EME 7063 Research on Emerging and Innovative Technology Systems
SYLLABUS

Description
Design and develop instructional systems that use innovative and emerging technologies to promote motivation, performance and learning in education and training systems. Build a research framework to investigate technologies and instructional systems.

Student Learning Outcomes
- Evaluate emerging technologies for implications in education and training in a variety of delivery systems.
- Develop instructional system frameworks that include the appropriate use of emerging tools and innovative techniques in the teaching and learning process.
- Evaluate technology trends to determine the next wave of technology innovation.
- Develop research framework for investigating emerging and innovative technologies.

Course Topics
- Trends in Technology Innovation
- Trends in Instructional Technology Research
- Implementing Instruction through Emerging and Innovative Technologies
- Research Methodology for Instructional Systems and Emerging and Innovative Technologies

Grading/Evaluation Method
Reflection Papers (40%)
Proposal for Research Study of Emerging and Innovative Technologies (40%)
Class Participation (20%)

Reflection Papers (40%)
Three reflection papers on the three research approaches we'll be exploring (listed below). A general rubric is provided. The purpose of each reflection paper is to demonstrate your ability to describe the research approach through summarizing the literature and offering an example or two. APA format/style will be used. (See rubric).
- Design and Development Research = 14%
- Design-Based Research = 13%
- Mixed Methods Research = 13%

Proposal for Research Study of Emerging and Innovative Technologies (40%)
For some of you this is going to be an initial focus on a dissertation topic, perhaps employing one of the research orientations above. I highly encourage you to use this course as an opportunity to focus on a topic and proposal for your dissertation. (See rubric).

Class Participation (20%)
Course Assignments and Online Discussion Participation (supporting and encouraging your peers).
Text
ISBN: 080585732X

Grading Policy
No late assignments will be accepted.
Grade Scale
95+ A
90-94 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
60-69 D
Under 60 F

Academic Honesty
Academic honesty is highly valued at UWF online just as it is at each UWF campus. A student must always submit work that represents his or her own original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. online, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. Academic dishonesty in an online learning environment could involve:
- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information sources without proper citation.

References


Reeves, T. C. (1995). Questioning the questions of instructional technology research. *Invited Peter Dean Lecture presented for the Division of Learning and Performance Environments (DLPE) at the 1995 National Convention of the Association for Educational Communications and Technology*; Anaheim, CA.


