LITE 537 Principles of Educational Technology Applications
Fall 2023 Syllabus

Instructor	Office	Phone	Email
Dr. Stephanie Jernigan	**GRH 1027** **In-Person Office Hours:** M/W 9:00-11:00am & 12:00-3:00pm; T/R 1:00-2:00pm **Online Office Hours:** Monday Evenings by Appointment	**Office:** 270-745-2604 **Cell:** 270-883-5790 (If you call or text after 9pm, you may not hear back from me until the next day.)	**Email:** stephanie.jernigan@wku.edu

Address:

Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite:

Teacher Certification or Instructor Permission
LITE 535

Required Texts:

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

Primary Course Website:

BlackBoard

Other Websites Used for this Class:

Electronic Resources from these sites will be utilized in this course:

- Kentucky Virtual Library
- WKU Portal
- KY Core Academic Standards -
- Other assorted websites related to Web 2.0 Tools as provided by the instructor.

Graduate Catalog 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/Student Learning Outcomes (SLO):

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 two 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) that demonstrates K-12 pupil learning, scoring 3 or higher on the IDP scoring rubric.

Instructional Methods and Activities:

This course is designed to follow LITE 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 and utilizes the following instructional methods:

1. Demonstrations
2. Discussions
3. Reading assignments
4. Written assignments
5. Technology demonstrations
6. Use of computer software and productivity tools, tutorials, informational videos, field experience, teaching P-12 pupils

Topics Covered in this Course:

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

Standards addressed in this course:

AASL and ISTE Standards	Alignment: Assignments/Assessments	Alignment: Student Learning Outcomes/Competencies

AASL
 	
Standard 1: The Learner and Learning
Standard 2: Planning for Instruction
Standard 3: Knowledge and Application of Content
Standard 4: Organization and Access
Standard 5: Leadership, Advocacy and Professional Responsibility
 	
AASL ELEMENTS
 	
1.1 Learner Development
1.2 Learner Diversity
1.3 Learning Differences
1.4 Learning Environments
2.1 Planning for Instruction
2.2 Instructional Strategies
2.3 Integrating Ethical Uses of Information
2.4 Assessment
3.2 Information Literacy
3.3 Technology Enabled Learning
4.3 Evidence-Based Decision Making
5.1 Professional Learning
 	
ISTE
 	
2. Connected Learner
3. Collaborator
4. Learning Designer
5. Professional Learning Facilitator
6. Data-driven Decision-maker
7. Digital Citizen Advocate
 	
ISTE Elements
 	
2a. Model
2b. Professional Learning Network
2c. Shared Goals
3a. Coaching Relationships
3b. Digital Learning Content
3c. Efficacy of Digital Learning Content
3d. Effective Use of Technology
	1. Two Create Framework Discussion Blogs (Apply Create Framework concepts in classroom scenarios)
	2. Digital Citizenship (More advanced topics; create original Public Service Announcement)
	3. TS-10: Google Apps (everyone completes)
	4. Technology module choices: complete two
	    a. TS-8: Desktop Publishing
	    b. TS-4: Digital Storytelling
	    c. TS-11 Screencasting
	5. ID-4: Differentiated Instruction
	6. ID Project: Part 2: Expand IDP lesson from LITE 535, teach, assess, and report
		1. Blog postings on their website
		2. Video PSA embedded on their website
		3. All technology projects embedded on their website
		4. All technology projects embedded on their website
		5. Word file posted on website
		6. Final IDP (Word file), student project (with names removed), and report posted on website
		7. Apply Create concepts
		8. Learn more about digital citizenship and create a PSA
		9. Learn about Google Apps
		10. Create a technology project of your choice
		11. Learn about differentiated instruction
		12. Teach and assess IDP

4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles 5a Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data		

Standards Addressed in this Course Evaluation:

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	LITE 537
Standard 1. Learner development	x
Standard 2. Learning differences	
Standard 3. Learning environments	x
Standard 4. Content knowledge	x
Standard 5. Application of content	x
Standard 6. Assessment	x
Standard 7. Planning for instruction	x
Standard 8. Instructional strategies	x
Standard 9. Professional learning and ethical practice	x
Standard 10. Leadership and collaboration	x

AASL Standards	LITE 537
Standard 1: The Learner and Learning	X
Standard 2: Planning for Instruction	X
Standard 3: Knowledge and Application of Content	X
Standard 4: Organization and Access	X
Standard 5: Leadership, Advocacy and Professional Responsibility	X

ISTE Standards Coaches	LITE 537
1. Change Agent	
2. Connected Learner	X
3. Collaborator	X
4. Learning Designer	X
5. Professional Learning Facilitator	X
6. Data-driven Decision-maker	X
7. Digital Citizen Advocate	X

WKU College of Education and Behavioral Science Dispositions:

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Course Evaluation: (based on accumulated points)
Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the education program.

Course Assignments	
Orientation Activity	50 points
2 Blogs (2 x 50 points)	100 points
Responses to 2 blogs (2 x 25 points)	50 points
ID-4 Module	100 points
TS Module 10 (Required)	100 points
TS Module Choice 1	100 points
TS Module Choice 2	100 points
TS Module Choice 3	100 points
Instructional Design Project (Part 2)	300 points
TOTAL Points	1000 points

Grading Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

Course Policies:

Late Work

<mark>All work is due before midnight on the due date.</mark> Late work is not acceptable in this course. Any work submitted after the deadline will receive a 5 point grade deduction for each day late.

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. 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.

Writing Mechanics

All written work (with the exception of blog posts) should be written in Times New Roman with font size 12 point. Written work should be double spaced, and margins should be set at 1 inch.

Good grammar and spelling are expected for all assignments. Punctuation is equally as important as grammar and spelling. Please use commas and semicolons as necessary.

Single space after period, double-spacing after periods is not acceptable when keyboarding.

APA 7 Formatting

> All papers submitted in this course should be typed and formatted according to the Publication Manual of the American Psychological Association (7th ed.). **APA style will not be taught as a part of this course**. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references. A good resource for APA 7 formatting can be found at Owl Perdue.
> https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Course Assignments, Projects, and Evaluation:

Your instructor is here to support you and help you be successful in this course! Please know that I am available and eager to help you in any way. Beyond my normal on-campus office hours, I will be available Monday evenings between 6-9:00pm for virtual office hours. Just let me know by text or email that you would like to meet, and we can work out a time to meet virtually by Zoom. If Mondays do not work for you, I would be happy to arrange another time to meet. I also will offer several virtual Zoom group Q&A sessions on Monday evenings. I'll post information about meeting times and a Zoom link in the Announcements section of Blackboard.

Orientation Activity (50 points)
Complete the Welcome-About Me Blackboard discussion board. The prompts and due date can be found in Blackboard.

Two blogs (50 points each)
The blogs are to be created in the Google Site you created for LITE 535. Directions, question prompts, response expectations, and scoring rubrics for the discussion blogs are posted in BlackBoard. Links to the blogs will be submitted for a grade in Blackboard as well as shared in a discussion board on Blackboard. Students can earn 50 extra points for giving meaningful responses to at least 2 other blogs linked in Blackboard.

ID-4 Module (100 points)
Module assignment information (including rubrics and directions for completing assignments) is located on Blackboard.

TS Modules (4 x 100 points each)
Each student is required to complete TS Module 10 as well as three other TS modules of their choice. Modules' assignment information (including rubrics and directions for completing assignments) is located on Blackboard.

Instructional Design Project Part 2 (Critical Performance Indicator)

This assignment builds on the IDP that you created in LITE 535. In LITE 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.

Students will develop and teach a lesson that meets the following basic requirements:

1. CReaTE levels of 3 or higher; i.e., pupils are engaged in higher level thinking with the content or curriculum (not just the technology)
2. Follows the IDP Template (located on blackboard)
3. 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.

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 and directions for this semester. The number one reason some students do not achieve as high a score as they would like is that they did not follow directions!

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.**

Field Work:

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. You are responsible for making arrangements with the school, principal, teachers(s), and/or media specialist. You will provide a log and discussion of this field experience in the personal reflection for the final IDP.

Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact Teacher Admissions at http://www.wku.edu/teacherservices/teacher_admissions/index.php for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.

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.) 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.

ADA Accommodation:

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.

Inclusion Statement:

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to 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. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender

identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination and 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

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 his/her own. One must give any author credit for source material borrowed from him/her. 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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.