UW COLLEGE OF EDUCATION
Developing Competent and Democratic Professionals

COURSE SYLLABUS
ITEC 5070 – Trends in Mobile Technologies
Spring 2014

Instructor
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Office Hours
Friday: 9:00-10:30 AM or by appointment

Course Description
During this course, students will explore the uses of mobile technologies for learning purposes in both formal and informal settings. Topics include framing mobile technologies around existing theories of distance education, examining promises made of these technologies, their management, and benefits and limitations. Considerable time will also be spent using different technologies and planning instruction episodes around them based on audience needs, contexts, and desired outcomes.

Course Goals
- Identify current mobile technologies and their trends in various training settings
- Compare and contrast traditional e-learning environments and mobile learning
- Consider accessibility and privacy issues associated with mobile technologies
- Determine appropriate strategies to manage mobile technology deployments in formal and informal educational settings
- Locate and synthesize research regarding proper mobile learning strategies
- Explore tools and applications associated with mobile learning
- Develop instructional plans that incorporate mobile technologies based on learner needs, instructional contexts, and desired outcomes

Disability Statement
"The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of…individual handicap" (UW General Bulletin, 2008, p. 3). If you have a physical, learning, or psychological disability and require accommodations, please let your instructor know as soon as possible. You must register with, and provide

documentation of your disability to University Disability Support Services (UDSS) at 307-766-6189 or TTY: 766-3073, in SEO room 330 Knight Hall.

Required Text
There is one required text for this course (although books and materials from previous courses will be essential).

Ally, M. (Ed.). (2009). *Mobile learning: Transforming the delivery of education and training.* Edmonton, AB: Athabasca University Press. (Available as a free PDF download: http://www.aupress.ca/index.php/books/120155)

Recommended Texts
American Psychology Association. (2010). *Publication manual of the American Psychological Association* (6th revised ed.). Washington, DC: Author. ISBN – 10: 1-4338-0561-8

Course Delivery
This course is delivered via asynchronous online systems and tools. Recently, the University of Wyoming switched to a new learning management system: Canvas. This semester is the first time any faculty members in our department have used this system. There are several differences between Canvas and eCollege (our previous LMS). Unanticipated challenges are likely to occur during this semester as we all get used to this new system. I hope we can be patient with each other as we encounter difficulties.

Interactions with instructors and peers will primarily take place in the course shell. As with other courses, there is a general Q&A discussion board. Questions associated with course structure, assignment clarification, and other broad topics that will benefit all students should be posted in this discussion board. There are also discussion boards associated with each unit. The navigation link **Discussions** will take you to a list of all discussion boards used in the course. Links to appropriate discussions are also located in each unit.

Unlike eCollege, units are not listed in the main navigation section of the course shell. Rather, units are found within the **Modules** section. The unit overview describes all expectations and activities associated with that unit. Be sure to read this overview because it may describe readings that are not found in other unit pages.

Email options are also available under the **People** section of the course. Select the person that you want to email from the list and then select the Send Message button. I try to respond to email with 48 hours of receiving it (excluding holidays and weekends). If you have not heard from me in a timely manner, I may have lost your message in my inbox. Either try to resend it or call me directly. A **Chat** option is also available on the navigation bar for synchronous group communication.

All course assignments are detailed in the **Assignments** section of the course shell and include submitting and grading criteria. Brief assignment descriptions are also included in this syllabus. It is your responsibility to examine assignment details and due dates carefully.

Finally, the **Grades** section is where you can go to see your current status in the class. Individual grades and feedback for assignments will be posted in this section. I would encourage you to check this frequently. I try to grade accurately but am not perfect. Checking your work will help you perform well on future assignments as well as help you catch problems should one arise.

Canvas provides many options that eCollege did not. As I learn more about the system, I may experiment with different functions. I'll let you know in advance if I am going to try something new. However, this is a trends course and experimentation is encouraged. Again, patience is key. During this course we will explore the uses of mobile technologies in learning. I have structured the course around what I find interesting and appropriate but I hope our experience turns into one of mutual exploration. I don't mind deviating from the suggested course structure based on your interests, guidance, and feedback. The best and most powerful learning often happens when we explore together (even if we arrive at a dead-end).

ePortfolio Goals
If you are enrolled in ITEC graduate programs, you are required to submit an electronic portfolio as part of your capstone defense (masters students) or preliminary exam (doctoral students). Each semester you should work on one or two goals related to educational foundations, learning and development, technological understanding, or research and scholarship. Handbooks for each program provide a few generic goal suggestions. For your consideration, below are a few goal ideas that align more directly to this course. This list is not meant to be exhaustive:

Educational Foundations
- Describe how mobile technologies can benefit individuals in developing nations
- Describe how mobile technologies may facilitate educators in developing training solutions that promote universal design and reduce stigmatization of individuals that require assistive technologies.
- Compare and contrast traditional e-learning strategies with mobile learning strategies

Technological understanding.
- Identify current mobile technologies and their potential uses in training contexts
- Demonstrate how your understanding of one or more mobile technologies increased over the course of the semester
- Examine the myriad privacy issues associated with using mobile technologies
- Examine effective and appropriate deployment strategies for mobile technologies and BYOD policies.

Learning and Development
- Articulate how mobile technologies can be effectively used for learning purposes among an identified audience with specific learning needs
- Examine appropriate, age-effective strategies for incorporating mobile technologies in formal and informal learning environments

Research and Scholarship
- Demonstrate mastery on one or more aspects of APA formatting (e.g., in-text citations and quotes, using appropriate headings, formatting a reference section)

- Synthesize current research regarding effective mobile learning approaches

Course Assignments
This section provides a brief overview of assignments associated with the course. For additional details, refer to the assignments section of the course shell.

Participation. Active participation is essential for this course. Each student must demonstrate verbal and written communication skills in a variety of forums. Lack of participation during the course will substantially limit your ability to demonstrate those skills. Every effort must be made to be proactive in posting, reading, and collaborating if you wish to do well in this course. I expect you to post a minimum of 3 times each week (on separate days) in addition to participating in other unit activities where applicable.

Ning introductions. During this assignment you will create a profile on our department Ning site (if you don't have one already). Introduce yourself, examine others' profiles in the course, and provide comments on their introductions.

Extending communication? During this assignment students will use three different communication techniques (one per week) to locate additional ideas and opinions about mobile technology benefits and limitations. They will also track who they talked to, how many times they attempted to locate information, the quality of what they found, and write thee two-page papers to summarize their findings.

Tool critiques. This assignment asks you to explore the policies procedures, functionality, and educational possibilities of several tools and apps culminating in a 3-4 page summary of what you found. Specific guidelines for how to use the tools are located in course units.

Mobile learning lesson plan. You will develop a detailed lesson or unit plan that incorporates some aspect of mobile technologies to meet desired outcomes. The lesson and resources must be audience appropriate, address stated objectives, and fit within desired learning contexts.

Electronic portfolio goal documentation. You will document your progress towards the attainment of an eportfolio goal of your choosing that aligns with this course. Ideally, course readings, assignments, and discussion posts will act as the evidence of goal mastery (or progress towards eventual goal mastery). Therefore, the majority of this assignment will entail writing a narrative to identify baseline mastery and how the course helped you move forward beyond that baseline, using evidence to support your claims.

Grading Policy
The capstone course is graded as **satisfactory/unsatisfactory**. Students who receive 80-100% of the total points in the course will receive a satisfactory grade. Students who receive below 80% of the points will receive an unsatisfactory grade. All coursework will be graded by your instructor using the point system below.

Assignments	Value
Participation	30 Points
Ning Introductions	5 Points
Extending Communication?	30 Points
Tool Critiques (15 Points each)	75 Points
Mobile Learning Lesson Plan	50 Points
ePortfolio Goal Documentation	10 Points
Total:	**200 Points**

APA formatting. APA is the writing format adopted by the College of Education and we expect you to know current APA guidelines and use them to complete all course assignments. Failing to follow these guidelines may result in reduced assignment and course grades even if no mention of them were made in assignment rubrics. Writing quality is very important in this program and reflects your professional development. Several resources exist to help you learn and use APA guidelines correctly (and learning APA formatting is an excellent eportfolio goal to have).

Grade breakdown. Course grades will be determined as follows:

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Late work. Assignment due dates are posted in the course calendar. It is imperative that these deadlines be kept. I will not allow make-up work for lack of course participation. I am happy to provide opportunities to make up work for course assignments if you've been in touch with me and alerted me to problems. However, make-up work may not be awarded full credit. If you anticipate a legitimate absence or encounter an unavoidable situation, contact your instructor **before** the assignment is due to discuss alternative arrangements. The final decision is up to your instructor.

Academic Honesty
As with all university courses, any written work a student submits is expected to be the student's work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. Refer to the University Student Code of Conduct for additional information.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and

will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.