FLORIDA ATLANTIC UNIVERSITY™

FEB 2 3 2010

Graduate Programs—COURSE CHANGE REQUEST

| UGPC Approval _____ |
| UFS Approval _____ |
| SCNS Submittal _____ |
| Confirmed _____ |
| Banner Posted _____ |
| Online _____ |
| Misc _____ |

DEPARTMENT NAME: TEACHING AND LEARNING	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EME 6623	CURRENT COURSE TITLE: EDUCATION IN THE DIGITAL WORLD

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

CHANGE CREDITS FROM   TO:

CHANGE GRADING FROM   TO:

CHANGE PREREQUISITES TO:

CHANGE MINIMUM GRADE TO:

CHANGE COREQUISITES TO:

CHANGE OTHER REGISTRATION CONTROLS TO:

OTHER

SHOW "X" IN FRONT OF OPTION

CHANGE PREFIX FROM   TO:

CHANGE COURSE NO. FROM   TO:

X   CHANGE TITLE TO:
TECHNOLOGICAL AND THEORETICAL FOUNDATIONS OF LEARNING

X   CHANGE DESCRIPTION TO:
An examination of the role of learning theories (including behaviorist, cognitivist, and constructivist perspectives) in the context of technology rich and technology infused classroom settings. The integrative use of computer and internet based technology to support each of the learning theory perspectives is presented and examined.

CHANGES TO BE EFFECTIVE (TERM): SUMMER 2010	Attach syllabus for ANY changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES X NO	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. – All dept. in COE – see attached comments

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:

Barbara Ridener, bridener@fau.edu, 561-297-3588

SIGNATURES

Approved by:	Date:
Department Chair: _Barbara Ridener_	2/18/10
College Curriculum Chair: _Lenday Webb_	2/23/10
College Dean: _Valerie J. Bristor_	2/26/10
UGPC Chair: _____	_____
Dean of the Graduate College: _____	_____

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.

Go to: *http://graduate.fau.edu/gpc/*
to access Guidelines and to download this form.

Written Consent—required from all departments affected.

Email this form and syllabus to *diamond@fau.edu* and *eqirjo@fau.edu* one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUchangeGrad—Revised January 2010

FAU

FLORIDA ATLANTIC UNIVERSITY

College of Education

EME 6623

Technological and Theoretical Foundations of Learning

FAU COE Department of Teaching and Learning

CATALOG DESCRIPTION

An examination of the role of learning theories (including behaviorist, cognitivist, and constructivist perspectives) in the context of technology rich and technology infused classroom settings. The integrative use of computer and internet based technology to support each of the learning theory perspectives is presented and examined.

PREREQUISITES OR CO-REQUISITES

Permission of instructor.

COURSE MATERIALS

TEXTBOOK

This course does not make use of a printed text, but rather uses a wealth of pre-selected instructional content from a variety of online sources. Among others, the course makes use of the Partnership for 21st Century skills (http://www.21stcenturyskills.org), the Buck Institute for Education (http://pbl-online.org), the International Society for Technology in Education (http://www.iste.org), the Florida Center for Instructional Technology and the Educational Technology Clearinghouse (http://etc.usf.edu/), and the Florida Department of Education SUNLINK (http://www.sunlink.ucf.edu/default.html) to provide students with meaningful, detailed, and relevant instructional and content material to be

studied and applied in this course. In addition, a significant amount of instructional content, including explanations, examples, and assignment specifications are provided in electronic format to students through the course's online LMS (Blackboard) system.

REQUIRED MATERIALS:

- USB Drive
- Headphones
- Binder or notebook for handouts and resources
- Internet access for Blackboard LMS and course related web resources
- Email access

AUDIO/VISUAL TECHNOLOGY USED IN THIS COURSE

- Networked computers with Internet access
- Web based Learning Management System (Blackboard)
- LCD projection system
- Audio speakers
- Microsoft Office Suite (Word, PowerPoint, Excel, etc.)
- Web based multimedia content

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- Florida Educator Accomplished Practices – Pre-professional (EAP)
- Educator Accomplished Practices for FAU (EAP-FAU)

COURSE OVERVIEW

The 21st century has brought with it new requirements for the training and equipping of students to meet the personal and professional needs of a technology infused world. Technology has now moved beyond the role of obscure, specialist functions into a broadly employed, worldwide reality that encompasses personal, business, governmental, and economic roles. Today's student is surrounded with technology, and increasingly uses technology for music, photography, and communication. But the near ubiquity of technology today does not imply that students, or even teachers, understand how to leverage that technology to accomplish meaningful educational goals. Said another way, there are two related, but nevertheless distinct, skills regarding technology in the educational context: technology *literacy* (the ability to functionally use technology), and technology *leveraging* (the ability to use

technology to help achieve educational outcomes). The first skill (technology literacy) is a necessary, but not sufficient, requirement for the second skill (technology leveraging)

This class seeks to address the development of both of these two skills in students. First, the class seeks to develop a basic technology literacy for current and future classroom teachers in terms of now common educational technology (networked computers, Internet based software tools, Office software tools, LCD projectors, etc.), emphasizing the many powerful and engaging free educational software applications made available to the educational community. But moving beyond this skill, the course seeks to help current and future teachers implement a working knowledge of basic learning theory to help leverage this technology in educationally meaningful ways, by first matching the proper learning theory paradigm for a given desired result and then integrating the specific applications that are most likely to be successful in support of those educational goals.

In order to achieve these skills, students will be required to review and examine the primary learning theories (behaviorist, cognitivist, and constructivist paradigms) and compare and contrast these in terms of approach, methodology, and application to the classroom. Students will then be exposed to a variety of current technology tools (both hardware and software based), and will examine the educational potential of each in light of their understanding of the primary learning theories. Finally, students will practice their understanding of how technology and learning theories are merged via the development of a technology infused, standards based project based unit for the classroom.

COURSE OBJECTIVES

(Numbers in parentheses indicate NCATE/ISTE standards.)

1. Identify learning theories and practices to maximize student learning while preparing students for living and working in the 21st century.
2. Apply learning theories to maximize student learning and facilitate higher order thinking skills using digital tools, resources, and strategies.
3. Employ the use of various problem solving strategies which utilize systematic individually and collaboratively to improve the design and presentation of instruction using a variety of traditional and emerging technologies and learning theories. (NCATE: 1, 3, 5, 6, 9, 13)
4. Be able to describe the relationship among current practices and theory to ethical issues regarding the prominence and use of technologies in schooling from a global area perspective. (NCATE: 3, 7, 10, 11)
5. Demonstrate skills necessary to utilize hardware and software and utilize learning theories in order to engage in the instructional design processes which illustrates the major stages and minor steps involved in the development of lessons, modules, or units of instruction. (NCATE: 1, 2, 3, 5, 8, 9, 12)
6. Analyze instructional and curricular standards and criteria for evaluation of technology integration in the school setting from a local, state, and national level. (NCATE: 4, 7, 13)

7. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills and understand which types of technology support different types of learning. (NCATE: 1, 3)
8. Differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities. (NCATE: 2, 3, 5, 6)
9. Identify specific technology applications, resources, and learning theories that maximize student learning, address learner needs, and affirm diversity. (NCATE: 3, 6)
10. Design technology-enriched learning activities that connect content standards with student technology standards, learning theories and meet the diverse needs of students. (NCATE: 2, 3, 4, 6)
11. Incorporate learning theories to design and facilitate student-centered learning activities and lessons in which students apply technology tools and resources. (NCATE: 2, 3)
12. Use a theoretical framework to examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data. (NCATE: 1, 4)
13. Apply online and other digital resources, tools, and strategies to support the 21st century skills of problem solving, decision making, and communication for maximizing student learning. (NCATE: 2, 5)
14. Identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education. (NCATE: 5)

COURSE REQUIREMENTS

INSTRUCTIONAL METHODS AND MATERIALS

- Traditional Experiences (Lecture/Discussion, online and/or face-to-face format; participation)
- Technology-enabled Experiences (Blackboard, websites, word processing, concept mapping, interactive media, PowerPoint, web design, multimedia, etc.)

ASSIGNMENTS AND POINTS

Assignment	Format	Points
Comparison of Primary Learning Theories	Concept Map	8
Constructivist Learning Theory in Action	Analysis of a PBL Example	10
Educational Standards and Learning Theories	NETS/ Sunshine State Standards Comparison	5
Assessment Design for Constructivist Settings	Rubric Development	5
Assessment Design for Behaviorist/ Cognitivist Settings	Quiz and Survey Development	5
Technology Integration Assignment	Class Web Page Design	5
Technology Based Instructional Resources	Assignment 1	7
Technology Based Instructional Resources	Assignment 2	5
Specification for a Project Based Learning Unit	Final Project	30
Participation	Discussion Board/Reflections/Class Participation	20
TOTAL		**100**

ASSIGNMENTS DESCRIPTIONS

COMPARISON OF PRIMARY LEARNING THEORIES - CONCEPT MAP (8 POINTS)

Although there are numerous learning theories and proposed learning paradigms, perhaps three of these – Behaviorism, Cognitivism, and Constructivism – are the most fundamental to the educational learning setting. In this assignment, students will compare and contrast these three theories by first conducting research on the theories and then developing a concept map based on that research, describing the fundamental differences and similarities between these paradigms for education.

CONSTRUCTIVIST LEARNING THEORY IN ACTION – ANALYSIS OF A PBL EXAMPLE (10 POINTS)

Constructivism posits that learning is an experiential process in which learners develop new knowledge through interactive experiences. Constructivism also posits that such acquired knowledge is highly idiosyncratic in nature, because learners must integrate this new knowledge into their own individual prior knowledge structures, and also attach personal meaning to the new resulting knowledge structure.

In this assignment, students will review and examine a specific constructivist learning activity via a multimedia presentation and then answer a series of questions designed to highlight some of the key issues surrounding the application of constructivist theory to learning environments.

EDUCATIONAL STANDARDS AND LEARNING THEORIES: NETS/SUNSHINE STATE STANDARDS (5 POINTS)

Virtually every state in the Union bases its K-12 system on content standards, but not every State has adopted *technology* standards. In this assignment, students examine the NETS (National Education Technology Standards) standards framework and compare and contrast these with the Florida Sunshine State Standards framework. The role of behavioral standards in educational settings is examined.

ASSESSMENT DESIGN FOR CONSTRUCTIVIST SETTINGS - RUBRICS (5 POINTS)

Assessment in constructivist settings takes on a different format than in traditional environments and can be differentiated from more traditional assessment methodologies across a variety of factors. In this assignment, students implement their understanding of constructivist based assessment (real-life orientation, ongoing format, multiple modalities, peer and self assessment components, etc.) to develop a rubric that encapsulates these various factors. The rubric is created using a web based rubric building tool that not only assists in rubric development, but also facilitates the sharing and distributing of the rubric to students and peers.

ASSESSMENT DESIGN FOR BEHAVIORIST/COGNITIVIST SETTINGS – QUIZZES AND SURVEYS (5 POINTS)

Behavioral and cognitive learning continues to play an important role in the development of 21st century skills. In this assignment, students implement their knowledge of behavioral and cognitivist assessment by reviewing examples of computer facilitated assessment tools for behavioral and cognitive learning objectives. Students then build a web based assessment instrument that can be used in the classroom.

TECHNOLOGY INTEGRATION – BUILDING A CLASS WEB PAGE (5 POINTS)

The classroom of the 21st century will be increasingly characterized by integrated educational technology to support achievement of educational objectives. In this assignment, students will begin to more fully integrate technology into the classroom through the development of a class web page that houses class information, an integrated calendar, educational games, and quizzes and/or surveys. The class web page may optionally integrate a class roster with student logins.

TECHNOLOGY BASED INSTRUCTIONAL RESOURCES – ASSIGNMENT 1 (7 POINTS)

As the number and diversity of web-based instructional resources proliferates, finding and using specific resources has become increasingly difficult. In this assignment, students will explore a series of recommended, peer-evaluated educational technology applications and will make use of an online

bookmarking tool to select and store specific online educational technology resources. Students will write brief reviews of each of the resources that they have identified, and include this description with the bookmarked link for the resource.

TECHNOLOGY BASED INSTRUCTIONAL RESOURCES – ASSIGNMENT 2 (5 POINTS)

There are an increasing number of educational technology resources that are being made freely available to the educational community, but simply being *aware* of these resources is only a first step to deciding which resources might be most effective in the classroom. In this activity, students will examine a specific online educational technology resource and propose how this technology resource might be best used in the classroom. In addition, students will react to the proposals of other students in the class to further develop a meaningful understanding of how such technology resources might be optimally employed in the classroom.

SPECIFICATION FOR A PROJECT BASED LEARNING UNIT (CULMINATING PROJECT; 30 POINTS)

The implementation of technology-infused instructional units that are based on a sound understanding of learning theory requires a systematic and thoughtful process of design, development, implementation, and revision in order to achieve maximal educational effectiveness. In this culminating assignment, students will implement all the various components of this course (including knowledge of learning theory, technology literacy, use of technology to achieve educational outcomes, educational technology standards alignment, and etc.) to develop a comprehensive, standards-aligned, constructivist based project based learning plan. The plan will specify all relevant components, including the audience, goals, technology usage, and implementation details. In addition, a proposed schedule of events for the plan time will be included, as well as a detailed listing of the various assessment instruments and methods to be used throughout the plan, including behavioral and cognitivist oriented methods. Finally, a detailed description of the students' culminating project, which demonstrates the learning that has occurred as a result of the experience, will be included.

PARTICIPATION (INCLUDES DISCUSSION BOARD COMPONENTS; 20 POINTS)

This course counts fully 20% of the overall grade from participation activity. Such participation consists of both in-class and online components, including in-class discussions, in-class non-graded activities, and online discussion boards and similar communication.

Letter grades will be awarded based on a percentage of student's total point accumulation, including "plus" and "minus" designations. This percentage distribution is a university recommendation and will be employed in this course.

Grade	Percent
A	95 – 100
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	0 - 59

ATTENDANCE POLICY

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. If you have an emergency, contact the

instructor within 24 hours of the missed class. You will be held responsible for all missed assignments. Attendance and participation are worth a full 20% of the student's grade.

STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf .

NETIQUETTE

The rules of netiquette are found at http://www.albion.com/netiquette/corerules.html

Students are required to follow the rules set forth on the core rules web site. Ignorance of the rules is not an excuse for not complying with them. Consequently, it is in the student's best interest to carefully read through all the rules.

USE OF SCHOLARLY REFERENCES IN SUBMITTED WORK

It is an important factor to remember that all work used in the development of an assignment should be referenced. Plagiarism is a serious issue and it is important to remember that non-original work should be referenced. All such references for this course should be in APA format (5th or 6th edition). Online resources for APA formatting may be found at:

1. http://owl.english.purdue.edu/owl/resource/560/01/
2. http://citationmachine.net/index2.php?reqstyleid=2
3. http://www.psychwww.com/resource/apacrib.htm

There are many other online resources to help with the development of APA style references. The homepage of the American Psychological Association can be found at http://www.apastyle.org .

TENTATIVE COURSE OUTLINE

This course is based around seven "themes" to be covered throughout the duration of the course. These include:

THEME 1: OVERVIEW AND INTRODUCTION TO 21ST CENTURY LEARNING

- Course Introduction and Administrative Information
- Video: Shift Happens
- Setting the Stage: Learning in the 21st Century
- Group Project: What Skills do Learners Require to be Effective in the 21st-Century?
- Overview: 21st Century Learning Initiative

THEME 2: LEARNING THEORIES OVERVIEW

- Introduction to Inspiration Concept Mapping Software Application
- Discussion: Theories of Learning and their Application to the 21st Century Learning Context
- Assignment: Web-based scavenger hunt on learning theories
- Discussion: Connecting Learning Theories with Teaching, Learning and Technology in the 21st Century Classroom Assignment: Comparison of Primary Learning Theories

THEME 3: OVERVIEW OF CONSTRUCTIVIST APPLICATIONS THROUGH PROJECT BASED LEARNING

- Video on Constructivist Theory in Action (example: Project-Based Learning)
- Discussion: Application of Constructivism in a Standards-Based Environment
- Introduction to Project-Based Learning
- Assignment: Constructivist Learning Theory in Action

THEME 4: DESIGNING CONSTRUCTIVIST APPROACHES IN STANDARDS-BASED ENVIRONMENTS

- Discussion: Designing Constructivist Learning Environments for Standards-Based Environments: Beginning with the End in Mind

- Activity: Constructing and Evaluating Essential and Supporting Questions
- Overview of the National Educational Technology Standards
- Discussion: Aligning Essential Questions with Educational Standards
- Assignment: *Educational Standards and Learning Theories*
- Debrief: Essential Questions
- Activity: Class Reflection

THEME 5: LEARNING THEORY-DRIVEN APPROACHES TO ASSESSMENT

- Video: Architecture in the Real World (Edutopia)
- Discussion: Fundamentals of Effective, Integrated Assessment in the 21st Century Classroom
- Discussion: Assessment for Constructivism in Standards-Based Environments
- Activity: Analyzing Assessment for Project-Based Learning in Standards-Based Environments
- Activity: Designing an Integrated Assessment Plan

THEME 6: USING WEB-BASED TOOLS FOR ASSESSMENT AND INSTRUCTION

- Activity: Exploring Web-Based Assessment Tools and Resources
- Discussion: Best Practices in Rubric Design
- Assignment: *Assessment Design for Constructivist Settings*
- Introduction to Quia
- Activity: Creating Class Pages, Teaching Activities, Assessment Tools and Student Rosters Online
- *Technology Integration Assignment*
- Activity: Class Reflection

THEME 7: TECHNOLOGY-BASED RESOURCES FOR THE 21ST CENTURY CLASSROOM

- Discussion: Strategies and Activities that Support 21st Century Learning
- Discussion: The Plan-Gather-Build Approach for Inquiry-Based Learning
- Review of Web-Based Teaching Resources: Thinkfinity
- *Technology Based Instructional Resources: Assignment 1*
- Activity: Exploring Web 2.0 Tools for Teaching and Learning
- Helping Learners Use the FINDS Model to Conduct Technology-Based Research
- Google Tools for Educators
- *Technology Based Instructional Resources: Assignment 2*
- Activity: Class Reflection

BIBLIOGRAPHY

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Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (ASCD). Upper Saddle River, N.J.: Prentice Hall.

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Spector, M. J., & Merrill, D. J. (2007). Innovations in Instructional Technology: Essays in Honor of M. David Merrill. New York, N.Y.: Routledge, USA.

Woolfolk, A. E. (2006). Educational Psychology (with MyLabSchool) (Tenth ed.). Boston: Allyn & Bacon.

From:	Barbara Ridener
Sent:	Tuesday, February 23, 2010 4:05 PM
To:	Kristy Demeo; Linda Webb
Subject:	FW: EME6623

From: Mike Brady [mailto:mbrady@fau.edu]
Sent: Wednesday, February 03, 2010 3:48 PM
To: Barbara Ridener
Cc: lwebb@fau.edu; Kristy Demeo
Subject: RE: EME6623

Your revision of EME 6623 does not appear to conflict with the courses or curriculum in the ESE Department.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Barbara Ridener [mailto:bridener@fau.edu]
Sent: Wednesday, February 03, 2010 11:46 AM
To: Mike Brady
Cc: lwebb@fau.edu; Kristy Demeo
Subject: EME6623
Importance: High

Hi Mike,

Can you scan the attached syllabus and would you mind providing me a quick stmt of no conflict? Please reply all so Linda and Kristy have it.

Thanks!

Barbara

From:	Barbara Ridener
Sent:	Tuesday, December 22, 2009 9:40 AM
To:	Kristy Demeo; Victoria Marie Ramirez; lwebb@fau.edu
Subject:	FW: EME6623 one more time

From: Sue Graves
Sent: Wednesday, November 25, 2009 2:16 PM
To: Barbara Ridener
Subject: RE: EME6623 one more time

Barbara, our department does not have any conflicts with this course.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
    and Health Promotion
Florida Atlantic University
777 Glades Road, FH-11
Boca Raton, Florida 33431
561-297-2938 (Olga Duron, administrative assistant)
561-297-2790 (direct)
561-297-2839 (fax)
www.coe.fau.edu/eshp

From: Barbara Ridener
Sent: Wednesday, November 25, 2009 1:58 PM
To: Jim McLaughlin (jmclau17@fau.edu); wener@fau.edu; ijohnso9@fau.edu; Robert Shockley; mbrady@fau.edu; Sue Graves; lwebb@fau.edu
Cc: Valerie Bristor; Donald Torok
Subject: EME6623 one more time

Apologies everyone...I believe I send a syllabus with many problems. I believe this one is complete.

Barbara

1

From:	Barbara Ridener
Sent:	Tuesday, December 22, 2009 9:39 AM
To:	Victoria Marie Ramirez; Kristy Demeo; lwebb@fau.edu
Subject:	FW: EME6623 one more time

From: Robert Shockley
Sent: Wednesday, December 02, 2009 10:50 AM
To: Barbara Ridener
Cc: Al Jurenas; Ann Mulder; John Morris; Daniel Reyes-Guerra; David Severson; David Severson; Deborah L. Floyd; Diane Wright; Eliah Watlington; Ira Bogotch; James Burnham; Jennifer Sughrue; John Hardman; John Pisapia; Lucy Guglielmino; Maria Vasquez; Mary Lieberman@fau.edu; Meredith Mountford; Pat Maslin-Ostrowski; Steve Rios; Valerie Bryan
Subject: EME6623 one more time

Barbara,

My department has reviewed the EME6623 syllabus that you forwarded and while we do not feel that there are any conflicts with EDL we do feel that the syllabus has some problems that should be corrected before submission. For example, the course description is not clear or semantically correct, and the course objectives do not match the requirements or the title. The themes added at the end are totally focused on assessment,
Primarily through technology, and yet this is called a Foundations of Learning course.
Anyway, this is the feedback that has come from the department. I hope it is helpful.   Bob