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Calendar

May 6 – Registration for summer semester begins

May 28 – First day of summer classes

June 5 – Last day to register or drop summer classes

July 4 – No classes; Independence Day

Aug 20 – Last day of summer session

Aug 15 – Registration begins for fall term (approximate date)

Sept 2 – First day of fall semester

Nov 1 – Last day to apply for spring Masters program

EDTEConnect

*Distance Newsletter of the SDSU
Department of Educational Technology*

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Budget Crisis in CA

“At the current time, things look bleak for the California budget” said SDSU’s EDTEC Distance Director Dr. Donn Ritchie. “And we imagine the crisis could impact course fees as early as next fall.” Currently course fees are set at \$819 per course. Except for a \$6 increase required by SDSU a few years back, Ritchie said the course fees have remained the same since 2001.

Department Chair Dr. Marcie Bober echoed Ritchie’s concern. “Although the state doesn’t have a budget approved for fiscal year 2008/09 (which begins July 1), the unofficial word is that we should build a budget that’s about 10% below this year’s. That will undoubtedly result in higher student fees for campus students, fewer sections/courses offered, and larger class sizes as well. At least on the distance side, we can run courses with lower enrollment levels.”

Without a budget set, the Department isn’t able to accurately say when, or by how much, fees may increase. “I doubt it would go over \$900 per course” said Ritchie. “But it’s unrealistic to expect the state to miraculously “find” the money to fund higher education at current levels—at least not this coming academic year. In fact, we won’t see any state-funded program or agency escape the budget ax—K-12, senior services ... everyone’s affected in one way or another.”

Students will be notified if fees will be increased for next fall. Fees for this summer will remain the same as the past few years. If you would like to learn more about the state budget crisis, please see <http://www.ebudget.ca.gov/>

New Alumni

This spring eight students completed their 30 unit (plus 6 prerequisite units) to complete their Master’s Degree. Their names, locations, places of employment, and job titles follow.

Gary Coyle
New Delhi, India
American Embassy School - New Delhi
Grade 8 Humanities teacher

Debanoshee Das
Milwaukee, Wisconsin
GE Healthcare
Education developer, technical training

Mary Ann Hamre
Agoura Hills, CA
Las Virgenes Unified School District
Secondary Technology Teacher

Rob Loeffel
Sarasota, Florida
Sarasota County School District
Elementary School Teacher

See ‘New Alumni’ Page 3

Summer 2008 distance courses announced

Registration for summer semester is now open. To sign up, please visit: <http://www.ces.sdsu.edu/edtec.html>. For course updates, visit <http://edtec.sdsu.edu/distance/update.htm>. To see the list of courses being offered in future semesters, please visit <http://edtec.sdsu.edu/distance/offerin.htm>.

Certificate courses:
EDTEC 540—Educational Technology

EDTEC 541—Web-Based Multimedia

EDTEC 570—Advanced Technologies for Teaching

EDTEC 572—Technology for Course Delivery

Masters Degree;
In addition to the certificate courses, the following courses are open to students working towards their Masters degree:

EDTEC 700—Seminar in Educational Technology

EDTEC 775—Directed Internship

EDTEC 798—Independent Study

The Master's Page

Trading countries—at least for a little while

Our distance program attracts folks from around the world. This semester we have a bit of a novelty with two of our graduates. Gary Coyle, who hales from the US, is now based in India, and Debanoshee Das (Deba) from India is now based in the US. Dr. Allison Rossett found out the following about these two outstanding students.

Who are you and what are you doing now? Please tell us a little about your current work and life. Where are you located?

Deba: I'm from the "land of the blue hills and the red river (Brahmaputra)"

and now reside on the shores of one of the great lakes – Michigan. It has been an interesting journey for me. I work for GE Healthcare in Global Education Development and live with my family in Milwaukee, Wisconsin. At work, I juggle my time with nine global centers of GE



Healthcare Ultrasound in different time zones. At home, I juggle two cultures and two languages.

Gary: I am currently finishing my 5th year of teaching at the American Embassy School in New Delhi, India. At AES I teach Grade 8 humanities and serve as the Grade 8 team leader. During my 19 year teaching career I've had the opportunity to teach in a variety of situations including public and private schools in the United States and internationally. When not busy with school and graduate school I enjoy an active lifestyle with my family (wife Beth and sons Nathan (9) and Benjamin (7)) which includes traveling and playing a variety of sports

How did you come to the SDSU EDTEC program? What attracted you to the field? To SDSU?

Deba: I first learnt about the SDSU program in India where I worked with GE Capital. EDTEC 540 and EDTEC 541 were offered as courses for professional development to high performing managers in the organization. GE Capital had worked with SDSU to offer the courses to a select group of employees online. I had then joined at an entry level and hence, missed the boat. This was in 2000 when instructional design was a pretty new term in India. At that time, the novelty of the field and the global facet of educational technology fascinated me. The basic framework of educational technology can be applied to any organiza-

tion in any country of the world, which is an important point for me. Later after I moved to the U.S; I learnt more about the SDSU EDTEC program – the ability to choose electives based on one's interest and work, the strong connection to the real world, a project-based approach, and reputed faculty. I saw how some of my former co-workers from GE Capital were applying what they learnt at SDSU EDTEC to their jobs and all this made my decision to join the program an easy one.

Gary: I've always had an affinity for technology and integrated it into my best classroom practices right from the start of my career. As a result pursuing a master's degree in educational technology was a way to merge a personal passion with professional development. I was attracted to the program and SDSU for a number of reasons. First the school has a strong academic reputation, especially the EDTEC Department which features a number of prominent faculty members in the EDTEC field which I would get a chance to work with. Second, I was drawn to the fact that the program was designed for both people in the business world and people in the world of education. Finally the fact that the entire degree could be completed without an on-campus residency was attractive as it was a way to balance family commitments and academic life.

What has kept you engaged? How do you cope with learning and persevering at a distance?

Deba: I have been engaged as I could take a number of assignments in different courses and work on them in my work environment. This was mutually beneficial to me and my team. I received support and resources from my team and managers, and they in turn reaped the benefits of the work on my projects – be it a performance analysis or an evaluation. My team has always seen how the assignments are based on real world situations and how new courses were constantly offered to keep pace with changing paradigms in the educational technology world. The other thing that has kept me engaged is the exemplary quality that my instructors and classmates brought to the table. The exchanges in the online classroom or discussion boards, team projects, and interaction with instructors have always been stimulating. The real-world aspect of my course deliverables has made them fun and interesting. However, I have to say that as I had minimal interaction with my instructor and classmates, it would have been easy to push my course work down the priority list in the daily rhythm of life. Like work projects, I make a weekly project plan to devote "x" number of hours to my courses. That kept me on track. But I have to say that self-motivation is a huge factor in distance learning.

Gary: There are three things that really kept me engaged. First the content itself is outstanding and relevant to both my current situation in the classroom and future opportunities in technology facilitation or coordination in a school setting.

Trading Countries

Continued from Pg. 2

Blended learning, constructivist pedagogy, theories of motivation and performance analysis have been some of the strong ideas that have kept me engaged intellectually. While the content itself is interesting it was the faculty and my fellow graduate students have really kept me engaged. Whether in synchronous discussions or asynchronous chats the faculty have consistently structured opportunities for us to not only understand ideas that are key to our field but also challenged us to meaningfully apply them to a variety of unique situations. The final piece that kept me engaged is the variety of backgrounds my classmates have come from. One of the unique strengths of the SDSU EDTEC program is that I had the opportunity to work with students both in and out of the field of K-12 education. Many times the perspectives brought from my classmates in the business world helped me to better understand ideas and also gain from that perspective ways that these ideas could be applied to an educational setting also. There certainly were challenges to completing the program at a distance. The nearly 12 hour time difference between New Delhi and San Diego made for some early wake ups and what seemed like marginally coherent chats on my part. Perhaps the biggest challenge was organizing my life and budgeting my time in order to balance the demands of graduate school with the demands of working full time and having a family.

How are you using what you are learning in graduate school?

Deba: I am using what I am learning almost every day in my work. I have conducted a detailed performance analysis for my team, set up a Wiki to work collaboratively on projects, and am currently conducting an evaluation for customer courses. I constantly present new technologies like gaming and Second Life to my managers for consideration in the near future.

Gary: One example is that since the completion of my ED795A practicum I've used performance analysis in a number of ways both in and out of the classroom. For example after taking a

common writing assessment my students had scored lower on the section regarding citing sources than I had hoped. A quick analysis of the problem, which included meeting with other Grade 8 humanities teachers, checking the school's research rubric, and reflecting back on the way I

taught citation skills gave me insights which helped create appropriate re-teaching interventions. Upon completion of the second assessment student scores had risen to a level I was satisfied with. Outside of the classroom in conjunction with my EDTEC 798 independent study with Dr. Kopcha I've been using performance analysis to try to understand the disparity in technology integration between middle school teachers. A thorough literature review, a survey of incumbent staff, and interviews with administration will arm me with enough data to create a blended solution set that will begin to be implemented in school year 2008-09 to hopefully raise the amount and efficacy of technology integration at the AES middle school.



What do you see in your future? What aspirations do you have, now that graduation looms?

Deba: I would like to continue my relationship with SDSU EDTEC to see how my organization and I can learn and contribute to the field of educational technology

New Alumni

Continued from Pg. 1

Robin Orloski
Denver, Colorado
Todd Wagner Foundation
Director of Education and Curriculum

Michelle Ouellette
Chester Connecticut
Pratt & Whitney
e-learning & ISD Lead for Global Environment Health & Safety

Johnnie Perry
Monarch Beach, CA
Capistrano Unified School District and
the Orange County Office of Education
5th Grade Teacher and Ed. Tech. Trainer

Mike Taylor
Worthington, Ohio
American Electric Power
Learning Development Consultant

Fall course change

Due to budget constraints, EDTEC 684 (Project Management) will move from the fall semester to the spring semester during the upcoming academic year. We apologize for any inconveniences this change may cause.

from a corporate training design and development perspective. In the next couple of years, I would like to learn and grow to manage the learning function of an organization.

Gary: Now that graduation is on the horizon I will have some additional flexibility with choices in my career thanks to my masters degree in educational technology. I thoroughly love working with students and am not ready to leave the middle school classroom altogether. However I've also enjoyed working with the middle school faculty this semester as a tech facilitator through my EDTEC 798 independent study experience. As a result my teaching assignment for next year will be part-time Grade 8 humanities teacher and part-time middle school technology facilitator. In the long term, perhaps at our next overseas stop, I will have the opportunity to use the knowledge, skills, and attitudes I've developed through SDSU's Ed Tech program to serve as a technology coordinator for a school.

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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](http://edweb.sdsu.edu/iml/student_help.php) for
times.

Need advise?

A 'General Advising' link
is posted on the dis-
tance website (5th link
on the navigation bar).
You can get there di-
rectly at [http://
edtec.sdsu.edu/
distance/advising.htm](http://edtec.sdsu.edu/distance/advising.htm).

News and Events

EDTEC Headline News
and Views, a calendar
of events, our Depart-
ment blog, and current
and past issues of the
Distance Newsletter,
are all linked from the
website at [http://
edtec.sdsu.edu/
distance](http://edtec.sdsu.edu/distance). It's the 10th
link on the navigation
bar.



Department of
Educational
Technology

**Faculty focus:
Corey Fayman**

I recently had the chance to sit down with Corey Fayman, who received the Department's "Outstanding Graduate" award from 1997 and now teaches with us.

What courses have you been teaching?

I currently teach the online ET540. I've also taught an occasional section of ET541.

You're also a graduate of the EDTEC program. How did you get involved with the program?

I got my Bachelor's degree from UCLA in Creative Writing, with an emphasis in Poetry. Realizing that this wasn't the most stable career direction I could have chosen, I did the sensible thing and went into the music business! I worked as a performing musician for many years, with an occasional stint as a theatrical sound designer. At a certain age, it became apparent that I was not going to be the next Bruce Springsteen and I started looking for possible career changes. Realizing that "playing music in bars for the last ten years" wasn't going to be a big resume booster, I decided to go back to school and pick up an advanced degree. While browsing through the SDSU catalog, I came upon this little section called "Educational Technology." I liked the name of it right from the start and the rest, as the say, is history.

Did the program fit your expectations?

Well, my original interest was in the technology side of things. I'd been using computers in my music for several years. The Netscape browser had only come out a year or two before I started the program, so there were a lot of exciting things going on in the world. The 541 class, 561, Games and Simulations, and the Distance Ed courses were all great opportunities to work with the technology.

The surprise for me was the instructional theory and performance technology side of the coursework. I really learned some new ways of thinking about education, user design, and performance issues. Today, I can't look at any technology interface without thinking about the affordances it offers. I can't hear any organizational complaints or

issues without wondering if people have accurately identified the possible barriers.

What kind of work have you been involved in since graduating?

My first job was as a junior instructional designer, for a commercial developer of computer-based training and education. My duties consisted mostly of copywriting lessons, creating quiz items, Q.A. and some low-level programming. Within a year I'd moved up to full instructional designer, where I got to plan and develop projects from start to finish. Most colorful was the development of an interactive video CD for



Military Police, which was designed to help them handle domestic disturbance situations. In addition to the instructional design, I also got to direct and edit the video. I even wrote a little piece of music for the final version. Instructional Designers don't usually wear so many hats, but it's always a possibility.

Another job of note was as head of the multimedia department for a company called MP3.com, which was the first and largest purveyor

of music over the Internet. I designed and programmed the interface for the world's first just-in-time CD publishing system. I also oversaw the development of dozens of promotional multimedia CDs. When we ran into legal problems, I was put in charge of a multimedia "primer" on then-current music technologies, which was used during Congressional hearings on the Internet and Copyrights. Buried somewhere deep in the official records of our Federal Government is a product I put together, so that's kind of cool.

Aside from teaching 540 online, what else are you up to these days?

I also teach web and multimedia design at a professional arts college, and I recently published my first novel, "Black's Beach Shuffle."

It's part of a mystery series about a private detective who's also part-time musician living in San Diego. You can pick it up at Amazon or any online bookstore.

Any Ed Tech cases he'll be solving?

Well, I haven't thought of any Ed Tech specific crimes yet, but I'll have to work on that. Maybe "The Case of the Poorly Formed Objectives" or something like that.