



# CEP 952

CEP 952 Technology for Teaching and  
Learning in Higher Education

## **Please note: Provided as a sample only**

The following is provided to you as a sample syllabus for the course. Please note that instructors and dates are subject to change. Course contents, readings and assignments are likely to be updated and may vary. Please check with the current course catalogue <http://reg.msu.edu/> for details and contact the instructor of record should you have any questions.

### **Syllabus**

## **CEP 952: Technology in Higher Education**

(Official Full Title: "Technology for Teaching and Learning in Higher Education")

Spring 2013

Patrick Dickson & Robin Dickson

**Special Note for Spring 2013: The course will be offered in a hybrid format, with some students from on-campus programs and others from the hybrid EPET Ph.D. program. We will poll everyone enrolled in the fall to determine how to organize the course to accommodate online and on-campus students. Email [pdickson@msu.edu](mailto:pdickson@msu.edu) if you have questions. The "on-campus" meeting time is currently Thursdays, 5:00-7:50, but this may change. And the course will allow students to participate asynchronously.**

### **Introduction**

The fundamental premise of this course is that technology is changing every aspect of education.

Soundbite: "The shift to online learning is irreversible and accelerating."

Technology in education a decade or two ago tended to mean people coming to computer labs with computers in rows and people coming once a week to learn word processing. Most people did not own a computer, most computers were not on the Web. Fast forward: Most have a computer that is mobile and connected wirelessly to the Web. Concurrently two things happened. The Web, thanks to html, unleashed an utterly unprecedented explosion of resources for learning accessible to anyone with a computer. Online learning environments such as Blackboard and ANGEL simplified teaching online. Most recently, the movement of software to the "cloud" and the explosive growth of social media (Facebook, twitter, etc.) have transformed the communication and learning spaces around the world.

### **K-12, Higher Education, Lifelong Learning**

These accelerating trends offer unprecedented opportunities for new ways of expanding access to enhancing learning. The trends also threaten traditional ways schooling in K-12 and higher education have been done. Everything is in transition.

### **Major Themes Pervading the Course**

Readings and discussions will crisscross multiple themes that underlie the rationale for the course. Some of these themes are outlined in an online document: "[CEP 952: Major Themes](#)."

### **CEP 952 and You**

The course is designed to help each student prepare to thrive in this emerging and evolving world. Our ultimate goal is to help you get and keep your dream job. Whether you aspire to work in higher education or K-12, you must think differently and prepare yourself to use technology in your research, scholarship, and teaching. And you must learn to teach your students with a view to preparing them for a future in which lifelong learning will be ever more essential.

The good news: Where there is change, there is also opportunity for the well prepared.

If you are to thrive in this new world, you need to understand how technology is transforming higher education and then learn to harness the Web to advance your career as a researcher and teacher.

The course will include readings and discussions of major trends that are shaping the future of learning, including higher education. These trends include:

- growing importance of online learning in higher education
- shift from paper journals to online journals
- economic pressures that make grant writing one of your most marketable skills
- impact of the rapid growth of systems like ANGEL and Blackboard on higher education
- globalization of education
- growth of for profits such as U. of Phoenix & ConnectionsAcademy.com (K-12)
- power of portfolios in education and individual careers
- virtual K-12 schools, now in 30 states and growing rapidly
- increased demands for accountability in all aspects of education
- importance of 'data analytics' and 'metrics' for evaluating the efficiency and effectiveness of education
- decreasing percentage of tenure system appointments.

### **Individualized**

The course will be flexibly tailored to support you working on what is most important for your professional growth. The course can also be used to work on a Option 2 comprehensive exam paper, a grant proposal or dissertation proposal. If you are nearing the completion of your graduate studies, you can use the course to work on a web portfolio that can contribute to your job search.

### **Your Web Presence**

Every student in the course will develop or enhance their web presence that showcases their work in a portfolio that is designed to communicate your program of research and your excellence as a teacher with a view to making your work visible to the wider scholarly community.

### **Your "Top Scholars."**

During the course you will study how your "top scholars" are presenting themselves on the Web. You will look at examples of how other graduate students are crafting their web presence. You will do a target exploration of the websites of programs where you think you might want to land a job as a way of focusing your thinking about your career aspirations and developing a strategy for competing for your dream job.

### **Research Tools**

The course can be valuable at any point in your studies. If you take the course early in your doctoral studies, it can get you started on a trajectory of using Web 2.0 tools, a blog, EndNote, web design, and others to cumulatively build a strong web presence.

We will also focus on web-based tools and resources for research, including such tools as web-based surveys, data analytic tools for the visual display of quantitative data, creative uses of Excel for analysis of qualitative and quantitative data, tools like Google apps for collaborative work.

The course is open to graduate students and faculty in all departments and is not limited to students with extensive background knowledge in technology. Enrollment by doctoral students from all disciplines who wish to develop their own understanding of how they can use technology to enhance their teaching and research are welcome.

Please email me if you have questions.

Thanks,  
Patrick Dickson