

Emerging Educational Technologies

Enrollment: 42 Respondents: 36

STUDENT LEARNING

1. **What are the most valuable things you have gained from this course? (Possibilities may range from acquisition of very concrete skills or knowledge to changes in perspective or ways of thinking.)**

Exposure to interesting classmates and conversations. As well, Dede's accessibility and thoughtful feedback offer valuable space for reflection.

Knowledge of a broad range of educational technologies, covering a variety of academic disciplines. Framework to think about the design and implementation of new technologies in the classroom.

The importance of tying collaborative curriculum to the technology tool. The huge challenges of funding, politics, and current organizational structures to the use of new technologies for learning.

The course readings and speakers really helped me imagine new possibilities for learning with technologies. At the same time, it helped ground me in the reality that if great tools don't fit with how teachers currently do things, they won't get used and thus impact student learning.

Knowledge about various emerging technologies and how they are used or may be used in education.

Exposure to numerous and diverse real-world examples of emerging educational technology ... this has been and will no doubt continue to be a wellspring for my own ideas ... ideas for my own development of products, ideas about implementation of these products and for research ideas.

So many aspects of learning in this course: Readings were phenomenal -- gained breadth of knowledge. Labs were great and gave depth of knowledge. Chris' lectures made the material real. Class discussions gave new perspectives. Class projects allowed you to tailor and focus the learning.

I learned details about and application of a lot of currently emerging technology. Through the lab component I was able to gain a practical understanding of the technology. I also learned a lot about what goes into designing different kinds of technology and who the different players in the field of research and design are. There were a lot of great perspectives revealed in the course.

This course expanded my horizons by forcing me to think outside the limits of current educational technologies. I also learned a great deal, through hands-on experience, about implementing an emerging technology in a highly bureaucratic organization.

Understanding of emerging technology trends that may shape decisions we make about various technology investments.

Experience creating and testing an educational Podcast. Knowledge of current educational technologies and trends. Some tools for thinking about those trends in the future.

This was a new topic for me -- I learned a lot about the technology landscape and the capabilities of existing software/programs.

This course was tremendously valuable in presenting the correct state of educational technologies, but it also provided us with a sense of what role technologies in general plays in our lives and how this might change in the future.

The range of technological applications that are relevant and applicable to education. The issues surrounding applying technology to education on many scales.

Exposure to emerging educational technologies.

Exposure to different technologies in education. Understanding that the sky's the limit when it comes to educational opportunities. Thinking outside the box.

Insight into the US school system and their attempts and success for better learning. Use of technology in various arenas -- very informative and enlightening.

The project piece of the class has enabled me to acquire more technical skills, due to the Podcasting project I chose. While the depth and breadth of speakers that visited class gave me a unique view of how technology and education are currently functioning, this is not information I could have gotten from any other course here at HGSE.

Overview of many currently emerging technologies as well as a realistic understanding of the difficulties and challenges of working in this field.

This course is as close as we get to a "core" TIE class, in that it presents a way of looking at emerging technologies through the lens of education. Regardless of what the specific technology is (e.g., simcalc, molecular workbench, MySpace), what's important is how can or will it impact education?

Good lord, the valuable things are countless. I got a really great picture of what it means to try something new with an educational technology, and just how hard it is to create something, do proper research with it, make it optimally effective for learning, and finally, get people to buy it. That said, I also got a great picture of the state of the

art, and ideas about what technology is good for and what it isn't. It's amazing amazing amazing.

Introduction to a vast array of emerging educational technologies, firsthand experience with them, the opportunity (often) to speak directly with their developers, and a useful framework within to think about them.

Ideas for business/software innovations that I could initiate. As a programmer and educator, I have long been fascinated with learning systems and simulations. I see potential that, provided I could obtain funding, would be beneficial and lucrative.

I learned about different emerging educational technologies. - Challenges and benefits to them. - Economics behind them. - Designed a unit for one. - How they impact education.

A broad understanding of current educational technologies. An understanding of the challenges that come with designing, implementing and evaluating technology. The opportunity to practice this knowledge through an interesting project.

By far, the most valuable thing I learned was how to create an implementation plan for emerging technologies in the schools!

The challenges of developing and assessing educational technologies. The political reality of education and its interface with educational tech.

The background knowledge of emerging technologies.

One of the most valuable things I will take away from this course is a framework for thinking about educational technologies. I believe the course spent a good amount of time focusing on how one uses technology responsibly in an educational setting. It is not a course on how to cram as much technology into the classroom as possible, but it is a course that sees technology integration as inevitable and therefore in need of oversight.

The vast array of educational medicine available to educators, made me think outside the box about curriculum design. Hope/concern for the future of education ... with so much available, how long will the format of education remain so bland?

Guest speakers.

Introduction to various emerging technologies. Lab experiences, i.e. hands-on experiences with the technologies. Discussion about different related issues such as management and scaling of new technologies.

I really enjoyed the variety of perspectives by way of speakers Professor Dede was able to bring in and how he made sure each speaker spoke about how he or she got to where they were helped me see potential career paths.

Guest speakers did broaden our views in many ways. Online discussion.

Lectures and lab.

Exposure to a wide range of emerging ed tech that stretched my way of thinking about the field and about education in general.

COURSE ACTIVITIES

2. What specific course activities and materials did you find most valuable? (Consider lectures, section discussions, case studies, guest speakers, readings, field activities, written assignments, feedback from the instructor(s), etc.) How did these activities or materials help you to learn?

Direct, professional feedback. Learning and practicing effective online discourse. This course invites you to learn how to make online learning a legitimate and valuable aspect of a higher education experience.

Lectures. Guest lectures. Asynchronous discussions. Assignments. Course readings.

Chris Dede's thoughts and synthesis of guest speakers' talks, course readings. Chris Dede's presentations of his own materials, research, thoughts about issues with emerging technologies.

Speakers - they provided invaluable insights into what is possible and practical.

I get the most from the online, asynchronous discussions. They take some time, but really allow you to discuss topics in depth, without classroom constraints (not being able to hear someone, etc.). I often don't feel comfortable speaking in a large class, so the asynch. discussions give me a chance to contribute.

Lectures/guest speakers were most valuable for reasons discussed in previous answer. Labs were useful but could be much more organized/planned and do not really require two hours. Online discussions were personally only useful as a direct experience of using this technological approach in education, not for the content of the discussions for the most part (this should be taken with a grain of salt since I am not an HGSE student and have very little interest in many aspects of education discussed online).

Guest speakers were great -- they brought reality into the classroom. Chris' lectures -- he is a gifted educator.

The guest speakers were a helpful first person perspective on course related content in the real world. It was helpful to explore the technologies in lab. The online discussions were interesting but didn't serve to enhance my learning much since many people write just to see/hear themselves talk.

Instructor (Chris Dede) is an amazing wealth of knowledge. He is well-connected and his guest speakers were engaging and the top in their respective fields.

Guest speakers - brought in real-world industry perspective. Lectures - tied together obscure concepts. Videos. Labs - were not a particularly good use of time. I think we could get almost the same benefit from a quick software demonstration.

Synchronous discussions - much better than asynch; opportunity to go deeper with the material. The labs were good to get a sense of the technologies. Lectures varied depending on the guest speakers. I wish we heard from Chris more and got the chance to critique speakers' ideas -- I think people were reticent to express their views when the speakers were in the room.

Guest speakers were most valuable in helping me to learn more about challenges faced in the educ. tech. sector.

The many guest speakers were good, though they ought to have been more interactive. The most beneficial activities were when we got to try out the many technologies, since this provided a good foundation for the discussions.

Course readings - Both in the text and from the links in the Web site were very supportive of the concepts and discussions. Guest speakers less so, but some were excellent and on topic. Online discussions were not as helpful as I'd hoped.

The course had a good structure and a balance of activities and materials (lectures, discussions, lab sections, guest speakers, readings). I specially liked the sections with the guest speakers: found them very informative and engaging.

The assignments - force you to bring together what you have learned throughout the course. Guest lectures - gave exposure to the different businesses and technologies through a primary lens.

The lab sessions and the Wharton book was most valuable to me. Wharton gave me the perspective of business and technology and the hands-on lab sessions helps reiterate the concept of emerging technologies.

Lab sessions. Project options. Variety of guest speakers. Lab sessions covering the speaker the following week were helpful to understand the technology, frame questions, and guide my reading (or substitute for it if time was an issue!)

Readings were very good and directly applicable to the course, though direct discussion of them wasn't common. Excellent speakers with valuable insight.

The Wharton Book (Wharton on Managing Emerging Technologies): A very helpful synthesis of ideas and a framework for determining impact (potential or actual) of emerging technologies. Guest speakers/labs: Exposure to disparate technologies and the pedagogy behind them. Online discussions: Chance to unpack a lot of the rich concepts from the speakers and labs.

I really enjoyed the lectures and the midterm and final projects. The readings were also really great, for the most part. The lectures by these people slogging through the field every day were always fascinating, and Professor Dede carefully connected the lectures and tried his best to keep all of their comments relevant. The readings were always compelling, but some of the book chapters and white papers were a little underwhelming. Writing the papers for the course really allowed me to go deep and Professor Dede's assignment challenged me in all the right ways.

Getting to experience the technologies firsthand really allowed for application of the ideas we discussed. Chris's discussion facilitation was excellent.

The guest speakers and lectures by Professor Dede were more useful than the assignments. These experiences helped broaden my awareness of the variety of projects and research fields in educational technology.

Labs were fun because we got to explore some of the technologies. Guest speakers were good, but there may have been too many of them. Online discussions were good, but I didn't like that sometimes I felt like I had to search to find something to say just to fulfill the course requirement.

Guest speakers were very valuable. Projects were flexible and a valuable way to practice what we were learning.

I found the projects to be most useful because I could tailor them to my interests.

I thought Professor Dede's thoughts and insights were very valuable. I thought the guest speakers were a mixed bag. Lab was also very slow. I could have devised a better use of my time.

The lab session is very helpful. Also, two assignments make us really complete some research of educational technologies.

Asynchronous discussions were wonderful. They gave you time to really think about what others were saying before you commented.

Guest speakers were excellent -- really gave a good flavor of the field. The project has actually been really enjoyable!

Lab practice is great.

Lectures, hands-on.

The labs were the most helpful because it gave me an opportunity to experience firsthand the technologies Professor Dede was talking about.

(no comments)

Lectures and lab.

Some lectures. Chris Dede's comments and questions during lectures, both his own and guest lectures, were really thought provoking. I'm consistently impressed by his ability to synthesize a discussion and yet reframe it with just a few words.

2b. In what ways does this course introduce and encourage consideration of diversity and/or diverse perspectives? (Consider content and process.)

This course invites guest speakers from many backgrounds and offers us open access to their ideas and experiences.

The course constantly required us to focus on how a technology could be suitable for a diverse set of learners.

Limited to the field of emerging educational researchers, may have been interesting to bring in folks who were very much against technologies.

There were multiple avenues for participation in class, asynchronous discussion or synchronous discussion in Tapped In.

(no comments)

Just the diversity of approaches covered by visiting lectures was very solid. Also, Chris does a great job of bringing up diverse perspectives on any subject by posing thought provoking questions in class and online.

Everything about this course forces you to consider new perspectives and be cognizant of ramifications.

The discussion strands were definitely a source for multiple perspectives to be heard.

Gender bias in online gaming was a topic of discussion as well as many pedagogical and "purpose of education" ideas.

Breaking down assumptions. Considering how technology may create bias.

Chris seems to appreciate diverse opinions, but we didn't have nearly as many group discussions as I would like. Asynch. threads make it difficult (in my opinion) to really delve into the issues.

(no comments)

The online asynchronous discussions were great for this!

Many different perspectives on learning/pedagogy and technology.

It was interesting to see different approaches to emerging technologies in one course.

People think of education and teaching in a very lass-based setting. This course sheds light on the fact that this is not always the case because education takes place in many different kinds of contexts/environments.

Different guest speakers and the discussion in class helps in getting an all round perspective of issues.

The course is a large one, and while it took time for me to get comfortable with the online discussion, it was an incredibly valuable piece of the class. Everyone could voice their opinion and be heard (or seen) online.

(no comments)

This is a meaningless question because of its ambiguity. Please consider rephrasing or removing it.

Yes, for the most part. I would like to have seen technologies aimed at the humanities in addition to all the science tech.

Labs gave opportunities to discuss new technologies in smaller groups and more informal setting. Technologies themselves and the analysis of them that was encouraged focused on trying to reach broad array of learners. Also, online discussions provided a different opportunity for people to share their opinions.

We spent some time discussing gender differences with respect to technology. This class was, in particular, useful to me as a future principal.

We learn about different kinds of technologies and who they can and can't benefit in and out of the classroom.

More diverse readings (most were K-12, science-based).

It provided varied contents and means of discussion.

We have guest speakers and online discussions in which people are encouraged to express different ideas.

Guest speakers talked a lot about what's going on in the field.

(no comments)

In every way! After taking this course it is hard to imagine a teacher that thinks about the possibility of technology in the same way as before!

Online discussion.

Various "live" projects such as Podcasts, MUUE _____ [illegible]. Students have options for their projects/assignments.

It has a variety of opportunities to engage in discussions that I value most .. So that there was a diversity of ways of expressing.

There are many ways for students to share their comments such as synchronous or asynchronous discussion.

This course truly provides the various kinds of emerging education technology. It was really helpful and effective to understand the change flow of current education and to imagine and design what the technology-based education should be in the future.

We studied lots of individualization technologies. Intelligent tutoring for example. Wide range of choice on projects.

INSTRUCTOR(S)

3a. In what ways was the instructor most effective and why?

Professor Dede is engaging, reflective, thoughtful, and funny. He's a joy to have as a teacher and gives one hope that researchers can be teachers well.

His discussions were very insightful. He provided a lot of perspective and helped us think about many broader concepts within the context of education. Brought in very relevant speakers covering many different topics. Gave us very useful feedback during the asynch. discussions.

Chris Dede's syntheses of course material were always the highlight of each class. He is amazingly gifted at creating sense to seemingly disparate pieces of information. Each of his insights always resulted in an "AHA" moment.

Great facilitator and was able to tie in the readings, speakers, and course objectives as well.

Dede is fabulous -- warm and thoughtful; he makes everyone feel very comfortable. He is one of the most knowledgeable experts in this field. Feedback is prompt, helpful, and detailed -- I appreciate that.

Again, the diversity of ideas/perspectives presented. Obviously, Chris put in a lot of ht about topics and guests ... great choices.

His insight and experience -- he makes the class a true "Harvard experience."

His choice of guest speakers and his ability to set up for them and debrief effectively was great. The course flowed smoothly.

Professor Dede is a walking reference list in education technology and can speak intelligently about almost any area in this field of study. In addition, he is both candid and humorous in his delivery and mixes his instructional styles to reach the most students. He engages individuals in both asynchronous chats and classroom discussions and provides timely and accurate feedback on all assignments.

Chris is a master teacher. Excellent in lecture. Understands learning process and diversity of learning styles. Uses multiple formats for teaching very effectively. He is interesting .. intellectually kinky. Also, he's a good human being who puts learning above other personal agenda.

Chris is really knowledgeable about the field -- approachable, funny, etc. My one major regret is that we didn't hear more from him.

Professor Dede was effective in bringing in speakers, incorporating film clips and in facilitating discussion. He was effective because he did not lecture for two hours straight, instead encouraging discussion and a diversity of activities.

Chris Dede is a great professor: His lectures are well organized, he provides plenty of time for discussions, asks insightful and profound questions both of students and guest speakers.

Expert in his field -- presented many avenues for discussion and consideration. His pedagogy, in addition to his knowledge base are the basis for an excellent course.

Chris Dede is a great instructor. He was very successful in organizing the course, facilitating discussions and providing feedback to students.

Chris was effective in exposing us to a large gamut of emerging technologies and how to think about them from an analytical perspective.

Chris made all the connections between the different components of the course. The choice of speakers was very good. We covered a wide range of topics.

Chris clearly knows the material and who to ask to make this more accessible to students -- just look at the list of guest speakers he calls upon! Student feedback and questioning is encouraged, which is unique in a class this size, and the course overall has been modified due to during semester feedback. Thank you.

Chris is excellent at summarizing material from various sources into themes that are easy to understand. His lectures and statements are direct and appropriate (not much off-topic discussion or tangential ideas). Good at guiding discussion.

In crystallizing discussion by adding comments that presented a summative view or a new way of looking at things. In modeling a collaborative learning environment. In being extremely responsive to questions and comments, through prompt and thorough responses to emails, and through a strong social presence in the discussion boards.

Professor Dede is more immersed in the field than anyone else. There is no better instructor for this class. He is knowledgeable, affable, and thorough.

Chris is a fantastic lecturer and excellent discussion facilitator. He has the ability that marks all good, experienced professors to synthesize students' questions and responses and direct them toward the learning goals of the course.

Very clear, precise and articulate. Very non-ambiguous expectations. Clever, insightful analogies.

Very knowledgeable about the subject. Used technology often.

Very engaging, very organized speaker. Lectures were interesting and valuable. Very helpful outside of class with feedback and suggestions for projects.

I enjoyed his candor and the way that he spoke from experience. He brought a lot of knowledge.

Professor Dede is extremely gifted in lecturing and clearly (and with humor) expressing novel, creative ideas. I feel that his lectures and insights were by far the best part of this course.

As an asynchronous discussion facilitator, he answers the questions students raised.

Chris was great about bringing key players from ed-tech organizations in to speak with the class. There was ample opportunity to speak with experts in various fields.

Chris is great. Funny, articulate, knowledgeable and very reasonable!

With online discussion, we can wrap up what we understand in class.

Providing various frameworks to encourage metacognitive thinking about issues related to technologies in education.

Professor Dede was most effective in synthesizing the information of so many different types of speakers. He was also very effective in communicating to us the movements in the course and where we should be.

Professor Dede is very knowledgeable and is also a great speaker. He is also very flexible to students.

He gave us the great answers whenever students ask questions. He has been always willing to help students.

Very insightful comments in class. Great at dialogue with guest lecturers.

INSTRUCTOR(S) continued

3b. What recommendations would you make to the instructor to strengthen his or her teaching and/or make the course more valuable? (Consider content, materials, activities, assignments that should be dropped or added, grading procedures, amount and kind of feedback, utilization of TFs, as well as changes in instructor behavior.)

(no comments)

Would have loved to have more lecture time from Professor Dede. There were a lot of readings and guest speaker material to assimilate and it was not always very obvious as to how it connected to the course concepts.

I would highly recommend more lectures or discussions with Chris Dede only! Smaller class!

One of the big challenges with emerging technology is how distant it is from everyday practice in the classroom. Even though this was primarily a theoretical course applied - more focus on the applied will help students gain more concrete understanding of underlying theories.

I enjoyed all the topics we discussed. We had a speaker teleconferenced into one class meeting which I couldn't really hear or understand (because of the phone). It was unfortunate because I'm sure the speaker was very good. Other than that I have no suggestions -- the class was great.

Ideally I would like to have one guest talk in detail about how they developed their system from a technical perspective ... programming, research behind design, etc. Labs could be more organized for stuff like simcalc and Molecular Workbench.

As great as the guests were, I'd vote for more discussion time with Chris.

He has incredible expertise on virtual reality and I would have loved to have learned more about/experiment with VR in lab. I really enjoyed Tapped In, it would be a neat platform to use more often. I appreciated that online discussions were not held every week. It allowed me to be more invested in the selected ones we had.

Overall, this was the best course I've taken at the Ed School. The only recommendation I would make is to maybe structure the semester projects a bit for those who need an extra "push" in the right direction.

Reduce the time spent in lab.

I would have liked more structure to the final assignment. I learned tremendously from making the Podcast, but never got a clear sense of what goalposts to be aiming for. The speakers were really hit-and-miss. I would drop Eduventures and really focus on specific technologies, leaving time for in-class discussion. Personal quirk, but: I hate hate asynchronous discussion. Synchronous was fantastic, and should have been offered as an option through the whole semester. Drop the business book.

I was somewhat disappointed with the content -- it was too focused on math and science education technology and on high school level material/tools. I would really like to see more emphasis on reading and liberal arts and even simulations in business topics. I liked the idea of looking at technology from a management perspective (the Wharton book) but we rarely discussed the Wharton book readings and a lot of our discussions seemed to focus on small details (i.e. professional development, student engagement, etc.) rather than big picture management issues. I also think that the asynchronous discussions could have been managed differently. I felt that I was never able to incorporate what we had been assigned to read into my answers. Also, student comments were very repetitive -- maybe there could have been more discussion topics each week.

Structure the guest lectures differently: Give them a shorter amount of time for direct lecturing, and encourage more discussion. It might also be useful (although maybe not feasible) to have the creator of a technology in the lab when we're trying out the technologies. The one time this occurred (the LEGO engineering lab), I got a better sense than ever of how the technology impacts students).

Consider more structured use of F2F discussions in conjunction with the TF during lab time. Seemed like there were too many "no lab" days that could have been used to build a deeper community. Especially helps in effective online discussions as the course progresses.

I would add more educational emerging technologies that are not only pedagogically effective, but also marketable and financially successful.

I think that some of the companies that came were too technical in nature and not very interesting. I would suggest more quality control over guest lecturers. More discussion on readings -- we were assigned many readings, however didn't always discuss them much. I think it'd be great if we had an opportunity to do this.

I think he should lead more of the lecture. Have speakers two times a month or have a speaker for one hour every week. The rest of the time Chris should share his invaluable knowledge and experience.

I appreciated the link to the textbook (a PowerPoint) presentation made in response to student questions. In the future, sprinkling more of that through the works of speakers would be the most help to me.

Class discussions/lectures could tie more closely to the readings. Discussion of some of the materials, especially in the textbook, would have been helpful. The labs and lectures often felt disconnected -- timing likely had a lot to do with this.

More frequent "Chris Dede" lectures -- not only as a check-in to where we are logistically in the course but where we are conceptually. Although the guest experts we had were great, Chris is also an expert, and I'd like to benefit from his wisdom some more. Better integration of the readings (Wharton particularly) into class discussion (online and in-class). The online discussion tool was absolutely a hindrance and a case where the limitations of the technology discouraged me from keeping up with class discussion. We could have two class sessions and one lab per week.

Oh gosh. I guess that I just really hate the asynchronous discussions. Part of that is the tool we used this semester, and part is the medium itself. I would have killed to have a section meeting in this class to discuss these ideas in an embodied way.

More breaking into small groups to discuss ideas (maybe in the labs).

N/A

More lectures/discussions led by him. More discussion of the readings, how they relate to the course, our opinions/ideas that come from them.

Have less guest speakers. They were valuable, but more time listening to and learning from Chris would have been appreciated.

I would recommend more classes taught by him and less guest speakers! He has so much to say, sometimes it seemed pointless to have the speaker because he had more to say than they did. But it was great to interact with these people too. And it'd be great to

focus more on tech. in elementary level, not just science! I'd also recommend class activities and small group work/discussions. I would make lab optional and allow students to do it at home with asynchronous discussion. I would also decrease the number of asynchronous discussions, I found them tedious. Also Professor Dede should lecture more with less reliance on guest speakers.

It would be better if we can have some outdoors activities, like field trip in MIT in last semester's class.

Readings were sometimes very long but not very connected with class. Chris was very good at designated some readings as "SKIM."

Lab should be optional. I found it much more useful to play with the technologies on my own time. Perhaps more examples of classroom application.

Everything is good.

Perhaps less guest lectures? Or at least discuss with guest lecturers about the focus and emphasis?

I think the class should have met twice a week and that participation at lab either mandatory or if not mandatory somehow be recorded and applied as extra credit to the course.

(no comments)

N/A

Guest lecturer quality was uneven. Chris should take a little more active role in managing sections. Use the readings more. When readings aren't integrated into class, people stop reading. Some were good, others not very relevant.

ADVICE TO STUDENTS

4. To help prospective students choose wisely, what advice would you give to students who are thinking of taking this course (about its level, the amount of work required, any prior training needed, ways to get the most out of the course, etc.)?

An engaging course with a flexible workload. Readings and projects are thoughtfully chose and respect the time and space of each student. A great course for anyone interested in the future of technology in education.

It's a great course. Definitely take the course if you are interested in any aspect of educational technology. It broadens your perspective on several different important issues in this space and gives you a framework to think about them.

I consider this course to be a "survey course." I would take this course to get a flavor of all the political, organizational issues surrounding emerging technologies. This is not a course where you learn design for learning technologies.

Excellent course. You'll learn a great deal. However, be prepared to commit to participation in forums.

The workload is not heavy, though the asynch. discussions take some time (they are worth it!). No prior technology experience necessary. I highly recommend this course -- or any taught by Dede.

Great survey course on emerging technologies. No specific background required.

This is the flagship course within TIE. Do not miss it.

You need to have self-discipline in doing the writing assignments. Be prepared for a good amount of commitment to the course through the lab and online discussion requirements. Putting an RSS feed on the discussions will be helpful in keeping up.

If you are interested in flexible thinking about the future of education technologies and would like a forum to build upon and share your ideas, this is your course. You can make the most out of a semester-long project on just about anything related to tech ed. You will have adequate and expert help along the way.

It's an even workload. I'm a big Dede fan, but I wouldn't suggest most people take both 502 and 561. The content was somewhat different, but they have the same look and feel. Conversely, every ed school student should take at least one Dede class.

If you have a specific project in mind you'd like to work on, take the class. I would hesitate if, like me, you want to learn about technologies you're not familiar with. I know nothing about tech, and wound up going with Podcasts because they were the most accessible to me. I had fun with them, but felt like a lot of my learning outside of the project was superficial.

This is a very low maintenance class with relatively easy, low-time-commitment assignments.

This is a great course -- ideal course workload. Only negative is that there is no official textbook on the subject.

If you are in any way interested in any aspect of Educational Technology you have to take both of Dr. Dede's courses -- don't leave the program without them. They are both challenging intellectually and academically but also pedagogically. His courses and pedagogy should serve as a model for other HGSE professors.

This is a great class to take for several reasons: Chris Dede, exposure to technology, lively discussions.

If you are interested in technology, this is definitely the course to take!

I think this course should be taken by all students -- whether their interest is in technology design, curricula, policy or even business in the education/technology field.

Take the class! Clearly, you get out of the course what you put into it, but if you have any interest in innovation in education, this is a course you'll find valuable.

This is a good class for anyone who is interested in working in educational technology in the future. A good reality check about the difficulties of the industry.

Take it! It's really a good way to get on top of emerging ed tech now and to position yourself to stay on top of it in the future.

It's great! The work is arduous, but it's totally worth it. Do all the readings!

This is a great course with a great professor. Class lectures allowed for theoretical discussion and lab times allowed for investigation of practical application of the technologies. It's a nice change from some of my other research-paper-heavy course, especially in the spring term. Only downside is, it's a large class and there was not quite as much time as I would have liked for smaller group discussions with classmates.

Attend every session -- that is where the strength of the course lies.

Not too much work required. 1-2 papers and discussions made up the grade. Don't need prior technological experience. Good to know how technology can help you in classrooms of almost any discipline. I didn't fully read all the required readings, and sometimes it didn't affect me or my understanding, but oftentimes I felt like I wished I had done so.

To get the most out of the course, choose a project that you are passionate about, and look at the readings/lectures through your project's lens. Take advantage of help by Chris/TFs outside of class.

This course is very broad and you can tailor your projects to align with your interests. Take advantage of the online discussions!

It is not a difficult course, but a valuable one. Come with an open mind and you will learn.

Even if you know nothing about technology, you can benefit a lot from the course. The professor is terrific. The workload is moderate.

The work (readings) was manageable. Discussion boards were somewhat time-consuming but often very interesting.

Great class! Interesting, thought-provoking, very reasonable workload!

Take it. It's great and manageable.

Great course if you are interested to get an overview of emerging technologies and related issues.

Students should be comfortable with technology and be open to new ideas -- this is not a curriculum course and touches very little on traditional pedagogy.

Take it.

You won't regret taking this course. It's awesome.

Not much background required.