

Inside this issue:

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

| | |
|----------------------------------|---|
| Previous news- letters | 2 |
| Master's Page: Cathy Arreguin | 3 |
| Faculty Focus: Maria Schutt | 4 |
| Help Line | 4 |
| Need Advice? | 4 |
| News and Events | 4 |

Calendar

January 1 – Registration for spring semester begins

January 22 – First day of spring semester

February 11 – Last day to register or drop classes

March 30–April 3 – No classes; Spring recess

April 1 – Last day to apply for summer Master's program

May 1 – Last day to apply for fall Master's program

May 21 – Last day of spring semester exams

May 21 – Summer registration (approximate)

EDTEConnect

*Distance Newsletter of the SDSU
Department of Educational Technology*

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January 2009

New Alumni in Certificate Program

During 2008, 22 students completed the five courses towards their Instructional Technology Certificate, an Advanced Certificate, or the Master's Degree (those with the * after their names). We thought you might enjoy knowing where they live and the types of jobs they have. This alphabetical list of the 2008 alumni shows the diversity not only in their jobs, but also their locations (coming to us from four different countries and seven different states).

Nathan Blesse*, Daegu South Korea, Visiting Professor, Yeungjin College

Daniel Comins*, Sacramento CA, Video Producer/Director, UC Davis MIND Institute

Steve Corbett*, Glendale AZ, Manager, American Express

Marilaine deGuia, Virginia Beach VA, Computer Resource Specialist, Virginia Beach City Public Schools

Barbara Fanning*, Encinitas CA, Marketing and Training Consulting, self employed

Ann Hagen*, Moorhead MN, Excel Support Engineer, Microsoft

Sherry Hertle*, San Diego CA, Learning Multimedia Developer, self employed

Reshma Kotwal, Mumbai India, Group Manager ID, Praxis Interactive Services

Khoa Lam*, Sunnyvale, CA, Learning Technologies Specialist, NetApp

Mary Beth Laychak*, Kamuela HI, Service Observer/Outreach Coordinator, Canada-France-Hawaii Telescope

Ken Leek, San Diego CA, ESL Instructor, Kaplan Aspect English of San Diego

Lisa Marun, Cardiff CA, private tutor

Ines Morales, Palo Alto CA, Learning & Development Specialist, Baking Company

Mary Ann Nazzaro*, Boca Raton FL, Software Training Consultant, OcÈ North America

Mary Burns Prine*, La Mesa CA, Associate Professor, SDCCD Continuing Education

Melissa Richardson*, Germany, Educational Technologist, DoDDS-Europe

Shawn Shepard*, San Diego CA, Instructional Designer, Symitar, a Jack Henry Company

Luis Tazoe, Miami FL, E-learning Consultant, Florida International University Online

Dominique Turnbow*, Vista CA, Undergraduate Services Librarian, UC San Diego Biomedical Library

Jane Tutein*, Rockport MA, Instructional Designer, self-employed

Avni Vyas, Los Angeles CA, previously Educational Technologist at a school in India.

Lisa Waters*, San Diego CA, Training Coordinator, North Island Credit Union

Spring 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 544—Instructional Design

EDTEC 572—Technologies for Course Delivery

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

EDTEC 671—Learning Environment Design

EDTEC 684—Management of Educational Technology

EDTEC 700—Seminar in Educational Technology

EDTEC 775—Directed Internship

EDTEC 798—Independent Study

ED 690—Methods of Inquiry

ED 795B—Seminar

Master's: Arreguin

Continued from Pg. 3

recognized that this was my “big chance”. As EDTEC students learn in Dr. Saba’s EDTEC 550 (Distance Learning) class, one of the big draws for distance education is accessibility. There were no other opportunities like this within driving distance. So, I always felt extremely grateful for the chance to learn.

I also took great care to develop online relationships with other distance students. Early in my graduate work, I was fortunate enough to experience some exemplary learning community relationships. One fellow student, Chris Pfrang, a teacher in Thailand, really modeled what an online learning colleague can look like. I really owe him a great debt of gratitude for teaching a number of us how to connect, encouraging us to build knowledge together. I also really learned to value those group projects – even though distance collaboration can be hard sometimes! The ability to collaborate well at a distance is a skill I use everyday.

I also sincerely loved learning what I was learning. I tended to read the optional texts and was genuinely curious about most of the subject matter presented, and I made the most of stolen minutes.

I was also really motivated by feedback. As I once wrote on a end-of-class survey, “I live for the exclamation point!”. Positive and timely reinforcement from instructors was personally very important to me.

Finally, what do you see in your future? What aspirations do you have?

It’s hard to say at this time. I think in general, the buzz about MUVE’s might begin to be more focused towards how to best use the technology, rather than the technology itself. I would like to be involved in designing learning experiences that really are helpful... rather than just novel and glittery. I see MUVE’s taking their place in the educational technologist’s tool chest as a well-thought out learning design option – rather than glittery new tool.



Cathy's avatar in Second Life at SDSU's virtual campus

However, as much as I enjoy my MUVE specialty, I’m more interested in overall efficacy of learning design -- not only of specific components, but of the systems around them that can lead to behavioral change. I am indebted to Allison Rossett for letting me blunder through her EDTEC 685 class although I had no corporate experience (yes, I was the student that actually asked what “ROI” meant.) The underlying principles are invaluable and apply to every project I work on.

I am evaluating the possibility

Faculty focus: Maria Schutt

Continued from Pg. 4

environments (face-to-face and at a distance) with the goal of contributing to the theory and practice of teaching and learning. Overall, I very much enjoy the educational profession — especially, the art and science of teaching. I continually strive to implement ongoing research findings to improve the design and delivery of course content to both on campus and online learners.

Aside from teaching EDTEC 544 online what else are you involved with these days?

Occasionally I lecture at the University of San Diego and I also do some contract work. More recently, I have been quite busy taking care of my two girls, ages 2 ½ and 6 months. I enjoy running, cooking, traveling, and spending time with my husband Bill and our daughters.

Previous newsletters

Do you ever wonder who the other faculty are, or do you want more information about our alumni? You can read about these topics and more from our previous newsletters, which can be found at <http://edtec.sdsu.edu/distance/newsletter.htm>. There’s always something good to discover.

of getting into a doctoral program. I love teaching and am naturally curious. However, my youngest son is still in college and reminded me rather desperately to “leave some money for me!”. In any case, I plan to keep learning.

The Master's Page

Where in the World is Cathy Arreguin?

I recently had the chance to speak with alumni Cathy Arreguin, and to ask her about her life since graduating from the Master's program last year.



Cathy, tell us a little about your current work and life. Where are you located and what are you doing?

I live with family in the foothills of the Sierra Nevada mountains, near Coloma, the site that marks the beginning of the California Gold Rush. Yes, I have a gold pan and know how to use it!

Due to my location and current specialties, my work is largely virtual. It turns out my distance student experience prepared me very well to collaborate and contribute in teams serving remote clients.

My most recent projects have included providing instructional design support for a local educational media company in both their K-5 educational video and adult training departments. Working with more remote clients, I recently co-developed "Science in Second Life", a

grant funded standards-based 9th grade science curriculum for the High School of Global Citizenship in Brooklyn, New York. In addition to learning science content, students, many with no prior computer experience, were exposed to different digital literacy skill-building opportunities – including the use of a Multiuser Virtual Environment (MUVE) as the primary learning environment to explore real life scenarios that were too dangerous or impractical to explore in real life. They created 3D digital content to demonstrate their learning and met virtually with a sustainability expert, who gave them a tour through a model of a sustainable water treatment plant. One student was so engaged that he attended from home when suspended from school for three days (and it was a first period class!).

I also continue to be involved with SDSU in various capacities. I work with follow alum Suzanne Aurilio, to do Virtual World platform research and execute various faculty trainings and workshops.

I also oversee the SDSU Second Life campus and exercise my love of teaching by instructing EDTEC 700, 3D Multiuser Learning Environment (MULEs).

Can you share with us how you came to the SDSU EDTEC program? What attracted you to the field? To SDSU?

In 2003, with 10 years of substitute teaching under my belt, I felt I should finally take the

leap and get my multiple subjects credential. I began coursework through another university and was soon taking the technology class required by California for the Clear Credential. The class readings soon pointed me to learning experiences that were *really* exciting to me – including

"I can truly say that I have enjoyed every class I've ever taken. I love this field."

WebQuests. Already an avid web searcher, I quickly searched my way to all things WebQuest, more about Dr. Bernie Dodge and ultimately, the SDSU EDTEC home page.

Although I was beginning to pursue my clear teaching credential, I had concerns that I was becoming tired of day-to-day classroom teaching routine. When I saw what was offered in the EDTEC department, everything clicked. Almost immediately, I dumped my original plan and started the EDTEC certificate program the next semester.

I have never looked back. I can truly say that I have enjoyed every class I've ever taken. I love this field.

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

Like many distance learners, I

See 'Arreguin Page 2

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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:
Maria Schutt**

**Maria, tell us a little about your back-
ground.**

I was born and raised in Cyprus, the third
largest island in the Mediterranean Sea. I
obtained my B.A. in Primary Education
from the National and Kapodistrian Uni-
versity in Athens, Greece. Following
graduation, I worked for four years at the
Cypriot Ministry of Education and Culture
as an elementary school teacher and

became interested
in using technology
in K-12 classrooms
to facilitate instruc-
tion. During this
time elementary
schools in Cyprus
did not yet have
access to technol-
ogy. This technol-
ogy gap in our Cyp-
riot elementary
schools led me to
seek further educa-
tion and training in
Educational Tech-
nology. I subse-
quently applied for
and received a
scholarship from the
Fulbright Commission to pursue a Mas-
ter's Degree in Educational Technology
at San Diego State University (SDSU). I
began my graduate studies at SDSU in
the fall of 1999.

**What did you do following the com-
pletion of your EDTEC Masters de-
gree?**

Following the completion of my degree I
worked as a Content Designer for a chil-
dren's educational software company,
Lightspan, Inc. At Lightspan I had the
opportunity to work for a company dedi-
cated to improving student achievement
by providing educational resources to
schools. The materials included interac-
tive software products, teacher and par-
ent materials, and Internet based educa-
tional products. In 2002, I entered the
joint Doctoral Program in Education of-
fered by SDSU and the University of San
Diego (USD) to pursue my research in-
terests in Education and Educational

Technology. I completed my doctorate in
August 2007. My experiences and oppor-
tunities during my doctoral studies af-
forded me the privilege to simultaneously
collaborate with faculty, staff, and stu-
dents from two different institutions.

Among other things, during my doctoral
studies I worked as a graduate level lec-
turer (campus and online), as a Graduate
Intern for the SDSU Center for Teaching
and Learning (CTL), as an assistant to
the Director of Assessment at the School
of Leadership and Education Sciences at

USD, and as a
graduate and teach-
ing assistant both at
SDSU and USD.

**What interests you
the most about In-
structional De-
sign?**

I am passionate
about instructional
design, teaching,
and learning. Like I
mentioned earlier,
my educational ex-
perience spans from
Cyprus, to Greece,
and then to the
United States.

Through these edu-
cational opportunities and work experi-
ences, I gained an insightful and cultur-
ally diverse perspective on the use of
technology in not only K-12 classroom
and university settings, but also in other
learning environments (e.g., corporate,
military, etc.) where training, perform-
ance improvement, and worker produc-
tivity are the primary objective. I have a
special interest in distance education and
its capacity to bridge geographical, cul-
tural, and psychological distance. My
personal experiences and research sup-
port my view of distance education as a
key element in empowering learners and
internationalizing education. My research
has focused on issues concerning stu-
dent-instructor interactions, their impact
on learning, and their implications for
decision and policy making. I firmly be-
lieve in practitioner-oriented principles
and the utility of research. My research
combines instructional technologies in
different learning



Maria with her husband Bill (also an EDTEC
graduate) and daughters Chloe and Lydia