

# EDT 510

## Instructional Design with Emerging Technology

Fall 2012



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## Course Description

In this course, students will apply their understanding of educational technology to curriculum design process. Students will be asked to follow content area and pedagogical best practices in the design process. Special attention will be given to national standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies.

PREREQUISITE: EDT 500

FORMAT: Online

### Required Resources

1. Access to a computer (Mac or PC) with high speed Internet and administrative access in order to install software and essential plugins.
2. Microphone and headphones for the computer (either built into your computer or a headset).
3. Webcam for video recording and discussions.
4. Screen recording and editing software, such as Camtasia, CamStudio or ScreenFlow.

# Course Design

Week	Course Topics (objectives)	Assignments
0	Orientation	• Course Orientation activity
1	Introductions and National Standards (1, 4)	• National standards search and discussion
2	Emerging Technology Showcase 1 (1, 4)	• Diigo exploration and collaborative bookmarking
3	Emerging Technology Showcase 2 (1, 4)	• Diigo exploration and collaborative bookmarking
4	Research Report (1, 4)	• Reading: The NMC Horizon Report: 2011 K-12 Edition
5	Research: To Open Access or Not (1, 4)	• Reading: Crawford, W. (2008) Open Access: It's never simple.
6	Media Editing Q & A (1, 4)	• Reading: Code of Best Practices in Fair Use for Online Video.
7	Legal and Ethical issues with Media Remix (1, 4)	• Research report due
8	Research Report Presentations (1, 4)	• Review presentations
9	Research Report Presentations (1, 4)	• Review presentations
10	Project Design: Curriculum Design (2,4)	• Reading: Shores, M. (2011). Designing and Developing Lesson Plans for K-12 Classrooms.
11	Project Design: Educational Obstacles (2,4)	• Reading: Bauer, J. (2005). Towards Technology Integration in the Schools: Why it isn't happening.
12	Project Design: Authentic Problems (2,4)	• Peer review due
13	Grant Searching (3, 4)	• Project due
14	Professional Growth and Reflection (4)	• Contribute to grant wiki
15	Portfolio Sharing (4)	• Community review of reflections with comments

## Evaluation and Matching Objectives

Your assignments and grades will be securely posted in our course management system, D2L.

### 1. Research Report (35%)

Participants will create a digital research report detailing three emerging technologies within their content area. The report will include multimedia, follow legal and ethical guidelines, and be based in current peer-reviewed

research. (CF: 1.3, 1.5, 2.5, 3.6) (ISTE: 3c, 3d, 4a, 5c)

### 2. Curricular Project (35%)

Participants will design a project based upon one of the three technologies presented in the research report. Included in this grade is a peer review assignment (10%) and the final unit (25%). (CF: 1.6, 2.3, 2.7, 2.10) (ISTE: 1b, 2a)

### 3. Grant Search (15%)

Participants will complete a comprehensive list of grant opportunities for classroom technology. (CF: 3.6, 5.1) (ISTE: 5b, 5d)

**4. Attendance (15%)** Participants will contribute through reflective video journals, group work, and online activities. (CF: 2.7, 3.3, 3.6, 3.7) (ISTE: 4c, 5a)

# Course Policies

**In this course, our purpose is to come together as a community of learners.**



**Student Preparation for Online Learning.** Successful online students are very proactive in their studies and take responsibility for their own learning. Online students should consider how to manage time for the online course, how to balance personal obligations with course requirements, and how to create an effective study environment.

**Student Technical Skills.** Students should be proficient in the following: a web browser, search engines, sending and receiving email with attachments, using a word processing program (e.g. Microsoft Word), and downloading software and/or documents.

**Resources for Distance Education Students.** Visit the links below for important information and resources:

- General Student Resources:  
<http://www.wcupa.edu/distance/default.asp>
- Library Resources:  
<http://subjectguides.wcupa.edu/distance>
- Technical Support:  
<http://www.wcupa.edu/infoservices/InformationTechnology/>

- D2L Support:  
<http://wcupa.edu/infoservices/acc/problemform/>

**Discussion.** A large part of the academic environment is appreciating the ideas and criticisms of others, and in this course our purpose is to come together as a community of learners. Avoid discussing things that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the effects on others (see the undergraduate catalog for a discussion of disruptive behavior).

**Online Posting.** In this class, you will be sharing your thoughts and ideas through multimedia. An effective online discussion or reflection meets the following criteria:

- Clear understanding of the topic.
- Provides a new perspective on the topic or prompts other to respond.

- Demonstrates sensitivity to controversial issues.
- Limits writing length to avoid scrolling or reading difficulties.
- Follows English language rules and mechanics.
- Writing is formatted properly for online reading and navigation.

**Attendance Policy.** Students taking classes in an online format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom, which includes posting in a graded discussion forum, or submitting a written assignment. Postings not related to graded discussion forums or written assignments not related to the actual assignment may be reviewed and disqualified for attendance purposes.

The Office of Judicial Affairs and Student Assistance provides a notification service on behalf of students who missed classes for an extended period of time due to a medical situation or a significant family emergency. This office defines an extended period of time as three (3) or more days. If

## Continued

you meet the above criteria, please call 610-436-3511.

**Academic Integrity.** It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal

from this course.

For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Undergraduate Catalogue, the Ram's Eye View, and the University website at [www.wcupa.edu](http://www.wcupa.edu).

**Student Accommodations.** If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at [osssd@wcupa.edu](mailto:osssd@wcupa.edu).

**Excused absences policy for university-sanctioned events.**

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

**Emergency preparedness.** All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit [www.wcupa.edu/wcualert](http://www.wcupa.edu/wcualert). To report an emergency, call the Department of Public Safety at 610-436-3311.

## Instructor Information



Dr. Nadolny is an assistant professor at West Chester University. She teaches undergraduate and graduate courses in educational technology. Her current research includes a National Science Foundation / HP Grant to develop science simulations in a virtual world. She is interested in the blending of virtual and augmented reality in education. In 2010, She was awarded the E. Riley Holman Creativity Award for gaming in education.

Before she taught at WCU, she worked with the Chester County Intermediate Unit and the University of Delaware providing support to teachers using technology. Her education experience began as a middle school science teacher in Plano, Texas.

### Contact Information

Office: Recitation Hall 203-D  
Email: [lnadolny@wcupa.edu](mailto:lnadolny@wcupa.edu)  
Skype: DrNadolny  
Cell Phone: (484) 748-0001  
Website: [www.drnadolny.com](http://www.drnadolny.com)

### Office Hours

Dr. Nadolny is available in her office on Tuesdays and Thursdays from 9-11 AM, and Fridays from 1-2 PM. She is available online through Skype or her cell phone Thursdays from 8-9 PM.



## Educational Technology Standards for Teachers

This class is guided by the national standards for educational technology called the NETS-T. Learn all about them at [www.iste.org](http://www.iste.org)

1. Facilitate and Inspire Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership



## Information Literacy Standards

1.2 The information literate student identifies a variety of types and formats of potential sources for information.

2.5 The information literate student extracts, records, and manages the information and its sources.

3.3 The information literate student synthesizes main ideas to construct new concepts.

5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

## West Chester University Conceptual Framework for Teacher Education Programs

### Context

We believe:

- The reflective practitioner understands and values learning and teaching in context – including internal, cultural, social, and environmental factors – and is able to function effectively on behalf of all students.
- Formal education promotes the development of individual potential within social and environmental limits. Schools function as the foundation for social organization and democracy.
- Those who aspire to be educators in a democratic society should understand human biological, psychological, and intellectual growth and the factors that promote them. Educators should understand and be disposed to addressing the full range of challenges to the development of individuals: psychological (meaning and self-knowledge), physical, social/environmental (poverty, toxic physical environment), and cultural (racism, sexism, ableism, political inequality, commercialism).

### Program Values

We believe:

- In the fundamental importance of well-grounded knowledge for effective teaching, including subject, pedagogical, and pedagogical content knowledge.
- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.
- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.
- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.
- In providing direct experience through field based learning.

### Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.
- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

### Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.
- That the values of entrepreneurship – innovation, problem solving, partnering – are hallmarks of an effective educator.
- ★ **That a professional educator appropriately integrates technology for instruction.**
- That high standards of teaching, research, scholarship, and service are essential for faculty and students to remain at the forefront of sound educational practice and change.



## Educational Technology Online Certificate

The *Educational Technology Online Certificate* is a comprehensive set of courses that explore educational technology topics. The content within the courses are designed to meet national standards and research best practices. The conceptual understandings are based upon the Technological Pedagogical Content Knowledge (TPCK) Framework for the preparation of teachers to integrate technology. This research framework represents a culmination of educational technology theory and research over the past 30 years (for more information, see [www.tpack.org](http://www.tpack.org) and the chart below).

### Certificate Requirements (18 credits total)

EDT 500 (3): Integrating Educational Technology for Effective Instruction

EDT 510 (3): Instructional Design with Emerging Technology

EDT 517 (3): Technology &amp; Universal Design for Learning (cross listed EDA 517)

EDT 530 (3): Digital Media Production and Storytelling

EDT 540 (3): Teaching and Learning Online

\_\_\_\_\_ (3): 3-credit approved elective (see advising sheet)

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## References

### Web Resources for Online Learning

- “How to Succeed in Distance Learning Courses” Terra Community College:  
<http://www.terra.edu/academics/distanceguidelines.asp>
- “Online Study Skills Help” University of Wales, Bangor: <http://www.bangor.ac.uk/studyskills/skills/onlineskills.htm>
- “Starting Out as an Online Student” Saskatchewan Institute of Applied Science and Technology: <http://www.siastr.ca/virtualcampus/studentinfo/starting/>
- “Study Tips for Distance Learning Courses” St. Charles Community College:  
<http://www.stchas.edu/distance/studytips.shtml>
- “Tips and Strategies for the Successful Online Student” by Randy Accetta:  
<http://www.computerschools.com/interviews/elearning/>
- “Tips for Online Success” Illinois Online Network: <http://www.ion.illinois.edu/resources/tutorials/pedagogy/tips.asp>
- “What Makes a Successful Online Student?” Illinois Online Network:  
<http://www.ion.illinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>

### Curriculum References

- Erickson, H. Lynn. *Concept-based Curriculum and Instruction: Teaching beyond the Facts*. Thousand Oaks, CA: Corwin, 1998. Print.
- O'Brien, Judith Grunert., Barbara J. Millis, and Margaret W. Cohen. *The Course Syllabus: a Learning-centered Approach*. San Francisco: Jossey-Bass, 2008. Print.
- Soifer, Rena. *The Complete Theory-to-practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches*. New York: Teachers College, 1990. Print.
- Solomon, Pearl G. *The Curriculum Bridge: from Standards to Actual Classroom Practice*. Thousand Oaks, CA: Corwin, 1998. Print.
- Uden, Lorna, and Chris Beaumont. *Technology and Problem-based Learning*. Hershey, PA: Information Science Pub., 2006. Print.

### Emerging Technology References

- Brooks-Young, Susan. *Teaching with the Tools Kids Really Use: Learning with Web and Mobile Technologies*. Thousand Oaks, CA: Corwin, 2010. Print.
- Hai-Jew, Shalin. *Virtual Immersive and 3d Learning Spaces Emerging Technologies and Trends*. Hershey PA: Information Science Reference, 2010. Print.
- Hung, David, and Myint Swe. Khine. *Engaged Learning with Emerging Technologies*. Dordrecht: Springer, 2006. Print.
- Milliron, Mark D. "Emerging Insights in Technology and Education." *Community College Week* 8 Nov. 2004, sec. 3. Print.
- Pacansky-Brock, Michelle. *Best Practices for Teaching With Emerging Technologies*. Routledge, 2012. Print.
- Wheeler, Steve. *Connected Minds, Emerging Cultures: Cybercultures in Online Learning*. Charlotte, NC: Information Age, 2009. Print.