

<b>COURSE TITLE BLACKBOARD SITE</b>	MET 6213 Applied Instructional Technology Fall 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 1927
<b>INSTRUCTOR</b>	Dr. Pam Lowry Co-Director, Master of Educational Technology Program Associate Professor, Mathematics/Computer Science E-mail address: <a href="mailto:plowry@ltu.edu">plowry@ltu.edu</a> Office: S121D Office phone: 248.204.3653 Cell phone: 248.943.3733 Office hours by appointment (in person or online)
<b>SCHEDULE</b>	September 11 – December 11, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/HOURS PREREQUISITE</b>	Graduate Degree / 03 credit hours Admission / prerequisite requirements
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Instructional Design, 3 <sup>rd</sup> edition Author: Patricia L. Smith & Tillman J. Ragan Publisher: Wiley Jossey-Bass Education Year: 2005 ISBN #0-471-39353-3  Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .

### COURSE SCHEDULE FOR MET SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start	Module 0	Overview of textbook Online Learning Orientation Course Orientation	Course orientation Bb Discussion Board 0 Read Syllabus
Week of Sept 11 – Sept 16	Module 1	Chapter 1 – Introduction to Instructional Design Article(s)	-Bb Discussion Board 1 -Self Assessment Assignment -Quiz 1
Week of Sept 17 – Sept 23	Module 2	Chapter 2 – Foundations of Instructional Design Article(s)	-Bb Discussion Board 2 -Instructional Design Assignment -Quiz 2
Week of Sept 24 – Sept 30	Module 3	Chapter 5 – Analyzing the Learning Task Article(s)	-Bb Discussion Board 3 -Content Outline Assignment -Quiz 3
Week of Oct 1 – Oct 7	Module 4	Chapter 4 – Analyzing the Learner Article(s)	-Bb Discussion Board 4 -Learner Analysis Assignment -Quiz 4
Week of Oct 8 – Oct 14	Module 5	Chapter 3 – Analyzing the Learning Context Article(s)	-Bb Discussion Board 5 -Context Analysis Assignment -Quiz 5
Week of Oct 15 – Oct 21	Module 6	Chapter 7 – A Framework for Instructional Strategy Design Article(s)	-Bb Discussion Board 6 -Content Analysis Assignment -Quiz 6
Week of Oct 22 – Oct 28	Module 7	Chapter 6 – Assessing Learning from Instruction Article(s)	-Bb Discussion Board 7 -Rubric Assignment -Quiz 7
Week of Oct 29 – Nov 4	Module 8	Chapter 14 – Strategies for Attitude Learning Article(s)	-Bb Discussion Board 8 -Attitude Strategy Assignment -Quiz 8
Week of Nov 5 – Nov 11	Module 9	Chapter 15 – Strategies for Psychomotor Skill Learning Article(s)	-Bb Discussion Board 9 -Psychomotor Skills Assignment -Quiz 9

Dates	Modules	Topics / Readings	Assignments Due
Week of Nov 12 – Nov 18	Module 10	Chapter 13 – Strategies for Cognitive Strategy Instruction Article(s)	-Bb Discussion Board 10 -Cognitive Strategies Assignment -Quiz 10
Week of Nov 19 – Nov 25	Module 11	Chapter 16 (p. 295-296 “Technology’s Assistance to Integrated Curriculum Design”)	-Bb Discussion Board 11 (District Technology Plans) -Students sign up for chapter presentation
Week of Nov 26 – Dec 2	Module 12	Student Presentations	-Bb Discussion Board 12 -Student PPT and Wimba Archive Assignment -Self Review Assignment -Peer Review Assignment
Week of Dec 3 – Dec 11	Module 13	Final Project	-Final Project Assignment -Final Presentation -Final Self Review

### STUDENT EVALUATION

The course has assignments totaling 620 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

#### EXAMPLES:

Assignments	Points
Discussion Board Participation -12 weeks @ 9 pts each = 126 pts	108
Self Assessment Assignment	10
Instructional Design Assignment	15
Content Outline Assignment	20
Learner Analysis Assignment	25
Contextual Analysis Assignment	20
Content Analysis Assignment	20
Rubric Assignment	15
Attitude Strategy Assignment	15
Psychomotor Skills Assignment	15
Cognitive Strategies Assignment	15
Student PPT and Wimba Archive Assignments	36
Student Self Review Assignments	15
Student Peer Review Assignments	15
10 Quizzes	159
Final Design Document	66
Final PPT Presentation	36
Self Review	15
Total Points	620

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

*Note: Grades lower than a "B" fall below the LTU graduate standard*

## COURSE DESCRIPTION

This course is designed to provide students with the understanding of the concepts and operations of educational technology including research findings, trends, history, and future implications of new technologies. Students apply various instructional technology strategies in the design and development of units in their field.

**This course is designed to provide solid Theory, relevant Practice, and criterion-referenced Assessment.**

**Solid theory** will be established for using instructional technology/instructional design principles in teaching, training, management, and evaluation. Challenging, relevant and engaging activities and assignments will be provided so that you can engage in **relevant practice** that has been designed to increase your knowledge and skills.

**Theory and practice** opportunities will be integrated as we discover, share, discuss, and learn about new ideas and methods from external sources and from each other

**Criterion-referenced assessment** will be utilized so that students can achieve the stated objectives

## STUDENT LEARNING OBJECTIVES / OUTCOMES

**This course is designed to provide students with the knowledge and skills to:**

1. Participate actively in online discussions and share ideas, resources, and best practices
2. Identify and apply basic procedural steps in an instructional design model (e.g. ADDIE + R: Analyze, Design, Develop, Implement, Evaluate, + Revise) to a unit of instruction that includes the application of computer technology (computer, Internet, PDA, etc.) to teaching and learning.
3. Identify, explain and apply Bloom's Taxonomy for the Cognitive Domain
4. Identify, explain and apply Gagne's five learning domains and his nine events of instruction.
5. Describe technology and an internet site you use with students
6. Analyze your district (or institution's) technology plan and policy
7. Analyze, summarize and provide a PowerPoint presentation of the objectives and key content elements of one of the textbook's chapters to the class via Wimba Live Classroom
8. Design a unit that follows this design process and incorporated computer and Internet technology:
  - Analyze content, learners and context and identify the design considerations of each
  - Write behavioral/cognitive objectives
  - Match objectives to strategies and technology/media

- Construct assessment components (i.e., criterion referenced test, project, activity and rubric) that match objectives
9. Define relevant terms and theories related to Instructional Technology

### **PREREQUISITE SKILLS**

Students should have the ability to:

- Use Bb functions, including discussion forums and Wimba Live Classroom
- Think and write at the masters' graduate-level
- Produce documents in Microsoft or PowerPoint
- Conduct searches on the Internet
- Use LTU and other available library resources

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Wimba Live Classroom** – The instructor and students will be presenting in Wimba.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone calls, and Wimba.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online. Articles will be assigned periodically during the course.

**Assignments** – Discussion Boards, Self Assessment, Instructional Design, Content Outline, Learner Analysis, Contextual Analysis, Content Analysis, Rubric, Attitude Strategy, Psychomotor Skills, Cognitive Strategies, Student PPT/Wimba Archives, Self Review, Peer Review, Final Project, and chapter quizzes.

### **CLASS POLICIES AND EXPECTATIONS**

*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums, so that your colleagues may learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage your participation in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

### **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:

Online Learning Schedule						
MON	TUES	WED	THU	FRI	SAT	SUN
Read Textbook Chapter						
		Take Online Chapter Quiz				
		Participate in Weekly Blackboard Discussions				
Individual and Group Project Work - Coordinate With Colleagues						
Instructor Communication - As Needed						

### ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

All assignments are submitted using the Blackboard “Assignments” function. Some assignments may be posted to the Blackboard Discussion Forum for student comments.

### SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.