

## Educational Technology for Higher Education (Online Course)

### Course Syllabus

As thousands of students and educators are staying at home during the coronavirus pandemic, Taxila has introduced several synchronized online training series using innovative blended-learning to better provide them with an alternative to quality education. One of these training series is the "Educational Technology for Higher Education (ETHE)" certificate course, which is specially designed for current educators at public universities and colleges in Myanmar. The details of the program are as follow.

### Course Sections

In this course, you will be placed in one of the two sections

- Section 1: 1 PM to 3 PM (Mon, Wed, and Fri) May 6 to May 25
- Section 2: 1 PM to 4 PM (Sat and Sun) May 9 to May 24

### Course Instructors



**U Ye Pyae Thu**  
**(Main Instructor)**

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- Doctor of Education (Ed.D.) in Higher Education (U.S.)
- M.Sc. in Strategic Management (the Netherlands)
- Master of International Business (China)
- B.S. in Business Administration graduating Summa Cum Laude (United States)
- Dip. in Social Entrepreneurship (United States)



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**(Instructor)**

Managing Director  
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- B.Com. (Myanmar)
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**Daw Pwint Nee Aung**  
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Royal Academic Institute  
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- Master of Educational Leadership and Management (New Zealand)
- B.Sc. (Hons). in Biomedical Sciences (United Kingdom)

## **Course Description**

This introductory educational technology course is for teachers who want a broad practical course in learning how to integrate emerging technologies into higher education classrooms. This course will help the faculty members in their attempt to engage learners with each other, the course content, and the instructions. Exploring the effective use of educational technology in classrooms to facilitate teaching and learning is essential for teachers within all disciplines. This course will assist teachers to practice the use of productivity tools, educational software and web-based technologies as a pedagogical tool to improve the teaching and learning process. Drill and practice outside of class time will be necessary to reach a high degree of competence.

## **Practical Information**

This course is designed as an online course. Please allow 48 hours for a response to an email. Office hours are by appointment and may be held virtually.

## **Course Outcomes**

In this course, with moderate effort, you will:

1. conceptualize the current definition of educational technology
2. apply design thinking principles to the integration of educational technology in classrooms
3. identify and synthesize research of an educational technology topic
4. analyze and summarize your school technology environment

## **Learning Outcomes**

The course will provide you with the knowledge, skills, and attitudes necessary for using technology to enhance your teaching and your students' learning. By the end of the course, you will be able to

1. Design and Development
  - a. Design and develop technologically enhanced course materials and contents (e.g. syllabus, instruction, platform) to maximize students' motivation, engagement, efficiency, and learning outcomes.
2. Pedagogy and Theory
  - a. Demonstrate the ability to integrate pedagogical approaches and educational technologies in practical classroom teaching and the ability to reflect the effective application of technology-supported pedagogical approaches
3. Evaluation and Assessment
  - a. Use technology to facilitate assessments, tests, and evaluation strategies and determine the effectiveness of the use of technology in curriculum or instruction
4. Ethics

- a. Aware and apply professional and ethical standards (e.g. accessibility, diversity, copyright) to all aspects of teaching and learning

## **Course Materials**

To be successful in this course, you will need to have:

- a reliable high-speed internet
- a decent smartphone
- a laptop with webcam and microphone (not absolutely necessary, but ideal to have)
- a Google/Microsoft account (university webmail with .edu.mm is ideal)

## **Course Textbook**

There is no required textbook for this course. However, readings for research articles will be provided online and must be completed prior to in-class discussion. Please view the reading section for the details of the research articles.

## **Assignment List**

Assignments are a critical part of this course. As the course incorporates both lectures, discussions, assignments, and hand-on technology-based projects, there will be a number of assignments - some of which will be completed outside of class, and some of which will be in class.

- Assignment 1: An electronic classroom portfolio with syllabus, assignments, slides etc.
- Assignment 2: An electronic quiz portfolio with at least 10 questions
- Assignment 3: Group presentation of a research paper (your choice from primary level readings)
- Assignment 4: Group presentation for successful implementation of a flipped classroom

Please view the details of the assignments in each assignment document or in the assignment ab.

## **Reading List**

Reading research papers is a critical part of any high-level academic course as it can enhance learner's knowledge of a particular study. The following readings will be accessible to you in the reading tab. You and your group members can choose any of the primary-level scholarly research articles to present in class.

- Primary level (25 research articles): Choose a research article from the list to present in class
- Secondary level (9 research articles): To provide you a deeper understanding of the discipline

Please view the details of the research articles in the last section of the document or in the reading tab.

## **Unannounced In-Class Quizzes**

In order to reinforce readings and other assignments, as well as concepts covered in class, there will be three 20-point quizzes, using a testing software, which will be unannounced, closed book, and notes, given during class. A maximum of 50 points can be earned. Even if you take all quizzes and score perfectly on every quiz, your quiz will still be capped at the 100-point total.

## **Attendance Policy**

Attendance is mandatory to maximize the outcomes in such online training. Among the eight class periods, you may be absent only one class period (2 hours) without a deduction, for any case. Additional absences will only be allowed for illness or family emergency.

## **Point Policy**

The following grade point policy will be followed.

- 40% : Assignment 1 to 4 (10%, 5%, 15% and 15% respectively)
- 30% : Unannounced in-class quizzes
- 20% : Attendances
- 10% : Participation
- Extra credits will be available throughout the course and are dependent on instructors

## **Grading Policy**

Total accumulated points will be converted into the percentage based on the total available scores.

- 93-100% : A Outstanding competence
- 90-92% : A - Outstanding competence
- 87-89% : B + Above satisfactory competence
- 83-86% : B Above satisfactory competence
- 80-82% : B - Above satisfactory competence
- 77-79% : C + Satisfactory competence
- 73-76% : C Satisfactory competence
- 70-72% : C - Satisfactory competence
- < 69% : F Unsatisfactory competence

If you receive an F, you will not receive the certificate of completion and the transcript. If you wish, you may repeat the course for one more time without any additional charges.

**Grade Posting**

All quizzes, assignments, attendance, and participation scores will be posted on password-protected webpage via your confidential exam. Discussion on grades must be held in a confidential meeting in a one-to-one online section with the main instructor, not over the telephone or by e-mail.

**Academic Integrity**

Any participant involved in cheating on a quiz, or assignment, including assisting another group or person, will receive a zero for that quiz or assignment. Furthermore, cheating on any exam, quiz, or assignment may be grounded for an "F" in the course, and repeating the same course will not be possible.

**Classroom Disruption**

All non-essential mobile phones (if you are joining the course with a laptop) must be in silent mode during the class section, and all participants should join the course in video-mode allowing the instructor to see all of his/her participants. Eating and drinking is not allowed during class time.

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**Readings (Primary level)**

Ibrahim, M., & Nat, Muesser. (2019). Blended learning motivation model for instructors in higher education institutions. *International Journal of Educational Technology in Higher Education*, 16(12). 1-21.

**Readings (Primary level)**

- (1) Akcayir, G., & Akcayir, M. (2018). The Flipped Classroom: A Review of its Advantages and Challenges. *Computers & Education*, 126, 334–345.
- (2) Amhag, L., Hellstrom, L., & Stigmar, M. (2019). Teacher Educators' Use of Digital Tools and Needs for Digital Competence in Higher Education. *Journal of Digital Learning in Teacher Education*, 35(4), 203–220.
- (3) Blicek, Y., Kauwenberghs, K., Zhu, C., Struyven, K., Pynoo, B., & DePryck, K. (2019). Investigating the Relationship between Success Factors and Student Participation in Online and Blended Learning in Adult Education. *Journal of Computer Assisted Learning*, 35(4), 476–490.

- (4) Bokolo, A., Kamaludin, A., Romli, A., & Raffei, A. (2019). A Managerial Perspective on Institutions' Administration Readiness to Diffuse Blended Learning in Higher Education: Concept and Evidence. *Journal of Research on Technology in Education*, 52(1), 37–64.
- (5) Borthwick, A., & Hansen, R. (2017). Digital Literacy in Teacher Education: Are Teacher Educators Competent? *Journal of Digital Learning in Teacher Education*, 33(2), 46–48.
- (6) Broady-Ortmann, C. (2002). Teachers' Perceptions of a Professional Development Distance Learning Course: A Qualitative Case Study. *Journal of Research on Technology in Education*, 35(1), 107–116.
- (7) Czerniewicz, L., Trotter, H., & Haupt, G. (2019). Online Teaching in Response to Student Protests and Campus Shutdowns: Academics' Perspectives. *International Journal of Educational Technology in Higher Education*, 16.
- (8) Falloon, G. (2020). From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework. *Educational Technology Research and Development*.
- (9) Heinonen, K., Jaaskela, P., Hakkinen, P., Isomaki, H., & Hamalainen, R. (2019). University Teachers as Developers of Technology-Enhanced Teaching—Do Beliefs Matter? *Journal of Research on Technology in Education*, 51(2), 135–151.
- (10) Jaaskela, P., Hakkinen, P., & Rasku-Puttonen, H. (2017). Teacher Beliefs Regarding Learning, Pedagogy, and the Use of Technology in Higher Education. *Journal of Research on Technology in Education*, 49(3–4), 198–211.
- (11) Karamti, C. (2016). Measuring the Impact of ICTs on Academic Performance: Evidence from Higher Education in Tunisia. *Journal of Research on Technology in Education*, 48(1), 1–16.
- (12) Lee, M.-K. (2018). Flipped Classroom as an Alternative Future Class Model?: Implications of South Korea's Social Experiment. *Educational Technology Research and Development*, 66, 837–857.
- (13) Lin, L.-C., Hung, I.-C., Kinshuk, & Chen, N.-S. (2019). The Impact of Student Engagement on Learning Outcomes in a Cyber-Flipped Course. *Educational Technology Research and Development*, 67, 1573–1591.

- (14) Long, T., Cummins, J., & Waugh, M. (2019). Investigating the Factors that Influence Higher Education Instructors' Decisions to Adopt a Flipped Classroom Instructional Model. *British Journal of Educational Technology*, 50(4), 2028–2039.
- (15) Mercader, C., & Gairin, J. (2020). University Teachers' Perception of Barriers to the Use of Digital Technologies: The Importance of the Academic Discipline. *International Journal of Educational Technology in Higher Education*, 17(4).
- (16) Nistor, N., Stanciu, D., Lerche, T., & Kiel, E. (2019). "I am Fine with any Technology, as long as it Doesn't Make Trouble, so that I Can Concentrate on My Study": A Case Study of University Students' Attitude Strength Related to Educational Technology Acceptance. *British Journal of Educational Technology*, 50(5), 2557–2571.
- (17) Passey, D. (2019). Technology-Enhanced Learning: Rethinking the Term, the Concept and its Theoretical Background. *British Journal of Educational Technology*, 50(3), 972–986.
- (18) Philipsen, B., Tondeur, J., Roblin, N., Vanslambrouck, S., & Zhu, C. (2019). Improving Teacher Professional Development for Online and Blended Learning: A Systematic Meta-Aggregate Review. *Educational Technology Research and Development*, 67, 1145–1174.
- (19) Tamim, R. (2018). Blended Learning for Learner Empowerment: Voices from the Middle East. *Journal of Research on Technology in Education*, 50(1), 70–83.
- (20) Teo, T., Zhou, M., Fan, A., & Huang, F. (2019). Factors that Influence University Students' Intention to Use Moodle: A Study in Macau. *Educational Technology Research and Development*, 67, 749–766.
- (21) Thai, N, Bram, D., & Martin, V. (2020). Face-to-face, Blended, Flipped, or Online Learning Environment? Impact on Learning Performance and Student Cognitions. *Journal of Computer Assisted Learning*.
- (22) Thai, Ngoc, Wever, B., & Valcke, M. (2017). The Impact of a Flipped Classroom Design on Learning Performance in Higher Education: Looking for the Best "Blend" of Lectures and Guiding Questions with Feedback. *Computers & Education*, 107, 113–126.

- (23) Tondeur, J., Scherer, R., Baran, E., Siddiq, F., Valtonen, T., & Sointu, E. (2019). Teacher Educators as Gatekeepers: Preparing the Next Generation of Teachers for Technology Integration in Education. *British Journal of Educational Technology*, 50(3), 1189–1209.
- (24) Wang, Y., & Qingtang, L. (2019). Effects of Online Teaching Presence on Students' Interactions and Collaborative Knowledge Construction. *Journal of Computer Assisted Learning*, 1–13.
- (25) Zhu, Y., Zhang, J., Au, W., & Greg Yates. (2020). University Students' Online Learning Attitudes and Continuous Intention to Undertake Online Courses: A Self-Regulated Learning Perspective. *Educational Technology Research and Development*.

### Readings (Secondary level)

- (26) Alyahyan, E., & Dustegor, D. (2020). Predicting Academic Success in Higher Education: Literature Review and Best Practices. *International Journal of Educational Technology in Higher Education*, 17.
- (27) Bolliger, D., Shepherd, C., & Bryant, H. (2019). Faculty Members' Perceptions of Online Program Community and their Efforts to Sustain It. *British Journal of Educational Technology*, 50(6), 3283–3299.
- (28) Chang, S., & Smith, R. (2008). Effectiveness of Personal Interaction in a Learner-Centered Paradigm Distance Education Class Based on Student Satisfaction. *Journal of Research on Technology in Education*, 40(4), 407–426.
- (29) Hervas, G., Medina, J., & Sandin, M. (2020). Participants' Views of the Use of Video in Lesson Study in Higher Education in Spain: An Exploratory Multiple Case Study. *Journal of Research on Technology in Education*.
- (30) Issroff, K., & Scanlon, E. (2002). Using Technology in Higher Education: An Activity Theory Perspective. *Journal of Computer Assisted Learning*, 18(77–83), 77–83.
- (31) Wang, K., & Zhu, C. (2019). MOOC-based Flipped Learning in Higher Education: Students' Participation, Experience and Learning Performance. *International Journal of Educational Technology in Higher Education*, 16(33), 1-18.



- (32) Kanaya, T., Light, D., & Culp, K. (2005). Factors Influencing Outcomes from a Technology-Focused Professional Development Program. *Journal of Research on Technology in Education*, 37(3), 313–329.
- (33) Leeuwen, A. (2019). Teachers' Perceptions of the Usability of Learning Analytics Reports in a Flipped University Course: When and How Does Information Become Actionable Knowledge? *Educational Technology Research and Development*, 67, 1043–1064.
- (34) Mishra, P., & Mehta, R. (2017). What We Educators Get Wrong about 21st-Century Learning: Results of a Survey. *Journal of Digital Learning in Teacher Education*, 33(1), 6–19.
- (35) Wang, K., & Zhu, C. (2019). MOOC-based Flipped Learning in Higher Education: Students' Participation, Experience and Learning Performance. *International Journal of Educational Technology in Higher Education*, 16.