The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.
Syllabus

Course Number: EME 7938
Course Title: Seminar in Educational Technology 2
Number of Credit Hours: 3
Term: Summer 2012
Course web site: http://online.education.ufl.edu

Professor: Dr. Swapna Kumar, swapnakumar@coe.ufl.edu
Office: College of Education, Norman Hall, G 518
Office Hours: By appointment

Required text:

Online readings as assigned

Course Description

As the doctoral seminar that culminates your second year, this course provides the structure and guidance for continued scholarly development for Ed.D. students in Educational Technology. Because the program rationale and your career goals encompass practice in diverse leadership roles in learning organizations, this course will focus on your individual development as applied to those diverse roles.

In order to do this, the course is designed to meet the following objectives:

To further an understanding of yourself as a scholar-leader in practice, including how your personal and professional histories have led you to this point, your current goals as doctoral students, and your future career goals.
To characterize yourself as a developing scholar focused on a need in the field.
To scaffold your development as a member of the community of educational technology scholars.
To participate in a cohort characterized by mutual trust, support, dialogue, collegiality, and collaboration.
To apply habits of reflective thinking, reflective writing, and reflection in and on practice.
To connect learning throughout the course to your growth and development outside the course, including career growth and development.

We think of the seminar as a place where we will:

- Examine current issues in Educational Technology within the framework of historical perspectives, theoretical and conceptual influences, and trends in the field.
- Progress in your knowledge and understanding in your individual area of interest.
• Participate in a community of learners and scholars among the cohort students and program faculty.

• Practice the writing, speaking, listening, and inquiry skills and dispositions that facilitate participation in educational scholarship.

• Exercise critical thinking, careful analysis and synthesis, a high level of involvement, and care and sensitivity.

Preparation and Participation:

Regular participation in online activities and assignments is critical during this 12-week term. You are expected to follow the timeline and milestones established for the summer. In addition to responding to assignments, questions, and ideas, you should also take the initiative to undertake exploration, ask questions, and generate your own ideas. This is a professional community of inquiry.

Expectations

(1) Active participation, leadership, and involvement in both the online and campus seminar activities. This entails depth of thinking and professional levels of writing, clear and concise presentation of your work in a public forum, relevant contributions and involvement during group and committee activities, leadership in discussion, feedback to other members, and a willingness to engage in the spirit of the community.

(2) Your written work should reflect the high quality normally associated with doctoral work and to represent the best work you can do. All of your work will be characterized by academic integrity and honesty.

(3) Your written papers should be prepared according to the Publication Manual of the American Psychological Association (current edition).

(4) Preparation for each stage of the qualifying and proposal development processes, as well as your involvement in and contributions to the class will be considered in determining your overall grade for the seminar.

Learning Responsibilities:

If you find yourself in a situation where you will not be able to meet a deadline for any reason (i.e., business trip, I was in the hospital, the storm ate my computer, etc.) it is your responsibility to let us know, preferably prior to the due date! Accommodations can be made if we are notified of the situation. All work in this course is assessed using an S/U scale, with an S grade indicating work meeting general expectations of doctoral students. You will need time to accomplish the assignments and reflect on what you are learning. Please be sure you plan the time necessary for you to be successful in this course.
Course Assignments, Expectations and Grading Procedures

All assignment descriptions, time lines, and expectations are located in the online course materials.

GRADING PROCEDURES
Assignments are submitted via the online course system.
Professional Conduct is necessary to earn an excellent or good grade.
Full participation in the campus seminar is necessary to pass the course.
All written work must be created electronically.

For each assignment, it is expected that you will be guided by the criteria used for qualifying exam work in the College of Education:

(1) Knowledge and Understanding of Your Topic: Is familiar with key concepts and major research; provides accurate and complete information.

(2) Clarity of Expression: Discussion is relevant to question; writing is clear and concise; ideas flow logically; avoids inappropriate jargon and cliches; uses educational language effectively.

(3) Critical Mindedness: Supports statements and claims with evidence; evaluates sources cited: displays evidence of critical reflection.

(4) Creativity: Synthesizes the work of others to develop innovative ideas or proposed solutions; considers multiple perspectives; provides insightful or new perspectives.

All assignments are graded using the Satisfactory/Unsatisfactory scale. No work is accepted after the semester ends. No incomplete grades are given.

Professional conduct
Complete assignments and reading, engage in a productive and supportive way in all class activities. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

Accommodations
Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

INSTRUCTOR POLICIES
• Academic integrity: Follow the guidelines of the Student Honor Code located at http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php
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