LME 448: Technology Applications in Education
Course Syllabus

| **Instructor Contact Information** | **Professor:** Dr. Angela Gunter
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Office Hours: Virtual by appointment | |

General Information

Required Text:

Instructor provided materials.

LME 448 Text: Technology and Education through Inquiry Based Learning
Learners as a text. You will do a library search and research articles from databases to help with your research.

Required Special Instructional Materials Needed: Required Hardware, Software, and File Formats:

- ❖ Computer with Internet Access
- ❖ Chrome Web browser
- ❖ Zoom
- ❖ Use Google Docs for all work.
- ❖ Use your Google Drive folder provided by your instructor
- ❖ Webcam (if you don't have a computer with built in camera)
- ❖ Microphone (if you don't have a computer with built in microphone)

Student Learning Outcomes:

We will engage in educational technology entrepreneurial advocacy in this course. We will emphasize critical thinking and problem solving in the service of the greater good. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize the following problem-based course experiences related to the isolated issue for examination.

Connections Student Learning Outcomes

How does the course meet these learning outcomes? (Align course goals to Connections SLOs)

1. Analyze issues on local and global scales. Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the "Advocacy Website". Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.

2. Examine the local and global interrelationships of one or more issues.

3. Students will utilize the Issues and Advocacy Discussion section of the "Advocacy Website" to create a Global Interrelatedness Mind Map section of the report.
4. Evaluate the consequences of decision-making on local and global scales. Students will evaluate consequences of actions when their "Advocacy Website" is completed performing a Local to Global impact evaluation to be included within the report.

Course Description:

The confluence of technology, education and entrepreneurial advocacy this course will emphasize critical thinking and problem solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an "Advocacy Website", we will utilize the following problembased course experiences related to the isolated issue for examination.

Course Products:

Connections Student Learning Outcomes	Identify the "artifact(s)" (Assignments, papers, activities, etc.) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
Example: Analyze issues on local and global scales. 1. Analyze issues on local and either national or global scales.	Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the "Advocacy Website". Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.	All student submissions of the "Advocacy Website" Issues and Advocacy will be instructor evaluated via rubric with a desired level of proficiency at 70%. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.

2. Examine the local and global interrelationships of one or more issues.	Students will utilize the Issues and Advocacy Discussion section of the "Advocacy Website" to create a Global Interrelatedness Mind Map discussion and visual section of the report.	All student submissions of the "Advocacy Website" Global Interrelatedness Mind Map discussion and visual section will be instructor evaluated via rubric with a desired level of proficiency at 70%.
3. Evaluate the consequences of decisionmaking on local and global scales.	Students will evaluate consequences of actions when their "Advocacy Website" is completed performing a Local to Global impact evaluation section of the report.	All student submissions of the "Advocacy Website" Local to Global impact evaluation section will be instructor evaluated via rubric with a desired level of proficiency at 70%.

Course evaluation will be based on accumulated points throughout the semester.

Grading Scale

Students will evaluate consequences of actions when their "Advocacy Report" is completed performing a Local to Global impact evaluation section of the report.

>   A = 90%
>   B = 80%
>   C = 70%
>   D = 60%

Grades and Student Feedback:

Your instructor keeps grades on Black Board's grade book. Feedback will be provided using Blackboard tools and email. Feedback may be provided in person and over the phone at any time by request.

Submission of Assignments: All projects are submitted by uploading them to the assignments section of Blackboard, discussion section of Blackboard or webpage as directed.

The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an

"Advocacy Website." The "Advocacy Website" will be assessed using the following outline and rubric.

1. Advocacy Website reflects on the effectiveness and impact of the activity. The website will be in the form addressing the following requirements:

>   a.   six (6) web pages minimum (you may add more)
>   b.   comment on the use of effective visual design principles to present information
>   c.   contain the following pages: Website Pages:
>   1.   Title of Educational Technology Advocacy Plan
>   2.   What About Me

3. <u>Explore</u> a Problem
4. Understand and <u>Interpret</u> the Problem
5. <u>Brainstorm</u> Advocacy Strategy
6. <u>Develop</u> Advocacy Strategy
7. <u>Test</u> your Advocacy Strategy
8. <u>Presentation</u>
9. <u>References</u>

Emails to Instructor: Communication will be addressed via email. All issues related to the course, should be asked via email.

ALL email subjects to your instructor **MUST** start with the following phrase:
   LME 448 + your last name + topic
(Example email subject: LME 448, Jones, Google Sites Assignment Question)

Instructional Methods: Discussion, technology demonstrations, discussion assignments, reading assignments, written assignments, use of computer software, applications, tutorials, and informational videos.

Course Topics:
The confluence of technology, education and entrepreneurial advocacy this course will emphasize includes critical thinking and problem solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize the following problem-based course experiences related to the isolated issue for examination.

Class Time Management: Management of your personal "class time" is one of the most difficult issues for students, especially in a hybrid class.

> **In this course you should expect to spend up to nine hours per week in class preparation and assignments to be able to complete the course in about 15 weeks.**

You are expected to login to Blackboard (https://ecourses.wku.edu) and also to check your WKU email (https://mail.wku.edu) as this is how your instructor will communicate with you. You are also encouraged to check for announcements each week. 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.

Learning Center Peer Tutoring Services:
The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit *www.wku.edu/tlc*.

Student Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source 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. For more information about the Process for Academic Dishonesty

Healthy on the Hill:

Healthy on the Hill | Western Kentucky University
Report a Positive Test Result to the COVID-19 Response Team While WKU will continue to follow guidance from public health officials and state/federal guidelines, we anticipate a return to normal operations on the Hill for the Fall 2021 semester ...
www.wku.edu

All students are strongly encouraged to get the COVID-19 vaccine. **Everyone on WKU's campuses will be expected to wear a mask indoors.** I know this will come as a disappointment to some but will allow us to continue with a normal semester in light of the spread of the Delta variant in our communities. The Task Force will continue to monitor appropriate variables and to determine when masking will again become optional for vaccinated individuals. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-7455004 (voice), 270-745-3030(TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

LME 448 Grading Scale

A	900-1000
B	800-899
C	700-799
D	600-699