

LTU ONLINE

COURSE ELEMENT	DESCRIPTION
COURSE TITLE	Met 6213 Applied Instructional Technology (Online) – Spring 2008 (Jan 22-May 1) – http://my.ltu.edu and select CRN 3697
INSTRUCTOR	Bonnie Shellnut, PhD Phone: W:248.824.8413 C:248.390.9556 Email address: bjshellnut@sbcglobal.net Office hours by phone or online by appointment.
SCHEDULE	Class will go from January 22 through May 1 Vacations during the weeks of 3-10 and 3-24-2007 Asynchronous lectures and assignments available by each Saturday, unless otherwise announced (Participation required) Online discussions Tuesday and Thursdays. (Participation required.) See class schedule for detailed information
LEVEL / HOURS PREREQUISITE	Master's Degree / 3 semester credit hours Prerequisite requirements: Admission to program and MET6203
REQUIRED TEXT (SEE BLACKBOARD FOR ADDITIONAL RESOURCES)	Title & Edition: Instructional Design, 3rd 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: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
STUDENT RESOURCES	LTU Online student resources http://www.ltu.edu/ltuonline/currentonline.asp Course-specific information is provided in the "Course Information" area
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the LTU Help Desk, 248-204-2330 or vitrc@ltu.edu If you have technical difficulties with Blackboard, please E-mail Blackboard Support or call 248-204-3750 between the hours of 8am-5pm, Mon-Fri. Live Classroom is provided by Horizon Wimba Help number: 866-3504978.

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	<p>Please do not contact your instructor for technical assistance.</p> <p>Call the LTU University Status line at 248-204-2222 to find out about school closing, emergencies, Blackboard status, and Banner status.</p>
<p>CATALOG DESCRIPTION</p>	<p>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.</p>
<p>COURSE DESIGN</p> <p>THEORY PRACTICE ASSESSMENT</p>	<p>This course will be designed to provide solid Theory, relevant Practice, and criterion-referenced Assessment.</p> <p>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.</p> <p>Theory and practice opportunities will emerge as we discover, share, discuss, and learn about new ideas and methods from external sources and from each other</p> <p>Criterion-referenced assessment will be utilized so that students can achieve the stated objectives</p>

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COURSE OBJECTIVES	<p>This course is designed to provide students with the knowledge and skills to:</p> <ol style="list-style-type: none"> 1. Identify and apply basic procedural steps in an instructional design model (e.g. ADDIE –Analyze, Design, Develop, Implement, and Evaluate) to a unit of instruction that includes the application of computer technology (computer, Internet, PDA, etc.). 2. Identify, explain and apply Bloom’s Taxonomy for the Cognitive Domain, Gagne’s five learning domains and his nine events of instruction. 3. Describe technology and an internet site you use with students 4. Analyze, summarize and present the objectives and key content elements of one of the text chapters to the class 5. Design a unit that follows this design process: <ul style="list-style-type: none"> • 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 6. Define relevant terms and theories related to Instructional Technology 7. Participate actively in online discussions and share ideas, resources, and best practices 8. Enjoy learning and motivating students to enjoy learning
INSTRUCTIONAL METHODS	<p>The following instructional methodologies will be used in this course:</p> <p>Blackboard learning environment: Blackboard at my.ltu.edu contains the syllabus, assignments, reading/resource materials, narrated PowerPoint lectures (recorded and live), chapter quizzes, links to Web resources, and discussion forums.</p> <p>Online Forums: You are expected to participate in discussion topics each week as specified in the schedule. (Participation is required during the scheduled time.)</p> <p>Student/Instructor Communication: We will communicate via e-mail. Phone calls may be used by appointment.</p> <p>Required readings and lectures: Textbook chapters should be read and lectures attended according to the schedule outlined. Concepts from the lectures and readings will be discussed online.</p> <p>Activities and Assignments: You will demonstrate your achievement of the objectives by completing the activities and assignments according to the criteria.</p>

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EXPECTATIONS	<p>My goal is to provide a valuable, challenging, and interactive learning experience. You will help ensure that this goal is reached as you commit to the following expectations:</p> <p>Prepare thoroughly as you read the chapter and any other assigned material, listen to the recorded lectures, take notes, and review past and future chapters to see concepts in context.</p> <p>Participate as an active collaborator as you access the online forums. Contribute positively with quality comments, questions, and responses during on each one of the assigned days for the discussion. Participate during scheduled times. * If your schedule requires you to be away more than one week and you cannot participate, you should not enroll in the class.</p> <p>Provide me your correct e-mail address. Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, change your e-mail address in Blackboard under “Student Tools” and send an e-mail to bjshellnut@sbglobal.net Also, send a picture of yourself to me so that I can display it for our class mates.</p> <p>Produce assignments using Microsoft Office-compatible software (Word, PowerPoint, and Excel). DO NOT Covert Assignments to PDF because I comment within the body of the document when providing feedback.</p> <p>Present activities and assignments according to these expectations: Submit on time. Grades will be reduced by 10% for each day late (up to 30%) Use proper grammar and spelling. Submit work by via the Assignment function in Bb. (Send by email if requested. If you use email, send to (bjshellnut@sbglobal.net), put your last name and assignment title in the subject line of the email).</p> <p>DO NOT use the digital drop box.</p> <p>Familiarize yourself with the Bb. Check Bb and your e-mail daily for postings.</p> <p>This is an online course and requires that you have consistent and reliable access to a computer, the Internet, and email.</p> <p>Use APA style for guidelines for assignments. See http://apastyle.apa.org for headers, footers, insertion of tables, etc. (Cover pages are only required for major assignments.)</p>
ACADEMIC HONESTY	<p>Students who violate University rules as stated in the Academic Honor Code are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Please review the Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp</p>

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GRADING CRITERIA	<p>Course grades will be based on an accumulation of points for assignments and will be posted on Blackboard throughout the semester. Each student's final grade will be arrived at by adding the combined points achieved and dividing by the total possible to determine the percentage, which will be converted to a letter grade. See the Grading Scale for specifics. If you have a question about the scores for an assignment you submitted, please contact me by email.</p> <p>The instructor will provide students with directions and grading criteria for each of the assignments. Most assignments will be evaluated by the instructor. However, some assignments will be for completion only, others might include self-evaluation and/or peer review.</p> <p>You may be able to improve your score on selected assignments. You will be informed if that is the case. The assignment must be submitted on time to qualify for this benefit.</p> <p>Criteria regarding late and or incomplete work: Assignments late will be marked down 10% for each day late; but no more than 30% if submitted during the semesters. Participation in online discussion forums cannot be submitted late and the class has completed the discuss because these are considered the same as class attendance and required Incomplete grades are discouraged and will be given only in extreme circumstances. If you have more than one major assignment to complete, an incomplete grade will not be applied. Assignment of possible incomplete grades and a schedule for completion must be negotiated with the instructor and the Dean's office before the end of class.</p>
MY COMMITMENT	<p>I want to provide a learning environment in which you are challenged and are able to achieve the stated course objectives. I will:</p> <ul style="list-style-type: none"> Provide relevant lectures, assignments and clear assessment criteria Maintain the BB Web site with current materials Read, review and participate in forum discussions Reply to your e-mail in a timely manner Return your assignments in a timely manner and provide specific feedback Ask and obtain your permission to post or share your work with this or any other class

Expected Points: This is provided as an illustration. Total Points and % may be more or less than shown.

Course Requirements	Total Pts
On-Line & in class participation	200
Activities & assignments (objectives, self evaluation, rubric, etc.)	150
Quizzes	100-200
Mid-term test or Chapter presentation	100
School/District Technology Policy	50
Student Report of Technology Article	50
Student Led – Web Site Example	50
Design Document 1 – Analysis (50 pts per section) (handed in by section)	100
Design Document 2 – Strategies applied to content (Handed in as complete Document)	100
Final Presentation 3 – Summary of Design and sample lesson	100
	1000-1100

Grading Scale:

Total Percentage Earned	Grade	University Policy: A grade below B- in a graduate course will prohibit your enrollment in any other course that has it as a prerequisite.
93-100.0	A	
90.0-92.9	A-	
87.0-89.9	B+	
83.0-86.9	B	
80.0-82.9	B-	
77.0-79.9	C+	
73.0-76.9	C	
70.0 – 72.9	C-	
Less than 70.0	F	

Weekly participation is required. Listening to lectures, participating in online forums, attending any scheduled live meetings represent class attendance. Participation points will be allocated for each forum and live meeting. Self report, quizzes and assignments will reflect knowledge gleaned from lectures and readings. Each student's final grade will be arrived at by adding the combined points achieved and dividing by the total possible to determine the percentage, which will be converted to a letter grade.