

LITE 547 Integration of Educational Technology
Syllabus
May 31 – June 24, 2022

Instructor:	Dr. Jeremy Logsdon	Office:	Gary A Ransdell Hall, office 2067
Office Hours:	By appointment during summer, typically in office on Tuesdays & Thursdays		
		Telephone Number:	Off. 270-745-2207
Address:	Western Kentucky University 1906 College Heights Blvd. #61030 Bowling Green, KY 42101		
Email:	jeremy.logsdon@wku.edu	BlackBoard Website:	http://blackboard.wku.edu
Prerequisite:	LITE 537		

Required Text: No required text this semester.

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.

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Educational libraries at WKU)

Course Rationale: This course is designed to give library media specialists, educational technology specialists, teachers, or any professional development trainer a strong background in technology with particular emphasis on instructional design, integration of technology in education, and technology leadership.

Course Description: This course emphasizes the application of the principles of instructional design in the integration of technology in education and professional development.

Course Objectives:

1. The student will explain principles about Technology Leadership, Planning, and Decision Making in Schools (or school district or business) by writing a paper, and interacting in discussion with other students, scoring a 3 or higher on the scoring rubric.
2. The student will create three original technology products given appropriate software and tools scoring 3 or higher on the rubric.
3. The student will design and teach a 3-6 hour technology professional development to 3 or more educators scoring a 3 or higher on the scoring rubric.

Instructional Methods: video demonstrations, discussion forums, reading assignments, written assignments, self-reflection, use of computer software and other technology

Course Topics: Instructional Design: Models and applications in educational technology; Overview of current technology systems and applications in education; Integration of Technology in Education: definitions, characteristics, issues, integration strategies, lesson activities; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with educators in integration of technology; Diverse needs of learners in technology use; Assessment measures.

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
a. Values learning: Attendance	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.	g. Values diversity	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. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	h. Values collaboration	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
c. Values learning: Class preparation	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.	i. Values professionalism: Respect for school rules, policies, and norms	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.
d. Values learning: Communication	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.	j. Values professionalism: Commitment to self-reflection and growth	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.
e. Values personal integrity: Emotional control	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.	k. Values professionalism: Professional development and involvement	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.
f. Values personal integrity: Ethical behavior	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.	l. Values professionalism: Professional responsibility	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 II: Designs/Plans Instruction
 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 VII: Reflects/Evaluates Teaching and Learning
 KTS Standard VIII: Collaborates with Colleagues/Parents/Others
 KTS Standard IX: Engages in Professional Development
 KTS Standard X: Provides Leadership Within School/Community/Education
 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

LITE 547 Course Schedule for Summer 2022 Semester:

Link to WKU fall Academic Calendar: http://www.wku.edu/registrar/academic_calendars/documents/summer_academic_calendar.pdf

All assignments must be submitted by **MIDNIGHT** of the due date.

Red text indicates due dates.

Green text indicates where to submit assignments.

Blue text indicates hyperlinks.

Week of:	WKU Calendar Events You Should Know	Assignments and Due Dates
T 5/31	6/2 Last day of drop/add	<ol style="list-style-type: none"> Orientation Activity: <ol style="list-style-type: none"> Email Orientation Activity to Instructor no later than Thursday 6/02 Orientation email due Thursday 6/02 Email your website link to your instructor by Thursday 6/02 Email your P-12 curricular topic (some topic that you teach) for your technology products in this class by Friday 6/03 Update your website to add an LITE 547 page and two “child” pages—547 Technology Projects and TPDP; (See directions below)by Saturday 6/04 and <ol style="list-style-type: none"> Update your About Me page on your website by Saturday 6/04 Begin thinking about your TPDP. Read the assignment and email your instructor by Sunday 6/05 about your ideas for your technology training such as topic and who you may teach.
M 6/6		<ol style="list-style-type: none"> Complete one TS module of your choice by Tuesday 6/07, embed on your 547 Technology Projects page. Research Paper Forum Part 1 due Thursday, 6/09, post to Discussion Forum in BlackBoard Complete another TS module of your choice, embed on your website by Saturday 6/11
M 6/13	6/16 Last day to withdraw with grade of W	<ol style="list-style-type: none"> Email your TPDP Proposal (Parts I and II. A, B, and C of the TPDP Template) to your instructor by Monday 6/13. When you receive feedback and approval from your instructor about your TPDP Proposal, you may teach your PD. Note that you must teach the PD and finish the report by Friday June 24 Research Paper Forum Part 2 due Wednesday, 6/15, post to Discussion Forum in BlackBoard Complete TS-11 Screencast module (You will create a screencast tutorial showing how to use the technology tool that will be the subject of your TPDP.), embed on your 547 Technology Projects page by Friday 6/17 TEACH your technology PD between 6/17 and 6/23
M 6/20	6/24 Final Exam day (Last day of classes)	<ol style="list-style-type: none"> Final Due Date for Technology Professional Development Project Report — Friday 6/24/2020. This is also the final date any assignments will be accepted. Upload your TPDP to your website and email it to your instructor. Watch your email: You will be given feedback on your project. You may be given the opportunity to make revisions to improve your grade particularly if your project does not score at least a 3.0.
	6/28 Grades due by noon	

Evaluation:

Grading Scale:

A = 765-850
B = 680-7164
C = 595-679
D = 510-594

Graduate Evaluation:

Technology Professional Development Project (TPDP)	300 Points
Research Paper Forum	150
Technology Skills Modules (3 modules, 100 points each)	300
Orientation Activity & Participation	50
Website Update	50

TOTAL 850 Points

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.) Since you are given four weeks to complete the TPDP, it would not be unusual for it to take you up to 45 hours to complete the project. With an allowance of four weeks, 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 the Technology Professional Development.

Submission of Assignments:

1. WKU subscribes to TurnItIn, a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. Discussion Forums responses should be posted in the Forum posted in BlackBoard.
3. **The preferred method for submission of other assignments is to upload your assignment file through BlackBoard.**
 1. View the assignment description under Assignments in our BlackBoard course.
 2. Click on the link “View/Complete Assignment: AssignmentName” under the assignment description.
 3. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
 4. Click “Browse” and locate your assignment file on your hard drive or diskette.
 5. If you have another file to upload, click “Add Another File” and Browse to locate your file.
 6. Click “Submit” to send your file to your instructor.

Naming Files: Please name files according to the directions for each assignment on your syllabus. In general, all files submitted should begin with your last name, then a period, then the module code, and then a description of the assignment. For example,

Logsdon.TS-21.eMagazine about Oceans

Late Assignments: Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date will result in a 20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

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.

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 three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, 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.

I would enjoy the opportunity to meet you any time during the semester. If you are coming to campus for any other business or class, I hope you will call ahead to make sure I will be in so we can meet face to face.

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>.

Technical Difficulties:

If you have technical difficulties during this course with BlackBoard, TopNet, or WKU email, you can call the WKU Help Desk at 270-745-7000. However, they will not help you with using your website. They will help with logging into your website but not issues such as how to use a plugin or managing a theme.

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, room 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."

Assignments, Projects, and Discussion Forums

Orientation Activity and Participation (50 points)

1. Two parts to the About Me webpage on your website: 20 points
 - a. Post any information about yourself that you would like to share with your classmates and embed a NEW and Different Web 2.0 Introduction of yourself than the one you created in an earlier course. 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, signed Orientation Activity emailed to instructor 5 points
3. Email with all components to instructor 5 points
4. Participation (these points given after submitting your final IDP) 20 points
 - Maintaining contact with the instructor and responding to specific information request by the instructor.
 - Professional courtesy to other users in the course site.

Research Paper Forum (150 points total)

Post your original response to the prompt in the form of a short paper (3-4 pages, double-spaced, standard font and size, margins 1" all four sides) using APA writing style and references. Post your papers as attached files (MS Word format).

Forum 1: Technology Leadership, Planning, and Decision Making in Schools/Districts (100 points)

Part 1: 3-4 page paper (100 points):

- Select one of the topics below and create a 3-4 page professional paper on your findings.
- Each student should select a different topic. You need to select and claim your topic early on discussion forum by **typing your selection number and topic as the subject of a thread** (see course calendar for due date). You can go back later and post your paper. Do not duplicate topics. (You may be asked to create another paper if you duplicate a topic.) Your paper will be **professional, research-based** and include **four or more** reputable sources. You should **only** use published information that you find at the WKU Libraries, KYVL, or Google Scholar. Do not just Google the topic and do not use Wikipedia.
- Do not use personal pronouns or personal interviews.
- ALL information should be cited. This paper is not about your personal opinion or knowledge.
- Your paper should be formatted in standard APA style.
- APA writing style, citations, and references (4 or more) are required.
- References should start a new page.
- Do not create a cover page. Create a heading with your name on the left, topic number and shortened title in the center, and page number on the right.
- Save your paper with your last name, the topic number, and short title of the paper with periods between each part (no period at the end); e.g., "Logsdon.1.Conditions for Technology.doc".
- Post your papers as attached files (MS Word format [.docx] only) in the discussion forum.
- Be sure to refer to the scoring rubric below while you are writing your paper and before you submit it.

Select one of the following topics and create a 3-4 page report on your findings. Each student should select a different topic. You are encouraged to select and post your topic early on the Research Forum by typing your last name, topic number, and topic text as the subject of a thread. Do not duplicate topics.

- | | | |
|---|--|---|
| 1. Accountability: assessing technology for student learning | 9. Technology leadership standards | 19. Teacher attitudes toward technology |
| 2. Strategies for supporting teachers in effective technology integration | 10. Technology team leadership: shared decision making | 20. Use of technology in assessment |
| 3. Online courses in P-12 | 11. Engaging families in technology at schools | 21. Technology in the media center |
| 4. Technology professional development: What works? | 12. Access and equality of technology for schools | 22. Uses of technology in directed vs. constructivist teaching approaches |
| 5. Legal, social, and ethical issues and educational technology | 13. Textbooks for the future | 23. Student attitudes toward technology |
| 6. Technology and school design | 14. Funding technology in schools | 24. Research on the effect of technology on student learning |
| 7. Technology plans: basic elements and considerations | 15. Preventing digital plagiarism | 25. Changing definitions of technology literacy |
| 8. AUPs (Acceptable Use Plans); include KY Dept. of Ed. Required elements | 16. Battle for desktop control in schools | 26. Responsibilities of a school district technology coordinator |
| | 17. Technology support: do it yourself or contract? | 27. Providing a technology support line for a school district |
| | 18. Adaptive technology for special populations | |

Part 2: Response to other posts (50 points):

(50 points) Respond to two other papers posted on the forum with at least 400 words or more for each response. Post your replies within the Reply box for each reply; i.e., do not just attach a Word file. Add other professional points and at least 1 more APA reference. Each meaty response should be at least 500 words.

Scoring Rubric for Discussion Forum 1

	0 = Unacceptable 0-44%	1 = Needs Much Improvement 45-59%	2 = Needs Some Improvement 60-74%	3 = Good or Acceptable 75-94%	4 = Excellent 95-100%
Part 1	No response or less than one page response, inadequate coverage of topic, or no references;	Up to one page response; inadequate coverage of topic; one reference, not in APA style; much personal information or interviews; incorrect	1-2 page response; needs more information, two references; writing in APA style with several mistakes; some personal information or interviews; some incorrect use of typing specifications	3+ page response, adequate coverage of topic; three APA references; adequate APA style with a few mistakes; no personal information or	4+ page response; comprehensive coverage of topic; four or more APA references; excellent APA writing style; no personal information or interviews; correct typing specifications

		use of typing specifications		interviews; correct typing specifications	
Part 2	no responses to other posts	very short responses to other posts, no APA reference	1 response to other posts which does not demonstrate knowledge of content, no APA reference	2 adequate responses to other posts, one APA reference included	insightful, 2 or more in-depth, comprehensive response to other posts, one or more APA references added for each response

Website Update (50 points)

You will either create a new website or use your existing website that you created in LITE 535 or LITE 537.

1. If you use your existing Word Press website or Google Site, you will need to
 - a. Give it a whole new look and install a different theme.
 - b. You will add a page (or pages) for this course as well.
 You need a “parent” page for each LME course you have taken with “child” pages for the Technology Projects and the primary project for the course. Add a short 1-3 sentence introduction to all projects posted on your website so that the viewer knows that they are looking at. See a possible outline below.
 1. LME 535
 - a. Technology Projects
 - b. Instructional Design Project
 2. LME 537
 - a. Technology Projects
 - b. Instructional Design Project
 3. LME 545
 - a. Technology Projects
 - b. Service Learning Project
 4. LME 550
 - a. Technology Projects
 - b. Multimedia Project
 5. LME 547
 - a. Technology Projects
 - b. Technology Professional Development Project
 6. LME 737
 - a. Technology Projects
 - b. 20% Project
 - c. Update your About Me page and change your Web 2.0 Introduction.
2. If you create a new website, you need to contact your instructor for the TS-3 Create Your Own Website module.

Your website should have an attractive homepage that reflects your topic, a current and updated About Me page (with Web 2.0 introduction of yourself), a topic page for your projects, and a Bookmarking/Links page for this project. Use your creativity on this site! Your website will not be graded until the end of the course when all projects have been embedded.

Website Scoring Rubric

Feature	Points	1 Novice 1-29%	2 Apprentice 30-69%	3 Proficient 70-94%	4 Distinguished 95%
Home Page and overall website	25	Poor use of theme with no personalization; No widgets; No post on homepage or it is very short and unrelated to your website	Theme is plain and not personalized; Default widgets that are unrelated to the intent of your website and do not display original technology skills; Includes a post that is unrelated to your website	Good theme that is personalized; Adequate use of widgets that are related to the intent of your website and display original technology skills; Includes a post that gives an overview or introduction to your website	Attractive theme that is personalized with a header pictures that fits the page and appropriate to you and your theme, Excellent use of widgets that are related to the intent of your website and displays original technology skills, Interesting post that gives an introduction to your website; Updates website twice through the semester; Accomplishes all of the above on your own

About Me page	25	Less than 80 words of information about you as the author of the website and a picture or the post is not an introduction to you or no picture; No introduction of yourself using a Web 2.0 tool or it does not introduce you	80+ words of information about you as the author of the website and a picture or picture is too big or too small; Embedded introduction of yourself using a Web 2.0 tool does not work or only a link to your introduction on another webpage	100+ words of current information about you as the author of the website and a picture; Adequate inclusion of embedded introduction of yourself using a Web 2.0 tool	120+ words of current (updated) information about you as the author of the website and a picture; Excellent inclusion of embedded introduction of yourself using a new Web 2.0 tool; Accomplishes all of the above on the first attempt and on your own
TPDP Pages	25	This webpage is created but no introduction to the page or not related to the technology projects; Some required technology projects not included on the page at all; No information about the project	Very short introduction to the page or not related to the technology projects; Required technology projects not embedded; No title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project	50+ word introduction to the page; Required technology projects embedded on this webpage; Title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project	60+ word introduction to the page; Required technology projects embedded on this webpage; Title to the assignment, APA references for information (including pictures/video borrowed) included and any description needed to explain your project; Accomplishes all of the above on the first attempt and on your own.

Technology Skills (TS) Modules (100 points each)

Select modules below for a technology skill that you have NOT used or completed before. **You may propose your own technology project to your instructor to replace any of these modules. Just email your instructor with your proposal and approval.** Some of the modules may have directions that are specific to another course. You should adjust as needed for this course. For example, the Website module says to create a “Prensky Discussion” page but you will not need that in this class.

ALL PROJECTS must be about your curricular topic AND be submitted with a Multimedia Project Description Form.

TS-4: Digital Storytelling

TS-7: Spreadsheets

TS-12 Infographics

TS-17: Databases

TS-18 Augmented Reality

TS-19 Animation

TS-21 eMagazine

TS-22 Interactive Timeline

TS-23 Interactive eBook

Everyone will complete this TS module: (100 points)

TS-11: Screencasting (You will create a screencast tutorial showing how to use the technology tool that will be the subject of your TPDP.)

LITE 547 Critical Performance Indicator

Technology Professional Development Project (TPDP) (300 points)

Title of Student Performance: Technology Professional Development.

Standards addressed in this course and Critical Performance Indicator (click on the associations below to view standards):

KTS Standard II: Designs/Plans Instruction
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 VII: Reflects/Evaluates Teaching and Learning
KTS Standard VIII: Collaborates with Colleagues/Parents/Others
KTS Standard IX: Engages in Professional Development
KTS Standard X: Provides Leadership Within School/Community/Education
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

Topic: A technology skill from one of the Technology Skills modules and integration strategies

Materials Needed: Computer, Microsoft Office, other software

Task: You will design and teach a Technology Professional Development to at least three or more educators/adults.

1. The training should be for 3-6 hours that could be taught at one time or distributed over 2-3 sessions. You will teach your professional development incorporating these two requirements:
7. Teach at least one specific technology program/skill that you learned in one of the Technology Skill Modules and specific implementation strategies with P-12 pupils in curricular instruction. You will **not** teach about teacher tools such as grading programs, lesson planning tools, or formative assessment tools. You may not teach word processing or PowerPoint or any similar tool such as Google Slides.
8. Create a screencast tutorial to use in your PD for your program/skill. (TS-11)

See LITE 547 CPI file for project details, directions, and rubric.

How to take a screenshot on a Mac: <https://support.apple.com/en-us/HT201361>

How to take a screenshot on a PC: <https://www.digitaltrends.com/computing/how-to-take-a-screenshot-on-pc/>