

# ***LME 537: Principles of Technology Applications***

## ***Spring 2016***

**Instructor:** Dr. Matthew Constant                      **Office:** Online  
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**Prerequisite:** LME 535  
**Course Websites:** <http://ecourses.wku.edu>, <http://create-excellence.com>,

### **Required Text:**

Maxwell, M., Stobaugh, R., and Tassell, J. (2015). *Real-world Learning Framework for Secondary Schools: Digital Tools and Practical Strategies for Successful Implementation*. Bloomington, IN; Solution Tree Press.

All other course information, including demonstration videos, sample files, assignment files, etc. will be available in the course site in Blackboard..

### **Required Special Instructional Materials Needed:**

#### **Required Hardware, Software, and File Formats:**

##### **Hardware:**

- Webcam and headset with microphone
- PC/Windows-based computer with Internet Access
  - **OR** Macintosh computer with OS 10

##### **Software:**

- Microsoft Office Pro 2007 or 2010 for Windows (Word, Excel, Access, PowerPoint), web browser
- If you are a Macintosh user, you should use MS Office 2008 or 2011.
- QuickTime Player; free download from the Internet; needed to view videos on course CD
- iTunes; free download from the Internet; needed to view videos on course CD

**Media:** USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on. Or you can use a service like Dropbox to save files that will be available to you on any computer or device.

**Other materials:** Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

### **Course Rationale:**

This course is designed to follow LME 535 Survey of Educational Technology, an introduction to educational technology. This course continues instruction in the process of the integration of technology into teaching and learning.

### **Course Description:**

This course provides the student with a fundamental understanding of the uses of microcomputers and other technology in instruction and instructional management. Students will use productivity tools (word processing, databases, spreadsheets, and presentation graphics) and the Internet in designing and teaching an instructional lesson.

### **Course Objectives:**

After given appropriate software, instructional tools, and differentiated instruction information, graduate students will:

1. analyze and discuss “partnering” concepts with other class members scoring 3 or higher on the rubric.
2. develop differentiated instructional strategies scoring 3 or higher on the rubric.
3. create three original technology products scoring 3 or higher on the rubric.
4. create one PSA (public service announcement) depicting one strand of digital citizenship scoring 3 or higher on the rubric.
5. create an authentic topic lesson plan that incorporates technology at the CReaTE level 3 (or higher) and scores 3 or higher on the rubric.
6. teach an integrated technology lesson (IDP) and demonstrates K-12 pupil learning, scoring 3 or higher on the IDP scoring rubric.

### **Instructional Methods:**

Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos, field experience, teaching P-12 pupils

### **Course Topics:**

Writing instructional objectives; Developing assessments and rubrics; Overview of current technology systems and applications in education; Issues in educational technology; Productivity tools: definitions, characteristics, issues, assessment, integration strategies, lesson activities; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with other educators; Diverse needs of pupils; Differentiated instruction; Assessment of instructional technology and strategies.

**Course Disposition Statements:** (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

Level 1		Level 2	
Indicator	Description of Target Level 5	Indicator	Description of Target Level 5
<b>a. Values learning: Attendance</b>	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	<b>g. Values diversity</b>	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
<b>b. Values learning: Class participation</b>	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	<b>h. Values collaboration</b>	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
<b>c. Values learning: Class preparation</b>	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	<b>i. Values professionalism: Respect for school rules, policies, and norms</b>	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
<b>d. Values learning: Communication</b>	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.

<b>e. Values personal integrity: Emotional control</b>	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	<b>k. Values professionalism: Professional development and involvement</b>	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
<b>f. Values personal integrity: Ethical behavior</b>	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	<b>l. Values professionalism: Professional responsibility</b>	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

**Standards addressed in this course and Critical Performance Indicator:**

KTS Standard I: Content Knowledge  
KTS Standard III: Creates/Maintains Learning Climate  
KTS Standard IV: Implements/Manages Instruction  
KTS Standard V: Assesses and Communicates Learning Results  
KTS Standard VI: Demonstrates Implementation of Technology  
KTS Standard VIII: Collaborates with Colleagues/Parents/Others  
KTS Standard X: Provides Leadership Within School/Community/Education  
AASL Standard 1.1 Knowledge of learners and learning  
AASL Standard 1.2 Effective and knowledgeable teacher  
AASL Standard 1.3 Instructional partner  
AASL Standard 1.4 Integration of twenty-first century skills and learning standards  
AASL Standard 3.3: Information technology  
AECT Standard I: Design

AECT Standard II: Development

AECT Standard III: Utilization  
AECT Standard V: Evaluation  
ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity  
ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments  
ISTE Standard 3: Model Digital-Age Work and Learning  
ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility  
ISTE Standard 5: Engage in Professional Growth and Leadership  
*EPSB's code of ethics (url:*  
<http://www.kyepsb.net/legal/ethics.asp>)  
*EPSB Themes: Diversity, Assessment, Literacy, Closing Achievement Gap*

**Evaluation:** (based on accumulated points)

Orientation Activity	25
Opening Videoconference	25
3 Blogs (50 points each)	150
ID-4 Differentiation	100
TI-2	100
TS module TS-3,4, 6, 10, 11,12 (choose 1)	100
TS module TS-3,4, 6, 10, 11,12 (choose 1)	100
TS module TS-3,4, 6, 10, 11,12 (choose 1)	100
IDP (Option 1 or 2)	300
<b>TOTAL</b>	<b>1000</b>

**Grading Scale**

A = 90% = 900-1000

B = 80% = 800-899

C = 70% = 700-799

**Grades and Student Feedback:** Your instructor keeps grades on your individual grade sheet and saved in Dropbox. . You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.

**Class Time Management:** Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) You will be working on different components of your IDP throughout the semester. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

**Submission of Assignments:**

**All assignments are submitted in Dropbox.** (The IDP is also uploaded to EPS). At the beginning of the semester, your instructor will send an email to your WKU email address inviting you to open an account on Dropbox. All assignments are submitted and scored out of your Dropbox folder. If there is any reference to submitting assignments in Blackboard, this refers to other instructors in LME. **Dr. Constant uses Dropbox for all assignment submissions.**

**Emails to Instructor:**

1. Use your WKU email account for all emails in this course.
2. Emails TO the instructor should be sent to [matthew.constant@wku.edu](mailto:matthew.constant@wku.edu) OR [matthew.constant@owensboro.kyschools.us](mailto:matthew.constant@owensboro.kyschools.us)
3. ALL emails to your instructor MUST be in the following format:  
LME 537, Last Name, Topic  
Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the course number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help me with this!
4. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software (Outlook) will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
5. Please avoid emails with "humorous" attachments or emoticons, texting abbreviations, viruses by using virus-checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor. Remember that your emails are professional communication with your instructor.

**Field Experience:** Ten hours of field experience have been planned for the IDP in this course. In these ten hours you will arrange to teach the lesson, collaborate with teachers, teach the lesson, etc. The student is responsible for making

arrangements with the school, principal, teacher(s) and/or media specialist. You will provide a log and discussion of this field experience in the Personal Reflection for the final IDP.

**Naming Files:** In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Constant.TS-6.Web2.0.doc".

**Late Assignments:** Assignments submitted late, if accepted, will be graded deducting 5 points per day, including weekends, unless prior arrangements were made with the instructor. If the Instructional Design Project is submitted late, 10 points per day will be deducted unless prior arrangements were made with the instructor. ***Technology problems are not an excuse.***

**Plagiarism:** To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an "F" for the assignment and/or the course.

WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

**Participation and Communication:** Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for more than 10 days.

Students' participation grade includes completion of class assignments, reading all assigned materials, maintaining contact with the instructor, use of the Q & A Discussion board to help classmates, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: <http://www.albion.com/netiquette/index.html>.

**Disability Accommodations Statement:** "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC, A-200. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

**Definition of Key Terms used in this course:**

Difference and “Student” and “Pupil”: In this course and all course documents, the term “student” refers to YOU—students in WKU courses. The term “pupil” refers to children or students in grades preschool through twelfth grade (P-12).

IDP: The “Instructional Design Project” is a modified version of the Teacher Work Sample, a research based system of designing and teaching a lesson of instruction.

CPI - Critical Performance Indicator: A critical performance is a multi-task, learning-centered project which is critical to the academic standards and goals of a program area (in this case, the LME program). In most cases, it is the culmination of semester-long activities into one final multifaceted demonstration of mastery of the course objectives.

EPS: The Electronic Portfolio System is a database maintained by WKU College of Education and Behavioral Sciences to collect and maintain the capstone work from courses.

Modules:

Technology Skills Modules (TS)  
Instructional Design Modules (ID)  
Case Study Modules (CS)

Abbreviations commonly used by your instructor:

BB: Blackboard  
PP: PowerPoint  
DB: database  
SS: spreadsheet  
GE: Google Earth  
IDP: Instructional Design Project  
VE: video editing  
US: United Streaming  
PRE: Pre-assessment  
POST: Post-assessment

## ***Course Assignments, Projects, and Evaluation***

### **Orientation Activity (25 points)**

1. Depending on your color group assignment (see calendar), you may either be creating a blog website or updating it. So that all students will know where your blog resides, go to the course Blackboard site and reply to the Blackboard forum entitled “Your Blog Website Address”. If you are a student who needs to start your blog from scratch, see TS-3 for step-by-step instructions on this. Two parts to the About Me webpage on your blog: 15 points
  - a. Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See an instructor’s sample website at <http://margemaxwell.co.nf/>. For Web 2.0 lists or ideas you can visit [CReaTE Excellence Resources](#). You need to add three things: (1) embed an Intro using Web 2.0 tool (not just a link but embed it in the post), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.
  - b. Comment on at least two other students’ post on their About Me webpage. See due date on course calendar.
2. Completed Google Doc submission. Google Doc link can be found on Blackboard under Course Materials 5 points
3. Email with all components to instructor 5 points

### **Assignments (TS Projects; ID Module):**

Modules’ assignment information (including rubrics and directions for completing assignments) is located on Blackboard under Course Information.

Course Modules (TI = Technology Integration, ID = Instructional Design, TS = Technology Skills)

TI-2 Digital Citizenship (Part 1) or (Part 2)

ID-4 Differentiation

TS-6 Web 2.0 Tools

TS-4 Digital Storytelling

TS-8 Desktop Publishing

TS-10 Google

TS-11 Screencasting

TS-12 Infographics

**Discussion Blog Prompts 1-3:** (50 points each blog, 150 points total)

Refer to course calendar for blog discussion due dates. Rubric below will be used to grade all discussion posts and responses. Partial credit will be given.

Reading/viewing assignments and question prompts for the discussion blogs are posted in BlackBoard.

**Scoring Rubric for Blogs (partial points may be given such as 25 points)**

Points	Quality of Participation
50	<ul style="list-style-type: none"><li>• Discussion postings are submitted on time.</li><li>• Contributions are meaningful and demonstrate understanding and synthesis of ALL assigned readings and videos.</li><li>• In-depth thought and contributions that encourage intellectual growth of other participants. APA references are added for further information located by student.</li><li>• Adds significant resources such as links to articles, websites, videos, blogs, podcasts, etc. (other than assigned resources) that contribute to the week's topics and ties them into your discussion.</li><li>• Discussion postings are respectful and courteous.</li><li>• Two or more comments are added to other students' posts.</li></ul>
35	<ul style="list-style-type: none"><li>• Discussion postings are submitted on time.</li><li>• Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic.</li><li>• Adds one resource that does not significantly contribute to the week's topics or does not really tie them into the discussion. One APA reference added.</li><li>• Discussion postings are respectful and courteous.</li></ul>
10	<ul style="list-style-type: none"><li>• Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post."</li><li>• Very little evidence of having read course materials or giving any in-depth thought to the topic.</li><li>• No additional resources added.</li></ul>
0	<ul style="list-style-type: none"><li>• No contribution to discussion.</li></ul>

***LME 537 Critical Performance Indicator***

***Instructional Design Project – Part 2 (300 points)***

Develop and teach a lesson that meets the following basic requirements:

2. CReaTE levels of 3 or higher; i.e., pupils are engaged in higher level thinking with the **content** or curriculum (not just the technology)
3. Follows the IDP Template (located on blackboard)
4. Your pupils *create* a technology product from the following choices: Google Apps, Google Earth, Google Sites, Google SketchUp, Digital Storytelling (Movie Maker or iMovie), Blog Website, a valid Web 2.0 tool, Spreadsheet, or Desktop Publishing (MS Publisher, Page Plus or other desktop publishing software).

**MS Word and PowerPoint are not options for this project.**

Teaching is teaching is teaching. You may be a P-12 teacher and your unit will be designed and taught for a specified age/grade/ability level. You may work for a business, organization, a branch of the armed forces, or university; therefore, you will probably design a unit to teach adults. It could be a training session on any topic but remember that

you will be using technology to teach the topic. This IDP is not recommended for Kindergarten or first graders because of the difficulty of the required technology product. You should discuss this with your instructor if this is a problem.

This project will be developed and completed over two semester courses. You will select an authentic, real-world topic for your IDP. In LME 535 students will design the Actions part of the IDP. In LME 537 students will revise the IDP, teach the lesson, and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

How can I be successful in this project? The most important way to achieve a high score on this IDP project is to **READ THE ASSIGNMENT AND SCORING RUBRIC COMPLETELY**. Re-read each section of the assignment and rubric as you are completing it. This might surprise you and you may feel a little insulted when I say this. This assignment asks you to take a different approach to lesson planning than you are accustomed to. You are using a systematic Instructional Design approach. Be sure to follow the IDP template for this semester and the directions for this semester (not the one when you took LME 535). The number one reason some students do not achieve as a high a score as they would like is that they did not follow directions!

**Standards addressed in this course and Critical Performance Indicator:**

KTS Standard I: Content Knowledge  
KTS Standard III: Creates/Maintains Learning Climate  
KTS Standard IV: Implements/Manages Instruction  
KTS Standard V: Assesses and Communicates Learning Results  
KTS Standard VI: Demonstrates Implementation of Technology  
KTS Standard VIII: Collaborates with Colleagues/Parents/Others  
KTS Standard X: Provides Leadership Within School/Community/Education  
AASL Standard 1.1 Knowledge of learners and learning  
AASL Standard 1.2 Effective and knowledgeable teacher  
AASL Standard 1.3 Instructional partner  
AASL Standard 1.4 Integration of twenty-first century skills and learning standards

AASL Standard 3.3: Information technology  
AECT Standard I: Design  
AECT Standard II: Development  
AECT Standard III: Utilization  
AECT Standard V: Evaluation  
ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity  
ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments  
*EPSB's code of ethics (url: <http://www.kyepsb.net/legal/ethics.asp>)*  
*EPSB Themes: Closing Achievement Gap*

You will not receive a final grade if (1) you did not submit all files (IDP to EPS, and Sample of pupil's project, rubric evaluating your pupil's project, and Personal Reflection to Blackboard) and (2) you do not receive a 3 or higher on the scoring rubric. **IF YOU DO NOT MEET THESE CRITERIA, YOU MAY RECEIVE A GRADE OF "INCOMPLETE" (an X) AS YOUR FINAL GRADE.** This can be changed when you do meet these requirements but the X will remain on your transcript along with the changed grade. **A grade of A is seldom given for any Incomplete. See the LME 537 IDP Part 2 Assignment file for more information about the IDP.**