

EDFN 5024: Utilization of Instructional Technologies (CRN 80096)

Professor: Dr. Melissa Warr
Email: warr@ulm.edu
Course Location: 100% Online **Semester:** Summer 2021
Virtual Office Hours: Thu 5-7 PM; Fri 12-2 PM or by appointment; bit.ly/WarrZoom

I. **Course Description**

(3 cr.) This course provides instruction in the selection, organization, and integration of technology-based instructional materials into instructional settings.

II. **Rationale**

This course provides students with an introduction to the selection, organization, and integration of technology-based instructional materials into instructional settings. The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the School of Education professional programs. This content course is an application level course; it supplements ELED 3015, 3016, 3017, 3018, 4061, 4065, 4066; CURR 2085, 3006, 3007, 3008, 3009, 3011, 3012, 3013, 3014, 4056, 4085 and helps build the foundations for all professional field experiences and graduate studies in instructional media. The course addresses the Louisiana Department of Education, Common Core, and International Society for Technology in Education (ISTE) standards.

III. **Course Objectives, Outcomes, and Standards:**

This course aligns with ISTE standards for Technology Director, as described here:

https://www.iste.org/docs/pdfs/ncate_version_educational_technology_directors_standards_2011.pdf?sfvrsn=4 particularly in standards 2.2; 2.3; 3.4; 4.2; and 4.3:

2. DIGITAL-AGE LEARNING CULTURE - Technology directors create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

2.2 Research-Based Learning Strategies – locate, develop, and disseminate models of face-to-face, blended, and online instruction that illustrate how technology can support standards-aligned, research-based instruction and meet the needs and preferences of digital-age learners.

2.3 Assessment and Differentiation – assist educators in identifying and implementing technology resources to support research-based differentiation and assessment practices that meet the identified needs of all students.

3. EXCELLENCE IN PROFESSIONAL PRACTICE - Technology directors promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

3.4 Current Research and Emerging Technologies - Candidates maintain in-depth knowledge of current educational research and emerging technologies and evaluate potential benefits and implementation requirements (purchase cost, training, human resources, installation, maintenance, and compatibility).

4. SYSTEMIC IMPROVEMENT – Technology directors provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources.

4.2 Program Evaluation - Candidates conduct evaluations of professional development programs, technology infrastructure, and instructional technology interventions by establishing metrics, collecting

and analyzing data, interpreting results, and sharing findings to improve staff performance and student learning.

4. SYSTEMIC IMPROVEMENT – Technology directors provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources.

4.3 Human Resource Management - Candidates hire, organize, supervise, evaluate, and retain highly qualified technology staff to advance and maintain the technology infrastructure and promote academic and operational goals.

Objectives	Conceptual Framework KSD	Assessment Strategies (VIII below)	State Standards	LCET Standards	Mastery Level
This course is designed to enable candidates to:					
1. Select appropriate media/technology to meet instructional objectives.	D1-D3, D5D, D6 A,B,C,D,F K1,K3,K4, K6 (ISTE), S1,S3, S4, S6 (ISTE)	A1a; A2a, b, c	A5	IA1, & 2, 3, 4, 5; IIC1, IIIA1, 2, 3, 5; IIIB1, 2, 3; IIIC1, 2, 3, 4; IIID2	M, Ma
2. Evaluate multimedia instructional materials to facilitate teaching and learning for diverse learners in a pluralistic society.	D1, D3, D4, K1,K4, K6, S6 (ISTE)	A1a, b; A2a, b, c	A1, A5	IA4; IIIA3, 5	M, Ma
3. Use media/technology to facilitate teaching and learning.	D1-D4, D5 A-F, D6 A-I, K1-K5, K6 (ISTE), S1-S5, S6 (ISTE)	A1a; A2a, b, c	A5	IA1, 2, 3, 4, 5; IIC1	M, Ma
4. Identify and describe how to use media/technology to extend and enhance learning for evaluation and for feedback.	D1-D3, D5D, D6 A,B,C,D,F K1,K3,K4, K6 (ISTE), S1,S3, S4, S6 (ISTE)	A1a, b; A2a, c	A5	IA5	M, Ma
5. Discuss the significant role of media in accommodating diverse learning styles: cultural, ethnic, gender, and age differences.	D1-D4, D5 A-F, D6 A-I, K1-K5, K6 (ISTE), S1-S5, S6 (ISTE)	A1a; 2b, c	A1, A5	IIIC1	M, Ma
6. Demonstrate the appropriate methods for selecting, evaluating, and	D1, D3, D4, K1,K4, K6, S6 (ISTE)	A1a; A2a, c	A5	IA1, 2, 3, 4, 5	M, Ma

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using various instructional technologies.					
7. Describe and use a systematic procedure for planning and using technology for instruction.	A-F, D1-D2, D3, D5, S4, K3, K6 (ISTE), K2-K5, K6 (ISTE) S1, S5, S6 (ISTE)	A1a; A2a, c	A1, A5	IA1, 2, 3, 4, 5	M, Ma
8. Describe current research pertaining to the use of media and technology in instruction and its impact on learning.	D1-D3, D5D, D6 A,B,C,D,F K1,K3,K4, K6 (ISTE), S1,S3, S4, S6 (ISTE)	A1a, b, c; A2a, c A1a, b, c; A2a, c	A5 A5	IIIB2 IIIB2	M, Ma M, Ma
9. Design a unit of instruction which integrates technology with the instruction.	D1-D4, D5 A-F, D6 A-I, K1-K5, K6 (ISTE), S1-S5, S6 (ISTE)	A2a	A1, A5	IA1, 2,, 3, 4, 5; IIA1, 2, 3, 4, 5	M, Ma

IV. **Primary Empirical Base:** (note, you do not need to purchase these books)

The primary empirical base for this course is integrated in an overview of topics in the field of instructional technology ranging from media production to the use of various technologies of learning. Candidates learn how to integrate instructional technology into a variety of learning environments. [see Heinich, R., Molenda, M., Russell, J. D. & Smaldino, S. (2007). *Instructional media and technologies for learning*. (9th ed.). Upper Saddle River, NJ: Merrill.]

V. **Resources and Materials:** There is no official textbook for this course. Supplemental publications to be utilized in this course include:

1. Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.)*. EdTech Books. <https://edtechbooks.org/k12handbook>
2. Trust, T. (2020). *Teaching with Digital Tools and Apps (1st ed.)*. EdTech Books. <https://edtechbooks.org/digitaltoolsapps>
3. Kimmons, R. (2019). *EdTech in the Wild*. EdTech Books. <https://edtechbooks.org/wild>

VI. **Course Topics:** The major topics to be considered are:

A. Integrating Technology in Education; B. Technology Tools; C. Technology Integration Strategies; D. Integrating Technology Across the Curriculum; E. Production of Educational Resources for Internet Access; F. Integrating the Internet in Instruction; G. Technology Tools for Enhanced Teacher Productivity.

VII. **Instructional Methods and Activities:** Methods and activities for instruction include:

- A. *Traditional Experiences:* 1. Lecture; 2. Demonstrations; 3. In-class activities
- B. *Clinical Experiences:* 1. Proposal of a course project 2. Creation of an interactive online professional portfolio (eFolio) 3. Integration of educational standards 4. Active use of a dedicated personal website

VIII. **Assessment and Grading Policy:** (See Course Schedule at the end of this syllabus for details on assignment and assessment deadlines and point values)

A. Methods:

1. Traditional Assessments: a. Knowledge and Application Exams b. Project Proposal c. Project implementation
2. Performance Assessment: a. Instructional unit proposal; b. Implementation of eFolio based on approved proposal; c. Participation in class activities and forums

B. Grading Scale:

100-94% = A 93-85% = B 84-70% = C 69-60% = D Less than 59% = F

*NOTE: You must end the semester with a final average of 80% or higher and an average of 2.00 or higher on the signature assessment and student dispositions to pass this course.

C. Attendance Expectations: Based on the online delivery of this course, students are expected to keep up with all course assignment deadlines and log into Moodle and ULM regularly to keep up with announcements and course expectations.

D. TurnItIn: All signature pieces and other significant program assignments may require submission in Moodle via Turnitin.

E. LiveText: Only the signature piece must be uploaded to LiveText to receive a final grade for the course. If you do not upload your signature piece assignment to LiveText by the deadline for submission of grades, you will receive an "incomplete" until you are able to do so.

If you have less than two years left until you complete your degree or your add-on endorsement coursework, we have negotiated a discounted price. Please follow the links below for either 1 or 2 year subscriptions:

1 year: <https://www.regonline.com/ulm1yearFEM>

2 year: <https://www.regonline.com/ulm2yearFEM>

If you have over 2 years before you complete your program or coursework, please buy your 5 year subscription directly from the LiveText website: https://www.livetext.com/purchase_membership/
ALL STUDENTS MUST PURCHASE LIVETEXT WITH FIELD EXPERIENCE MODULE (FEM).

F. Course Communication

1) Email: The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. ULM requires that all university course-related business be conducted via your ULM e-mail account.

2) Communication with instructor: Questions related to **course content and/or procedures** are encouraged and should be email to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all email submitted.

G. The ULM Student Policy Manual can be found at: <http://catalog.ulm.edu/index.php?catoid=30>

H. Make-up Policy: All work completed for this course is online and project- or participation-based. Deadlines for all assignments in the Course Schedule can be found in Moodle. Late work without a University-approved excuse (see Student Policy Manual) will be subject to the Late Work Policy as stated below.

I. **Late Work Policy:** Late assignments will be accepted at the discretion of the instructor with up to 5% deducted per day after the deadline and a zero after one week past the deadline.

J. **Online Course ethics:**

- a. **Academic Integrity:** As a student in the online environment, the major responsibility for learning rests with you. Collaborative opportunities are offered in this course, but the expectation with exams is that the work is done independently.
- b. **Plagiarism:** All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
- c. **Online Etiquette:** All online communications are expected to be well thought out and respectfully delivered. Unlike spoken conversation, the written word remains!

VIII. **Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Contact information for important ULM student services:

- * Student Success Center <http://ulm.edu/studentssuccess/>
- * Counseling Center www.ulm.edu/counselingcenter
- * Library www.ulm.edu/library
- * Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Special Accommodations for Students with Disabilities: Current policies on serving students with disabilities can be obtained at for the ULM website: www.ulm.edu/counselingcenter

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus: If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- ULM Counseling Center; 1140 University Avenue; 318-342-5220
- Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

IX. **Bibliography:** *The knowledge bases that supports course content and procedures include:*

A. Classic References:

- Bullogh, R.V. (1988). *Creating instructional materials*. Columbus, OH: Merrill Publishing Company.
- Jonassen, D.H. (1996). *Computers in the classroom*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Newby, T.J., Stepich, D.A., Lehman, J.D., & Russell, J.D. (1996). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Volker, R., & Simonson, M. (1996). *Technology for teachers*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

B. Contemporary References:

- Harmon, A. (July 3, 2000). *As computers idle in classrooms, training for teachers is the next challenge*. (New York Report). *The New York Times*, pA17(N) pB1(L) col 2 (25 col in).
- International Society for Technology in Education (2000). *National Educational Technology Standards*. Eugene, Oregon: ISTE <http://cnets.iste.org/index.html>
- Latham, A.S. (1998). *The basic problem: Identification of the basic skills all students need to acquire*. *Educational Leadership*, 55, 88.
- Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning. Available online: http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf
- MERLOT, Multimedia Educational Resource for Learning and Online Teaching: <http://www.merlot.org/merlot/index.htm>
- Overton, S.D. (1999). *Setting standards in technology education*. *Technos*, 8, 32-35.
- Peck, K. (1998). *Ready...fire...aim! Toward meaningful technology standards for educators and students*. *Tech Trends*, 43, 47-53.
- Reisberg, L. (1999). *For new graduates, road to riches is paved with computer skills*. *The Chronicle of Higher Education*, 45, A51-53.
- Roblyer, M. D. (2003). *Integrating educational technology into teaching*. Columbus OH: Merrill Prentice Hall.
- Salpeter, J. (1999). *New technology high school: Preparing students for the digital age*. *Technology and Learning*, 19, 46.

C. Key Journal:

- JOLT Journal of Online Learning and Teaching: <http://jolt.merlot.org/index.html>

Appendix

This course will help you learn to evaluate, select, and utilize digital technologies in learning contexts. The tools available for use in instructional settings constantly change. Thus, instead of focusing on specific tools, we will take a technology agnostic approach by focusing on underlying theory and applications. We will also explore current trends in educational and instructional technology.

Course elements include:

- Weekly readings and/or video lectures
- Weekly activities on course content
- Class discussions
- Signature assignment: designing a unit of instruction that utilizes various types of educational technologies

Course Schedule

The schedule is subject to change. Always check Moodle for the most up-to-date details on assignments and deadlines.

Week	Core Question	Reading (see Moodle for links)	Assignments	Signature Assignment Check
1: 6/1-6/6	What is technology and why should we care about technology and learning?	Optional: Handbook** 1.3; Misc. online resources (see Moodle)	Activity 1*; Discussion 1	1- Q & A forum
2: 6/7-6/13	How do we learn and how do we teach?	Handbook 1.1 (first half), Handbook 1.2	Activity 2; Discussion 2	2- Topic and lesson descriptions
3: 6/14-6/20	How can technology affect teaching and learning?	Handbook Section 2 (choose a chapter); Digital Tools	Activity 3; Discussion 3	3- Draft of unit proposal
4: 6/21-6/27	How do we choose which technologies to use and how to use them?	Handbook 2.9, 3.1	Activity 4; Discussion 4	4- Select content-specific technology
5: 6/28-7/4	How can we collaborate with others in an ethical way?	Handbook 3.2, 3.5, Wild	Activity 5; Discussion 5	5- Draft of Digital Tool Evaluation Table
6: 7/5-7/11	How do we support all students?	Design for Learning, Chapters 28 and 29	Activity 6; Discussion 6	6- Share five products with peers
7: 7/12-7/18	How do we use media effectively?	Misc. online resources; see Moodle	Activity 7; Discussion 7	7- Provide feedback on peers' products
8: 7/19-7/25	What is the future of educational technologies?	Misc. online resources; See Moodle	Activity 8; Discussion 8	Revise project
7/26-8/2	Signature Assignment work time: Final due 8/2			

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*Weekly activities may be broken into two (for example: 1A, 1B); total will be 30 points

**Handbook: Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.)*. EdTech Books. <https://edtechbooks.org/k12handbook>

Digital Tools: Trust, T. (2020). *Teaching with Digital Tools and Apps (1st ed.)*. EdTech Books. <https://edtechbooks.org/digitaltoolsapps>

Wild: Kimmons, R. (2019). *EdTech in the Wild*. EdTech Books. <https://edtechbooks.org/wild>

Assignments and Grading

Subject to change. See Moodle for full assignment descriptions and up-to-date information.

Assignment	Description	Due Date	Points
Activities (30 points each week)	Short assignments or quizzes on weekly content focus	Sunday nights	30 * 8 weeks = 240
Discussions (8)	Online forums on course topic	<ul style="list-style-type: none">• First post due Friday night• Two responses due Sunday night	40 * 7 = 280 (drop lowest)
Project Check-ins (8)	Weekly milestones for Signature Assignment	Sunday nights	10 * 7 = 70
Final Project	Signature Assignment: Unit of instruction with integrated technologies	Monday, 8/2	410
Total Points			1000