

Syllabus for EDT-7000

CAPSTONE PROJECT IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

COURSE DESCRIPTION

Capstone Project in Educational Technology and Online Learning provides for a research-based Capstone experience for degree candidates in the Master of Arts in Educational Technology and Online Learning (MAETOL) program. For the Capstone project, students will synthesize prior knowledge with the research necessary in the course to complete the first three chapters of a research-based technology plan for his or her selected level. This culminating experience provides the student with a practical study that could be conducted in or applied to his or her own educational situation or future positions.

COURSE OBJECTIVES

After completing this course, you should be able to:

1. Research, articulate, and implement best practices for the creation and delivery of online courses for your specific educational setting, organization, institution, school, or district: P-12, adult education, or higher education.
2. Evaluate and select online resources for use in online teaching and school management, providing detailed rationales for these selections.
3. Align selected content to specific national standards (P-12) or programmatic outcomes (adult education or higher education) to ensure an appropriate basis for assessment.
4. Design, develop, and complete the first three chapters of a research-based technology plan (Introduction, Literature Review, and Methodologies and Procedures) that addresses a specific need within your organization or educational setting and is appropriate to the selected educational level.
5. Provide insights into how the methodologies and rationales in the plan will enhance student learning and increase the overall efficiency within your educational setting at the selected level.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking

the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

The course does not require a specific text, since the majority of work will be conducted through online research and synthesizing appropriate knowledge gleaned from texts used in previous courses in the program. Listed below are suggested Web sites to provide a springboard and help guide your work.

Standards

- [International Society for Technology in Education \(ISTE®\), National Educational Technology Standards \(NETS\)](#)
- [National Association for the Education of Young Children \(NAEYC\), Links to K-12 National Content Standards](#)
- [National Governors Association Center for Best Practices, Council of Chief State School Officers, "Common Core State Standards" Washington, D.C.: National Governors Center for Best Practices, Council of Chief /state School Officers, 2010\)](#)
- [Next Generation Science Standards](#)
- [State of New Jersey, Department of Education, Core Curriculum Content Standards](#)

Library Resources

- EBSCOhost and ProQuest can be accessed from the myEdison portal. Links to these databases are located in the My Resources section under the Educational tab.
- [New Jersey State Library, Services for Thomas Edison State University](#)

Citation and Style Guides

In addition to the [Writing Style Guides](#) and other educational resources referenced through the **Student Resources** tab in Moodle, the following links focus on particular aspects of APA style:

- [Purdue Online Writing Lab \(OWL\), Annotated Bibliographies](#)
- [Purdue Online Writing Lab \(OWL\), Types of APA Papers](#)
- [Purdue Online Writing Lab \(OWL\), Literature Reviews](#)—specifics about literature review formats
- [Missouri State University Writing Center, APA Cheat Sheet \(6th ed.\)](#)

COURSE STRUCTURE

Capstone Project in Educational Technology and Online Learning is a three-credit online course, consisting of **seven** modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Best Practices**
Course objectives covered in this module: 1, 4

Topics:

- Best practices for the creation and delivery of online courses
- Characteristics of successful online learners and effective strategies to support learning
- Creating an annotated bibliography
- Audience, content area, and problem of need for the technology plan

- **Module 2: Web-Based Resources for Curriculum and School Management**

Course objectives covered in this module: 2, 4, 5

Topics:

- Web-based curricular resources for online teaching
- Web-based resources for school management
- Creating an annotated bibliography

- **Module 3: Alignment of Resources to Standards and Outcomes**

Course objectives covered in this module: 2, 3, 4

Topics:

- National standards (P-12) or programmatic outcomes (higher education and adult education)
- Web-based curricular resources

- **Module 4: Introduction to Research-Based Technology Plan**

Course objectives covered in this module: 4

Topics:

- Identification of audience for the technology plan
- Identification of the specific problem or concern the plan will address

- **Module 5: Literature Review**

Course objectives covered in this module: 1, 2, 4, 5

Topics:

- Best practices for online teaching
- Web-based curricular resources
- Web-based resources for school management

- **Module 6: Methodologies and Procedures**

Course objectives covered in this module: 1, 2, 3, 4, 5

Topics:

- Best practices for online teaching
- Web-based curricular resources
- Web-based resources for school management
- National content standards or programmatic outcomes

- **Module 7: Completion of Capstone Project**

Course objectives covered in this module: 1, 2, 3, 4, 5

BEFORE YOU START YOUR RESEARCH

One or more of the assignments in this course may involve original research. Research on persons other than yourself may require approval by the Institutional Review Board (IRB) of Thomas Edison State University prior to beginning your research. Examples of research types that may need IRB review are questionnaires, surveys, passive observation of individuals, interviews, and experimental procedures. Research involving vulnerable populations will always need IRB review. An IRB review is designed to protect research subjects from potential harm.

The following links fully explain the purpose of the Institutional Research Board as well as how to determine if your research requires IRB review. If you are in doubt, always ask for guidance from the University.

- [Institutional Review Board \(general\)](#)
- [Types of IRB Review](#)
- [IRB Forms](#)
- [Policies and Procedures](#)
- [FAQs and Resources](#)

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums and to complete a Capstone Project that encompasses the first three chapters of a research-based technology plan (Introduction, Literature Review, and Methodology and Procedures). Your work on this project will entail a series of formative activities designed to guide the development of your plan—one step and section at a time—and culminate in a real-life study of your own choosing that will be ready to implement upon completion of the research-based technology plan. You will be expected to incorporate the feedback you receive on each activity into the completed project. The plan you design with approval by the mentor will represent both synthesis and application of many of the strategies and resources you have discussed during the MAETOL program, as well as additional resources discovered in EDT-7000.

Consult the Course Calendar for due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).

Discussion Forums

The course has six discussion forums, one each in Modules 1–6 and all graded with the aid of the Rubric for Online Discussions. Module 7 includes a peer feedback component as part of the Capstone Project. It, too, will be conducted as a discussion forum but graded with the aid of the Rubric for Peer Feedback.

All online discussions take place asynchronously in a designated discussion forum. Online discussions provide an opportunity for you to interact with your classmates. During this aspect of the course, you respond to prompts that assist you in developing your ideas, you share those ideas with your classmates, and you comment on their posts. Discussion forum interactions promote development of a community of learners, critical thinking, and exploratory learning.

Please participate in online discussions as you would in constructive face-to-face discussions. You are expected to post well-reasoned and thoughtful reflections for each item, making reference, as appropriate, to your readings. You are also expected to reply to your classmates' posts in a respectful, professional, and courteous manner. You may, of course, post questions asking for clarification or further elucidation on a topic.

Capstone Project

For your Capstone Project, you will synthesize prior knowledge with the research you conduct in EDT-7000 to complete the first three chapters of a research-based technology plan. This culminating experience will provide you with a practical, real-life study ready for implementation in your own educational situation or future positions.

The Capstone Project, which must receive mentor approval by the second week of the course, comprises three components:

- Research-Based Technology Plan
- Presentation of Plan
- Peer Feedback

Research-Based Technology Plan

The Research-Based Technology Plan, on which you will work step-by-step completing formative activities in Modules 1–6, encompasses three chapters—an Introduction, a Literature Review, and a Methodologies and Procedures section—plus a Title Page, Table of Contents, and References.

The first chapter, Introduction, addresses the following elements:

- **Introduction**—Brief summary of literature and research related to the problem and why this plan is important.

- **Statement of Problem (Study)**—Define the problem and what variables will be considered
- **Research Questions or Hypothesis**—What questions does your plan intend to answer?
- **Significance of the Problem (Study)**—Describe your audience and the benefits this plan will offer the participants.
- **Definition of Terms (if necessary)**—Indicate and define any terms that may require explanation to a reader; also this is an appropriate section to define acronyms you may refer to throughout the paper.

The Literature Review summarizes the research you conduct to support your Statement of the Problem (Study) as presented in the Introduction to your plan. Written in a topical format, the Literature Review will consist of three sections: Best Practices for Online Teaching, Web-Based Curricular Resources, and Web-Based School Management Resources.

The Methodologies and Procedures chapter includes the first three components of a complete third chapter, omitting the Results section, which cannot be added at this point. The first three sections are as follows:

1. **Participants**—Describe in detail your audience including demographics if possible.
2. **Tools and Materials**—What resources will you use? Include the standards and outcomes your plan addresses. How will you collect the data?
3. **Procedure**—Step-by-step description of exactly what the participants will be doing and how. Be sure to include how the procedures will support your Statement of Problem (Study) as written in the Introduction chapter.

For further details on each of the three chapters that make up the Research-Based Technology Plan, see Modules 4, 5, and 6, respectively.

Presentation of Plan

The second component of the Capstone Project is to choose and create a format for presenting the essential elements of your Research-Based Technology Plan to the class. Please see Module 7 for further details.

Peer Feedback

Lastly, you will be asked to provide specific feedback to your classmates on their presentation by responding to a series of questions. To ensure equity of feedback for everyone, the mentor will indicate a schedule for the reviews. While you are encouraged to view all presentations, you will only be required to offer specific feedback to certain members of the class. Please see Module 7 for further details.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Online Discussions (6)—12%**
- **Formative Activities—35%**
 - Best Practices: Annotated Bibliography (5%)
 - Curricular Tools and School Management Resources: Annotated Bibliography (5%)
 - Analysis of Curricular Tools with Respect to National Standards or Programmatic Outcomes (5%)
 - Introduction to Technology Plan (4%)
 - Literature Review (8%)
 - Methodologies and Procedures (8%)
- **Capstone Project—53%**
 - Proposal for Research-Based Technology Plan (not graded but returned with feedback from mentor as “approved,” “approved with required revisions,” or “needs revision”)
 - Completed Research-Based Technology Plan—first three chapters (45%)
 - Presentation of the Technology Plan (5%)
 - Peer Feedback (3%)

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	=	93–100	B	=	83–87
A–	=	90–92	C	=	73–82
B+	=	88–89	F	=	Below 73

To receive credit for the course, you must earn a letter grade of C or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions

about how to proceed through the course and how to get the most from your educational experience at Thomas Edison State University.

- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with Web-based learning be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)