytime, anywhere learning that brings students together instead of isolating them from their classmates.

The use of this system in the first English language learning class showed gains in both system function and in teaching and

See 'Mobile Learning" Page 2