

DEPARTMENT OF  
EDUCATIONAL  
TECHNOLOGY

SAN DIEGO STATE  
UNIVERSITY

## Editor's Note:

Welcome to the Spring 2007 issue of the EDTEConnect distance newsletter! We hope you'll find information to inform, entertain, and intrigue. As always, we welcome your feedback and suggestions on how to make the newsletter more interesting. Please send feedback to [dritchie@mail.sdsu.edu](mailto:dritchie@mail.sdsu.edu)

Thanks!

## Calendar

**January 5**— Registration begins  
**January 18**— Spring term begins  
**January 31**— Last day to register for Spring EDTEC classes  
**January 31**— Last day to drop classes  
**February 7**— Last day to apply for spring graduation  
**March 25-31**— Spring break  
**April 1**— Last day to apply for Masters program for Summer term  
**May 1**— Last day to apply for Masters program for Fall 07 term  
**May 9**— Final exams begin  
**May 20**— Masters graduation on campus  
**May 29**— Summer semester begins

# EDTEConnect

*Distance Newsletter of the SDSU  
Department of Educational Technology*

Volume 3, Issue 2

January 2007

## Distance and campus students join in holiday party

SAGE (Student Association of Graduates in Education Technology) successfully organized and held a "blended" holiday party on Dec. 8<sup>th</sup> at Dr. Bernie Dodge's house in San Diego. Over 70 people attended the party, including distance students, campus students, faculty, and their friends. The distance students attended through Breeze and two of them (Cathy Arreguin and Jean Dugo) mingled long into the evening with Breeze and Second Life. Second Life is a virtual environment Dr. Dodge has been using in



his games and simulations class. Distance students participating in the Breeze session were displayed on a 50" flat screen TV, and watching the conversa-

tions between the virtual and local party crowd was a popular activity. Bernie and several students were still interacting with online

*(Continued on page 3)*

## Spring 2007 distance courses announced

Registration for spring semester courses is now open at <http://edtec.sdsu.edu/distance>. 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/offering.htm>.

**Spring Certificate courses:**  
**EDTEC 540**—Educational Technology

**EDTEC 541**—Web-Based Multimedia

**EDTEC 544**—Instructional Design

**EDTEC 572**—Technology for Course Delivery

In addition to the previous courses, the following courses are open to students in the **Masters Degree program**:

**EDTEC 640**—Psychology of Tech-Based Learning

**EDTEC 650**—Distance Education

**EDTEC 671**—Learning Environment Design

**ED 690**—Methods of Inquiry

**ED 791**—B/C Evaluation Techniques

## New book, new ideas...

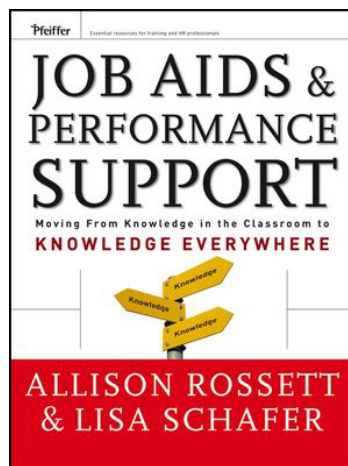
Long ago humans squinted at cave walls for guidance on hunting and cooking. Now we turn to mobile phones, personal information managers, desktop computers and even laser beams for advice on just about everything. From retirement planning, to auto repair, product knowledge, closing a sale, choosing the right password, speeding up a hard disk drive, getting the best price, dressing for success, dieting, dating and coping with organizational culture, we are not alone anymore.

That is what Professor Allison Rossett and alumni Lisa Schafer's new book is about—the shift from knowledge in the classroom to knowledge everywhere. The focus is performance support.

Performance support is happening where we work and live. Under a tree and at a park bench, in a submarine, at a parent-teacher meeting, in a cubicle, or on the manufacturing floor, people reach beyond themselves for help in doing what needs to be done. It comes to us as extensive computer systems and notes scribbled on the backs of envelopes. Many of us create one every day, when we add, edit, and erase items on a to-do list.

Annual studies by ASTD and *Training magazine* confirm the slow, steady trend away from classroom delivery and towards more technological approaches. Information, lessons, instructors and events, not to mention music and entertainment, will go where they are needed.

This shift to knowledge everywhere makes incredibly good



sense. It suggests a revolution in workplace learning and support. But revolution is too strong a word for where we are today. Intimations, hints, glimmers, and a beginning. Those words describe it better.

Rossett and Schafer's new book honors the roots of performance support while introducing two types kinds of support; planners and sidekicks. The authors offer up scores of examples and introduce people doing great things in car washes, the Library of Congress, dashboards that support executives, cubicles, and repair centers. They describe how the shift to distributed knowledge changes what everybody does, including professionals in our field, and point to promising vendors and software. They remind us about the power of blending performance support and instructor-led programs, and they close with cautions.

The book is titled: ***Job Aids and Performance Support: Moving from Knowledge in***

## Certificate Completers

The following students completed the five course *Certificate in Instructional Technology* during the 2006 calendar year, and will receive a signed document from the Department and SDSU Provost. Those with an \* after their name have also entered into the Masters program. Congratulations to all of you!

Ana Alemany-Rojas, GA  
Diane Anderson, CA  
Marcy Brown, PA  
Carol Cerny, OH  
Christopher Childs, MD  
Blair Cook, AZ  
Gary Coyle\*, FL  
Duncan Dixon, Japan  
Diana Fink, CA  
Michelle Fischthal, CA  
Janet Houser, MD  
Robert Loeffel\*, FL  
Brian Moore, CA  
Raquel Nilson, CA  
Robin Orloski\*, CO  
Joe Pacino\*, CA  
Elizabeth Sampson\*, WI  
Tracy Seese, IN  
Karen Streeter, VA

Information on the Certificate program and other programs offered by the Department can be found at <http://edtec.sdsu.edu/distance>.

## New EDTEC handbook

Developed with SAGE, our new student handbook is available at: <http://edtec.sdsu.edu/distance/handbook.html>.

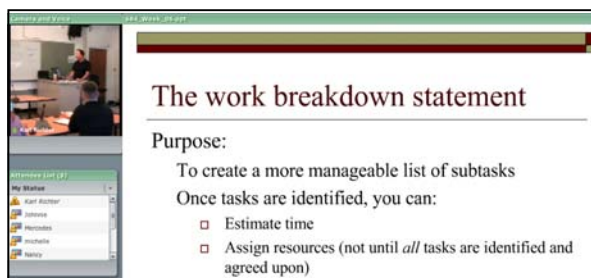
***the Classroom to Knowledge Everywhere***, and the accompanying web site is at: <http://www.colletandschafer.com/perfsupp/>.

## The Master's Page

### A New Blending

EDTEC 684 - Management of Educational Technology – took a new approach this past semester. Rather than offering both a distance and campus section, Dr. Jim Marshall chose to combine the classes. Desktop microphones for campus students, a remote controlled classroom camera, a wireless microphone for the instructor, and Macromedia Breeze all supported the effort to connect the physical classroom to distance students.

The typical class session convened at 4:15 PM when campus students



met in their teams, received support from the instructor, and completed short exercises. Distance students joined in at 5:00 PM for instructor presentations, content discussion, and a host of guest speakers. At 6:15 PM campus students were excused, and the instructor worked with the distance students.

Informal discussion on the

final class night indicated a positive experience for distance and campus students alike. The chance for campus and distance students to engage in discussion, and the opportunity for distance students to “see” presentations – all in real time – were identified as benefits of the EDTEC 684 class structure.

### Financial Aid and Scholarships

Although they are not available to students in the Certificate program, federal financial aid, SDSU scholarships, and EDTEC scholarships can be applied for by students in the EDTEC Masters Program.

The deadline to apply for federal financial aid is March 2. However, because some funds are available on a first-come, first-serve basis, application should be made as soon as possible.

The deadline to apply for general, SDSU scholarships is February 5.

Two \$1,000 scholarships are available only to EDTEC students and have a deadline of May 7. The Buster Memorial scholarship was set up by an anonymous donor, and the Lucy Scholarship was established by one of our department alumni. Both require a short essay describing how you plan to use your EDTEC skills

Links to all of these financial opportunities are available at <http://www.sa.sdsu.edu/fao/>.

### Holiday Party

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students in Second Life late into the evening.

This blended party represents a successful effort of SAGE to better integrate online students into campus life. According to Chrissy Chamberlin, President of SAGE, “It became known to us that the distance community was looking for more opportunities to blend with

on-campus students. We received positive feedback that they would attend an event virtually and the SAGE holiday party was the perfect opportunity to try it out.”

During the breeze session, distance student Jean Dugo said: “I feel very close to the faculty and students, even from a distance.” Cathy Arreguin agreed and provided suggestions for how to im-

prove the virtual party, which SAGE will take into consideration when organizing future activities.

Chrissy was happy to see that the department is creating a social, positive learning experience between on-campus and online students. “And SAGE looks forward to helping this culture grow in the future.” Submitted by Dr. Wang

### Thinking about the Masters Degree?

Earning the *Certificate in Instructional Technology* not only increases your ability to be more efficient and effective at work, it also helps ‘open the doors’ to promotion and future employment opportunities. Multiply that by 2 and you’ll see why many students consider trans-

ferring to the *Masters Degree with an Emphasis in Educational Technology* after completing the certificate.

Fortunately, all courses completed for the Certificate can be applied to the Masters program. If you are considering the

program, please note the following deadlines and requirements.

The deadline for summer application is April 1, for the fall it is May 1, and for spring the date is December 1. In addition to the university and department application,

you must take the GRE general examination and submit three letters of recommendation.

To learn more about the application process, visit <http://edtec.sdsu.edu/distance/apply.htm>.

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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.



Department of  
Educational  
Technology

**Faculty focus:**  
**Brock Allen, Ph.D.**

**Which courses do you teach and what are your favorites?**

Well, I've taught about two dozen different courses, but my two favorites are probably EDTEC 544, *Instructional Design* and a follow-on course, EDTEC 640, *The Psychology of Technology-Based Learning*.

**What are your other duties at SDSU?**

I'm currently director of the SDSU Center for Teaching and Learning, which is the university's principal office of faculty development. In addition to helping faculty to improve their teaching and learning, the Center collaborates with other campus units to improve the design of courses and degree programs and we work closely with Instructional Technology Services. Basically, we try to help faculty to design better learning experiences for students and we try to improve the way the campus analyzes and improves student learning outcomes.

We sponsor about 50 events a year ranging from orientations for new faculty to workshops and lunches on special topics, such as *The Outer Limits of Lecturing: Is the Live Linear Lecture a Dying Art Form?* and *(Un)Covering the Content: Would Students Learn More if there Was Less?*

Most recently, we co-sponsored a book fair and science fiction comedy sketch in which cyborgs attacked the university and slimed it with ignorance, infojunk, and inert knowledge. A space cadet rescues the situation, but that's because the premise was that the whole thing happens in a kind of dream-like videogame.

**What's the next course you'll teach for EDTEC students?**

In Spring 2007, I'm teaching EDTEC 640 on Thursdays, 4:00-6:30 PM (Pacific Time) but it's also offered to distance students so we'll integrate them into our class sessions as well as into weekly chats on Sunday evenings. We focus EDTEC 640 on principles of instructional design and how to apply them to practical problems, ranging from motivation and skill development, to concept learning and interface design. We use these practitioner-oriented principles (our acronym is "POP"s) to help instructional design students relate theories about how learners think, perceive, and act to the practical problems of designing good instruction, particularly mediated instruction.



For the first half of the course, we discuss the POPs in online forums and in real-time chats. Then we roll up our sleeves and create products that could help trainers, teachers, and professors to use design principles to improve instructional products and activities. This course isn't for everyone, and I don't recommend it for students who don't enjoy serious readings or writing. But we have a lot of fun; I think students who take EDTEC 640 feel it broadens their perspectives and prepares them for a wider range of career options.

**What do you feel are your most important contributions as a professor at SDSU?**

In terms of teaching, I guess I'd have to say EDTEC 544 because I've taught it over 35 times and because I think it's impacted a lot of students in the MA program over the years. But I'm also proud of my contributions in developing other multimedia design courses and I coordinated our doctoral program for several years. In terms of research and scholarship, I'd like to think that two book chapters I co-authored with Bob Hoffman have been important contributions to the literature. One of these is on how people interact with and learn from mediated environments including virtual environments. The other is about how students learn from case-based and problem-based learning and simulations.

Before my current position, I was Interim Associate Dean for Faculty Development in the College of Education. I've served as Chair of the University Copyrights and Patents Committee. I derive a great deal of satisfaction from my current role, which involves frequent application of instructional design principles and instructional science to help improve learning at SDSU.