

Syllabus: LDT 597C

“Online Innovations in Learning and the Future of Education”

Summer – 1st Six Week Session, 2014

Tuesday and Thursday, 1:00 to 4:45

May 20th – June 26th

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Learning, Design, & Technology

Class Information

Location - Face to Face	Krause Innovation Studio 201 Chambers Building
Location - Participating online	http://meeting.psu.edu/oic2014 (for large group meetings) Fallback (if something goes wrong with the room above): http://meeting.psu.edu/kyle

Required Texts:

- [Higher Education in the Digital Age](#) by William G. Bowen
- [Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America](#) by Allan Collins and Richard Halverson

NOTE: Internet access and a webcam with suitable audio are required for online participation.
Teamwork and collaboration are expected.

Course Description

This appears to many to be a pivotal time in the history of education. This course is designed to help you:

- Become aware of, understand, and think about technologies and approaches that have the potential to change education in important ways
- Consider other factors that, in combination, have been described as creating a “perfect storm” with the potential to change longstanding trends and traditions
- Find and think with others who are aware of these factors and are considering their potential impact
- Predict changes in K-12 and Higher Education
- Think about how to shape education's future at the level of your choice.

Course Objectives

To successfully complete this course, you will:

- 1 Define and discuss the following active “movements” in education:
 - a Massive Open Online Courses
 - b Open Educational Resources
 - c Open (digital) Badges
 - d The “Flipped Classroom”
 - e Competency-based Learning, and
 - f Prior Learning Assessment.
- 2 Develop and express a deep understanding of key trends in K-12 and Higher Education, including:
 - a Costs associated with K-12 and Higher Education
 - b Perceptions of the effectiveness of K-12 and Higher Education
 - c Employers’ expectations for high school and college graduates
 - d Accreditation and the ranking of colleges and universities
 - e Learner expectations in terms of online commerce and social networking
(Will learners continue to accept a “one size fits all” approach in education, now that they control online shopping, media playback, etc.)
 - f What learners want and need.
- 3 Use your knowledge of MOOCs, badges, competency-based learning and prior learning assessment as well as trends in education, employment, commerce and social networking to predict likely changes in either K-12 or higher education.
- 4 Experience, from a learner’s perspective:
 - a The use of technologies to learn with people in other locations
 - b “Open Badges” as a new form of educational credential
 - c Competency-based education
 - d The use of peer review to enable more and better assessment of higher order learning outcomes, and
 - e Co-creation of open educational resources of value to others.

Course Philosophy, Operation, and Schedule

This is designed as a three-credit course. We will meet from 1:00 to 4:45 each Tuesday and Thursday afternoon between May 20 and June 26 (12 sessions totaling 45 hours). Most students will meet face-to-face but some students and several guests will join the conversation via Adobe Connect and Skype, so **if at all possible, bring a laptop that can connect to the PSU wireless network to each class**. The course is designed to model several of the innovations we will be studying. All class meetings except the first will model the “Flipped Classroom” approach to learning. Participants will work with readings and/or other media that take the place of traditional lectures **prior to class**, and our time spent together will be devoted to class discussions, role playing, group work, tutoring, and other forms of thinking together. In other words, **things that can be done well outside of class will be done outside of class**, and those things that require or benefit from real time interaction will be done during our time together.

Grading Policy

This course will use a competency-based model. All students who have demonstrated all of the course competencies will receive a grade of "A." Students who successfully demonstrate all but one or two of the course competencies by the end of the course will receive a grade of "B." Other students will receive a deferred grade, which will become an "F" if the course has not been completed by the end of the time period during which a grade may be deferred. Students who have earned a grade of "B" by the end of the semester may choose to defer the grade and work during the identified period to complete the remaining competencies and earn a grade of "A." ***In addition to grades, students will earn a series of digital badges that certify their learning through the Mozilla “Open Badges” infrastructure.***

Attendance Policy

All students who are able to attend in person are expected to attend each class session, and to make important contributions during class. We understand, however, that "life" may prevent attendance, and we will excuse absences that occur for a valid reason. If you are unable to attend in person, the next best alternative will be to attend “virtually,” through Adobe Connect. During each class session, a computer supporting virtual participation and displaying the Adobe Connect classroom will be projected in the classroom for all to see. An external camera will be directed to capture the conversation, and to enable remote students to participate. Whole group discussions will be recorded and posted to allow those who are unable to participate in real time to understand what they missed. Remote participants will be expected to work as members of face-to-face teams when participating in real time, via Adobe Connect "breakout rooms," and will be expected to complete group work as members of a distributed group, on a schedule defined by the group.

Academic Integrity

All students are expected to comply with Penn State's policies on academic integrity, which can be found at: <http://www.psu.edu/dept/ufs/policies/47-00.html#49-20>

Course Schedule

The topics and timing may shift as we get into it, but this is “the plan.”

Class One: May 20 – Introductions / Technology Tune Up / Disruptive Innovations / The Perfect Storm?

Class Two: May 22 – Massive Open Online Courses (MOOCs), "Big Data" / Data Analytics

Class Three: May 27 – Massive Open Online Courses (Continued) & Open Educational Resources (OER)

Class Four: May 29 – Intro to Competency-based Education (CBE) and Digital Badges

Class Five: June 3 – Digital Badge Workshop

Class Six: June 5 – Competency-based Learning (CBE) and Digital Badging Wrap Up

Class Seven: June 10 – Prior Learning Assessment & Perfect Storm Part 1: Trends In Education

Class Eight: June 12 – The World Outside Schools / What Learners Want & Need

Class Nine: June 17 – Innovative Models of Education

Class Ten: June 19 – Changing Educational Systems (When Change Happens)

Class Eleven: June 24 – Predicting / Creating the Future of Education

Class Twelve: June 26 – Making Sense of it all -- What we learned from the Course and the Capstone Projects