

**EDU 250 - Instructional Technology in Education**  
**3 Credit Hours**

**Course Description:**

This course is an introduction to applications of technology which will assist in efficient management and effective learning within the school environment. Experience will be gained in the development and use of instructional applications including computers and educational software.

**Course Outcomes:**

In this course the primary focus will address Standards 6 and 11 of the Tennessee Teacher Licensure Standards for Teaching Strategies, Communication, and Technology. This course will also address as a secondary focus the other noted professional standards below:

**Secondary Objectives**

**Standard 1 – Discipline Taught**

Candidates know, understand and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

**Standard 2 – Student Learning and Development**

Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

**Standard 3 – Diverse Learners**

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**Standard 5 – Learning Environment**

Candidates use an understanding of individual and group motivation and behavior to create a

learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

#### Standard 7 – Planning

Candidates plan instruction based upon knowledge of subject matter, students, the community, and self-motivation.

#### Standard 8 – Assessment and Evaluation

Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

#### Standard 9 – Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

#### Standard 10 – Colleagues, Parents, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

#### Primary Course Objectives:

Standard 6a – Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Standard 6c – Candidates understand how cultural and gender differences can affect communication in the classroom.

Candidates understand language development, the role of language and how culture, gender, and exception learning needs affect communication in the classroom. They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.

Standard 11a – Candidates apply computers and related technologies to support instruction in use technology based resources to facilitate developmentally appropriate student learning. Candidates use technology resources to guide classroom decisions regarding student learning. They integrate instructional technology to facilitate interdisciplinary teaching and learning in

their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving activities for all students. Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum. They apply technology to analyze assessment data and to target individual student learning needs.

Standard 11b – Candidates apply technology tools to enhance professional growth and productivity; use technology in communicating, collaborating, conducting research, and solving problems; promote equitable, ethical, and legal use of technology resources.

Candidates use technology in their own learning process and to change their current educational practice. They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals. Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources. They use presentation tools in a networked environment for sharing information in multiple professional formats.

Standard 11c – Candidates use computers to run programs, access, generate and manipulate data; and publish results.

Candidates design effective environments for using and managing technology in the classroom. They are able to perform minor trouble-shooting operations. When planning units of instruction, candidates address software purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of internet resources. Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications. They model the legal and ethical use of technology resources:

- To explore different perspectives by interacting with people, as well as, resources to learn what others have researched and noted about Internet usage in the literature.
- To think critically about the issues, and gain a knowledge base that is useful for solving real world problems when teaching with the Internet.
- To contribute to the learning of others in the class in a very active way by sharing thoughts, knowledge, resources, experiences, etc.
- To engage in authentic types of learning experiences and produce projects that will be used by yourself as well as others.

### Prerequisites and Corequisites:

None

### Course Topics:

The course is organized around 18 lesson topics organized into five modules. Each module includes materials presented on web pages, study guides, assignments and class discussions on your reaction to the materials presented. Topics for study include:

Module 1	Teacher as Instructional Designer
	1.1 Teacher as Instructional Designer 1.2 Designer Prerequisite Skills 1.3 Instructional Activities and Instructional Media 1.4 Computers in instructional Technology
Module 2	Technology for the Teacher
	2.1 Reference Tools 2.2 Productivity and Management Tools 2.3 Collaborative Tools 2.4 Presentation Tools
Module 3	Technology for the Classroom

	3.1 Communication Tools (Individual) 3.2 Communication Tools (Group)
Module 4	Technology for the Student
	4.1 Reference Tools 4.2 Anytime Anywhere learning (ALL) 4.3 Mobile Devices 4.4 Apps
Module 5	Technology in the Future
	5.1 New Technology for Teachers 5.2 New Technology for Classrooms 5.3 New Technology for Students 5.4 My Crystal Ball Says...

The course requirements include observations of classrooms and the development of lesson plans and teaching materials.

**Specific Course Requirements:**

Course requirements are identified below under the topic "Assessment and Grading".

### Required Textbooks:

Please visit the [Virtual Bookstore](#) to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

### Hardware and Software Requirements:

Minimum hardware requirements can be found [here](#).

Minimum software requirements can be found [here](#).

### Common applications you might need:

To read a PDF file download the latest version of [Adobe Reader here](#)

Don't have Microsoft Word? Explore an alternative [OpenOffice here](#)

Accessing a PowerPoint file? Download the [PowerPoint Viewer here](#)

### Web Resources:

Purdue [OWL Online Writing Lab](#) (for APA, MLA, or Chicago style)

The Writing Center [Online Writer's Handbook](#)

### Student Resources:

- Technical support information can be found on the [TN eCampus Help Desk](#) page.
- Smarthinking virtual tutoring is available **FREE** of charge. to access Smarthinking, visit the course homepage and select Smarthinking under Course Resources. You also

view [sample sessions](#) to see what Smarthinking offers and how it works.

- Information on other student issues or concerns can be located on the [TN eCampus Student Resources](#) page.

#### Instructor Information:

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information. You can expect to receive a response from the instructor within 24-48 hours unless notified of extenuating circumstances.

#### Testing Procedures:

The course has no tests. Students will be evaluated on the quality of the assignments submitted.

To help you keep up with the points you have earned print out the Course Outline web page.

#### Grading Procedures:

#### Discussion Procedures:

Participation in the on-line discussions is part of your final grade. Discussion boards are found under Discussions on the Navigation Bar. You must participate with constructive comments on a regular basis. The instructor will have access to all message board discussions and will periodically monitor the communications in order to assess your participation. There is a specially designated discussion board where you will have the opportunity to ask and answer questions (Discussion Board - Course Content and D2L Questions). The instructor expects not only questions from students but also student attempts to resolve questions through discussions.

## Evaluation Procedures:

Your grade in Instructional Technology in Education will be determined by the following procedure. As you complete activities and class work submit the materials to the instructor for evaluation as directed in the assignment. The instructor will evaluate your materials and award points. Points awarded are viewable by clicking on Grades on the Navigation Bar. The instructor will also include comments clarifying his evaluation.

**GRADED DISCUSSIONS** - 12 topics X 20 pts. max. each and 2 topics X 50 pts. max. each = 340 pts. max.

Discussion participation will be evaluated by your participation in class discussions in making relevant comments to the class and responding to the posts of others on the Discussion Board(s) for each module. The Graded Discussions can be accessed under Discussion on the Navigation Bar. Complete discussion topics and submission information can be found in the Lectures (look for the "green" boxes). Comments should contain opinions concerning the topic but should also demonstrate knowledge of the subject gained through in-class and out-of-class study. Discussion topics include:

- DISC 1 - Most important step in instructional design
- DISC 2 - Teaching and learning
- DISC 3 - Student characteristics
- DISC 4 - Use of computers in instruction
- DISC 5 - Your Internet connection
- DISC 6 - Useful Internet sites
- DISC 7 - Lesson plans reviews
- DISC 8 - Finding podcasts for your classroom
- DISC 9 - Finding videos for your classroom
- DISC 10 - Social networking in the classroom
- DISC 11 - Virtual schools for K-12 students
- DISC 12 - Study aids for students
- DISC 13 - Finding apps for your classroom
- DISC 14 - My crystal ball says

In these assignments the instructor introduces a topic in the Lessons for each module. The instructions for each discussion are also listed in the Lessons. You are to study the topic and then post the results of your study on the Discussion Board(s) for each module. (After entering your comments, don't forget to click Post, located on the right side of your page.) All discussions must be completed by the due date listed in the Calendar. Because of the nature of the discussions, late posts are not accepted.

**ACTIVITIES** - 10 assignments X 50 pts. max. each and 3 assignments X 100 pts. max. each = 800 pts. max. (Also see Portfolio below)



Activities will be evaluated as to accuracy, neatness, and completeness. The instructions for each assignment are listed in the module Lessons. The Activities are submitted using the course Dropbox located on the Navigation Bar. The due date for each assignment is listed in the Calendar. Activity topics include:

- ACT 1 - Personal philosophy of education
- ACT 2 - Behavioral objectives
- ACT 3 - Design a lesson
- ACT 4 - Set up a Google account
- ACT 5 - Set up an iGoogle account
- ACT 6 - Set up a LiveBinder or Evernote account
- ACT 7 - Journal review on best practices in classroom presentations
- ACT 8 - Create a blog
- ACT 9 - Journal article review
- ACT 10 - Create a social networking account
- ACT 11 - Create a digital story
- ACT 12 - Research a topic
- ACT 13 - Case study - recommending technology
- ACT 14 - Portfolio

In these assignments the instructor introduces a topic in the module Lessons. The instructions for each activity are also listed in the Lessons. (Look for the "green" boxes in the Lessons) You are to study the topic and then follow the instructions for completing the assignment. To submit your work, type your completed assignment in Word, save the assignment as a file on your computer. Go to

the Dropbox, open the appropriate box and attach the summary to the box. (Don't forget to click the Send button on the right side of your page.)

To receive full points the assignment must be submitted by the assignment due date listed in the calendar. Drop box assignments may be submitted after the due date to the Late Box and until the cutoff date with penalty. No assignments will be awarded points if submitted after the cutoff date. All activity assignments must be submitted to the dropbox. Assignments placed in the email will not be accepted.

**PORTFOLIO** - 1 activity x 300 pts. max. = 300 pts. maximum

The portfolio will be evaluated as to neatness, organization, and completeness. The portfolio is expected to demonstrate the student's depth of activity during the course. Instructions for the Portfolio

assignment are given under Major Assignments at the bottom of the Course Content page. Students are encouraged to gather support materials throughout the course term. The Portfolio is usually the last item to be submitted at the end of the term. To receive full points the Portfolio must be submitted by the assignment due date listed in the calendar. Drop box assignments may be submitted after the due date to the Late Box and until the cutoff date with penalty. No assignments will be awarded points if submitted after the cutoff date. All activity assignments

must be submitted to the dropbox. Assignments placed in the email will not be accepted.

PARTICIPATION = 260 pts. maximum

Participation will be measured by your participation in the Discussion Board - Teacher's Lounge forum. Points will be awarded on the quality of posts to the forum. To receive full points you should make a minimum of three meaningful posts per week and replies must be made within seven days of an original post. These posts can be new topics or replies to the posts of others. The posts should include a level of content reflective of your study of a topic or information that you have discovered as a result of your reading and study. Points for Participation will be awarded at the end of the term.

Total Points = 1700 pts. maximum

Times and Dates:

All times shown in this course are U.S. Central Time (GMT -6). Candidates are encouraged to match their computer's time to the time displayed in D2L. Assignments become available at 1:00 AM and are due at 11:59 PM on the day specified in the course Calendar.

The official dates for the availability of materials and the submission of assignments is the Calendar on the Navigation Bar. The instructor reserves the right to adjust the calendar as circumstances demand. Changes in the course calendar will be announced in the Discussion Board - Course Content and D2L Questions.

**Grading Scale:**

Grades will be assigned according to the number of points you have accumulated.

A	1530 - 1700 Points
B	1360-1529 Points
C	1190-1359 Points
D	1020-1189 Points
F	Below 1020 Points

### Assignments and Projects:

Assignments are identified in the module lessons and a summary provided in Getting Started - Course Outline and under the topic Assessment and Evaluations in each module. You are expected to read the module web pages for each lesson and any related textbook chapters and course assignments and activities. Assignments are marked in the Lessons by being placed in a "green" box. Assignments are placed in either the Discussion Board or the Dropbox according to the instructions provided.

Assessments are shown in the Assessments area on the Navigation Bar.

You are expected to read the entire Syllabus before beginning the course and address any questions of concerns about the course to the instructor on the Discussion Board - Content and D2L Questions.

### Class Participation:

You are expected to participate in all interactive aspects of the course. For example, you must communicate with other candidates via e-mails and discussion board exchanges. You are expected to communicate with your instructor on a regular basis and check the course

Discussion Board - Content and D2L Questions daily for announcements. You must actively participate in threaded discussion events. Students are expected to work at a pace conducive to collaborative learning, that is, don't work too far ahead or too far behind the group. The class is designed to support student interaction.

#### Late Policy:

You are encouraged to work at your own pace; however, deadlines are placed on class activities and assignments. You should become familiar with the Calendar to determine when materials are due and adjust your study schedule accordingly. In the graded discussion, once a deadline has passed you will be prevented from making new submissions. Activity materials submitted after the "cut off" date will not be accepted. Candidates that turn in assignments at the "last minute" do so at the risk of not receiving credit due to technical or content deficiencies.

#### Course Ground Rules:

*The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:*

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND  
COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEMWIDE STUDENT RULES  
CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

[Read the document in its entirety here.](#)

#### **1. Standards of Conduct:**

- Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the

discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

## 2. [Review the TN eCampus Academic Integrity/Academic Honesty Policy:](#)

- In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

### **Other Course Rules:**

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace
- Keep abreast of course announcements
- Use the assigned course management (Brightspace) email address rather than a personal email address
- Address technical problems immediately:
  - [Contact Technical Support](#)
  - [View Term Calendar here](#)
- Observe course netiquette at all times.

**Guidelines for Communications:**

### Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

### Discussions:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

### Library:

The [Tennessee Virtual Library](#) is available to all students enrolled in TN eCampus programs and courses. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will be included within the course modules. To access the Virtual Library, go to the course homepage and select the **Virtual Library** link under Course Resources.

### Students with Disabilities:

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must

receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

#### Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

#### Disclaimer

The information contained in this syllabus is for general information purposes only. While we endeavor to keep this information up-to-date and accurate, there may be some discrepancies between this syllabus and the one found in your online course. The syllabus of record is the one found in your online course. Please make sure you read the syllabus in your course at the beginning of the semester. Questions regarding course content should be directed to your instructor.