LME 448: Technology Applications in Education
Course Syllabus – Spring 2009

Instructor: Elizabeth Romero
Email: elizabeth.romero@wku.edu
Office: Garret Conference Center, 104B
Address: Western Kentucky University
1906 College Heights Blvd. #71030
Bowling Green, KY 42101-1030
Office Hours: By appointment
Prerequisite: none

Course Websites: http://ecourses.wku.edu; http://www.wkulme.com

Required Text: No textbook required this semester. You will need to do library search and research articles from databases to help with your research.

Required Special Instructional Materials Needed:
Required hardware: PC/Windows-based computer with Internet Access

Required Hardware, Software, and File Formats:
Hardware:
• PC
Software:
• Microsoft Office Pro XP, 2003 or 2007 for Windows (Word, Excel, Access, PowerPoint), Web browser
File Format:
• All Word files must be submitted as .doc, docx or .rtf.

Media: USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.

Other materials: Teaching materials (teacher’s guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

Course Rationale:
This course introduces the process of the integration of technology into teaching and learning. Students will be exposed to a variety of computer and video technology used in current school systems and theories of their applications.

Course Description:
This course is designed to provide instruction in the basic theory, evaluation and application of educational technology in the classroom.

Course Objectives:
1. Students will create research papers and discuss educational technology topics and concepts in an interactive discussion forum scoring 3 or higher on the rubric.
2. Students will evaluate educational classroom videos for Level of Teaching Innovation and justify their selection scoring 3 or higher on the rubric.
3. Students will create two original technology products of their choice given appropriate software and tools scoring 3 or higher on the rubric.
4. Students will create a multimedia collection and learning plan that incorporates technology and meets the LoTi 3 requirements and scores 3 or higher on the rubric.

Instructional Methods:
Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software, tutorials, and informational videos.

Course Topics:
Educational Technology: definition and origin; Overview of current programs and applications in education; Issues in educational technology; Design and produce various media for instruction, training, and presentation; Identify and apply the most appropriate media to a variety of instruction; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with other educators; Diverse needs of pupils; Assessment of instructional technology and strategies.

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science’s new disposition statements.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description of Target Level 5</th>
<th>Indicator</th>
<th>Description of Target Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Values learning: Attendance</td>
<td>Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.</td>
<td>g. Values diversity</td>
<td>Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.</td>
</tr>
<tr>
<td>b. Values learning: Class participation</td>
<td>Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.</td>
<td>h. Values collaboration</td>
<td>Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.</td>
</tr>
<tr>
<td>c. Values learning: Class preparation</td>
<td>Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.</td>
<td>i. Values professionalism: Respect for school rules, policies, and norms</td>
<td>Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.</td>
</tr>
<tr>
<td>d. Values learning: Communication</td>
<td>Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.</td>
<td>j. Values professionalism: Commitment to self-reflection and growth</td>
<td>Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.</td>
</tr>
<tr>
<td>e. Values personal integrity: Emotional control</td>
<td>Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.</td>
<td>k. Values professionalism: Professional development and involvement</td>
<td>Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.</td>
</tr>
<tr>
<td>f. Values personal integrity: Ethical behavior</td>
<td>Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.</td>
<td>l. Values professionalism: Professional responsibility</td>
<td>Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.</td>
</tr>
</tbody>
</table>

**Standards addressed in this course and Critical Performance:**

Kentucky Experienced Teacher Standards,
- Standard I: Designs/Plans Instruction
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard V: Reflects/Evaluates Teaching/Learning
- Standard VI: Collaborates with Colleagues/Parents/Others
- Standard VIII: Knowledge of Content
- Standard IX: Demonstrates Implementation of Technology

American Association of School Libraries (AASL),
- Standard 9.0 Instructional Leadership. The ability to serve as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning

Association of Educational Communications and Technology (AECT),
- Standard 1: design conditions for learning
- Standard 2: development of instructional materials and experiences
- Standard 3: utilization of processes and resources for learning
- Standard 5: evaluation of the adequacy of instruction and learning

International Society of Technology Education (ISTE)
1. Technology operations and concepts
2. Planning and designing learning environments and experiences
3. Teaching, learning, and the curriculum
4. Assessment and evaluation
5. Productivity and professional practice
6. Social, ethical, legal, and human issues

Course Schedule for Spring 2009 Semester is available on BlackBoard
Link to WKU Spring Academic Calendar: http://www.wku.edu/Dept/Support/AcadAffairs/Registrar/spring/calendar.html

Class Time Management:
Management of your personal “class time” is one of the most difficult issues for students, especially in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face, online, or hybrid course. You are expected to login to Blackboard (https://ecourses.wku.edu) and also to check your WKU email (https://mail.wku.edu) daily as this is how I communicate with you. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face.

Submission of Assignments:
1. WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. All projects are submitted by uploading them to the assignments section of Black Board (except the final CPI)
   a. View the assignment description under Assignments in our BlackBoard course.
   b. Click on the link “View/Complete Assignment: AssignmentName” under the assignment description.
   c. Type a comment to your instructor about your assignment. It may not submit if you do not type something.
   d. Click “Browse” and locate your assignment file on your hard drive or flash drive.
   e. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
   f. Click “Submit” to send your file to your instructor.
   g. If need extra help to learn how to post assignments in Blackboard, look at this video tutorial.
2. Your final CPI must be submitted to the Electronic Portfolio System. See instructions under the Critical Performance description below.

Emails to Instructor:
1. Only personal issues will be addressed via email. All issues related to the course, should be asked in the open forum named DISCUSSION BOARD in Blackboard.
2. ALL emails to your instructor MUST be in the following format:
   LME 448, Last Name, Key word of topic
   Emails without this format will be answered late or even non answered (especially if lacks subject). I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost. Please help me with this!
3. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations.
4. Please avoid emails with "humorous" attachments or emoticons, viruses by using virus checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor.

Naming Files: Please name files according to the directions for each assignment on your syllabus. In general, all files submitted should begin with your last name, then a period, then a description of the assignment.

Late Assignments: Assignments turned in after due dates during the semester will result in a 10% reduction per day unless prior written arrangements were made with the instructor. Any assignments turned in after the last due date (see course calendar) will result in a 20% reduction per day unless prior written arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

Plagiarism: To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] without
giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an “F” for the assignment and/or the course.

WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

**Participation and Communication:** You ARE a part of an online class, i.e., you are not expected to meet in a classroom but to interact in an online environment as often as you need to complete the tasks. **Therefore, online participation is required.** Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time.

Students’ participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Discussion Board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: [http://www.albion.com/netiquette/book/index.html](http://www.albion.com/netiquette/book/index.html).

**Disability Accommodations Statement:** "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

**Course Assignments, Projects, and Evaluation**

**Course Evaluation:** (based on accumulated points throughout the semester)

<table>
<thead>
<tr>
<th>Course Projects</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Writing our Textbook</td>
<td></td>
</tr>
<tr>
<td>Writing a paper</td>
<td>100</td>
</tr>
<tr>
<td>Editing a book chapter</td>
<td>200</td>
</tr>
<tr>
<td>Quiz 1 (over a selected Chapter of Textbook)</td>
<td>50</td>
</tr>
<tr>
<td>Project 2: Writing Instructional Objectives</td>
<td></td>
</tr>
<tr>
<td>Instructional Objectives Tutorial</td>
<td>50</td>
</tr>
<tr>
<td>Quiz 2 (over Bloom’s Taxonomy)</td>
<td>50</td>
</tr>
<tr>
<td>Project 3: Assessing Technology Integration</td>
<td></td>
</tr>
<tr>
<td>Videos’ assessment</td>
<td>100</td>
</tr>
<tr>
<td>Quiz 3 (over LoTi articles)</td>
<td>50</td>
</tr>
<tr>
<td>Project 4: Creating a Multimedia Collection</td>
<td></td>
</tr>
<tr>
<td>Technology Skills Part 1 (TS-1)</td>
<td>25</td>
</tr>
<tr>
<td>Technology Skills Part 2 (TS-2)</td>
<td>25</td>
</tr>
<tr>
<td>Critical Performance Indicator (CPI)</td>
<td>300</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

- A = 90% =900-1000
- B = 80% =800-899
- C = 70% =700-799
- D = 60% =600-699

**Grades and Student Feedback:** Your instructor keeps grades on BlackBoard’s grade book. Feedback will be provided using the Discussion Board. Feedback may be provided in person at any time by request.
Rubrics:

Participation (50 points, given at the end of the semester)
1. Assisting to face-to-face initial meeting (see course calendar on Blackboard)
2. Participation in Discussion boards including the Q&A Discussion Board.
3. Completing and turning in assignments on time.
4. Maintaining contact with the instructor.
5. Maintaining positive professional attitude. (No derogatory comments concerning other students or the instructor will be tolerated on the public discussion board. This type of comment should be addressed privately to the individual in concern only.)

Writing our textbook (250 points, in two part project):

Individual Paper: 2 pages paper (100 points):
We will generate our own content for this course. Read the guidelines for this project posted in BB.

Group Editing: Collaborate with classmates assigned and generate a compilation of papers (150 points): We will generate our own content for this course. Read the guidelines for this project posted in BB.

Topics assigned to students and detailed guidelines for Writing our Textbook are listed in BB.

Scoring Rubric for Writing our Textbook

<table>
<thead>
<tr>
<th></th>
<th>0 = Unacceptable</th>
<th>1 = Needs Much Improvement</th>
<th>2 = Needs Some Improvement</th>
<th>3 = Good or Acceptable</th>
<th>4 = Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Paper</td>
<td>Less than one page, inadequate coverage of topic, or no references;</td>
<td>Up to one page; inadequate coverage of topic; one reference, not in APA style;</td>
<td>2 pages; needs more information, two references; writing in APA style with several mistakes;</td>
<td>2 pages, adequate coverage of topic; four APA references; adequate APA style with a few mistakes</td>
<td>2 pages; adequate coverage of topic; written in an insightful way; four APA professional references; excellent APA writing style and citations</td>
</tr>
<tr>
<td>(up to 100 point)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Group Editing</td>
<td>No integration, no editing only copy-paste of information from individual papers, no new references added;</td>
<td>Very short new information, no APA references; no evidence of logic in the compilation; no demonstration of adequate knowledge of content topic;</td>
<td>Some new insights; limited demonstration of adequate knowledge of content topic, key elements of individual content papers are missing; less than four references; no APA style (or several mistakes);</td>
<td>Adequate integration of topic in chapter, four references with no APA mistakes;</td>
<td>Insightful, the logic of the outline is clear and is easy to follow; in-depth, comprehensive paragraphs linking the articles in the Chapter; four or more APA references included;</td>
</tr>
<tr>
<td>(Up to 150 points)</td>
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</tbody>
</table>

Critical Performance Indicator (CPI): Multimedia Collection and Learning Plan (300 points)

Purpose: This assignment will ask you to tie everything you have learned in this class into a culminating presentation. You will need to develop this presentation with an audience in mind and develop a learning plan for accomplishing your objectives.

Product Task: Develop a multimedia collection and learning plan that meets the following requirements:
   a. LoTi level of 3 or higher
   b. Uses the two products of your choice you created (TS projects)

Email your selection of topic, age/grade/ability level, setting, and who your audience would be to your instructor by due date (see course schedule in BlackBoard).

Standards addressed in this course and Critical Performance Indicator (click on the associations below to view standards):
- Kentucky Experienced Teacher Standards
- American Association of School Libraries (AASL)
- Association of Educational Communications and Technology (AECT)
- International Society of Technology Education (ISTE)
Process for Submission, Evaluation, and Feedback:
1. Submission of **Multimedia Collection and Learning Plan** to instructor by the due date (see course schedule.)
   a. Submit only one file for your CPI to EPS (Electronic Portfolio System). See the link in External Links in the BlackBoard course site.
   b. Put all instructional worksheets, assessments, and rubrics at the end of the learning plan file in an Appendix.
2. The instructor will score your CPI and email you.
   a. If the CPI is scored below 3.0,
      i. the instructor will email the student with opportunity to revise if there is time.
      ii. The student sends revisions to the instructor or declines the opportunity. Please make all revisions in **Bold RED**.
      iii. The instructor scores the CPI again and gives feedback to the student.
3. When your CPI receives a score of 3.0 or better, you are encouraged to upload your CPI to the EPS again.
   First, remove all color from revised text on your CPI so that all text is black.

TO RECEIVE A FINAL GRADE FOR THE COURSE, YOU MUST COMPLY WITH BOTH OF THE FOLLOWING:
1. Receive a score of 3 or higher (225 points or more) on this Critical Performance Indicator.
2. The CPI must be uploaded to the **Electronic Portfolio System** prior to receiving a grade for the course.

IF YOU DO NOT MEET BOTH OF THESE CRITERIA, YOU MAY RECEIVE A GRADE OF “INCOMPLETE” (an X) AS YOUR FINAL GRADE. This can be changed when you do meet these requirements but the X will remain on your transcript along with the changed grade.

**ASSESSMENT RUBRIC FOR CPI**

<table>
<thead>
<tr>
<th></th>
<th>1. Indicator Not Met; Needs Much Improvement</th>
<th>2. Indicator Partially Met; Needs Improvement</th>
<th>3. Indicator Met; Acceptable</th>
<th>4. Exceeds Indicator; Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation (up to 30 points)</td>
<td>Presentation is missing one of the three components, does not include a handout.</td>
<td>Presentation includes three forms of media and handout. Is not hyperlinked between each other.</td>
<td>Presentation includes three forms of media, separate handout, and all supporting media such as movies and graphics. Hyperlinks present but may not work</td>
<td>Presentation includes three forms of media, is well laid out, all functions work well to support the message. Text is legible and does not clash with background. All pictures, sounds, hyperlinks, and extras work with little effort. Contains no more than 2 typos.</td>
</tr>
<tr>
<td>Organization (up to 30 points)</td>
<td>Organization is confusing. More than ten typos or misspellings.</td>
<td>Organization is poor; information does not make sense. Five to ten typos.</td>
<td>Organization is good but still leaves the learner a little confused. 3 to 4 typos.</td>
<td>Organization is excellent, one can see why the developer chose each form of media and the content makes sense. Less than three typos.</td>
</tr>
<tr>
<td>Goal and Objectives (up to 30 points)</td>
<td>Goal/objectives missing or vague.</td>
<td>Goal/objectives makes some sense and is related to the activity. Not four part objective or less than three objectives.</td>
<td>Goal is clear, shows the purpose of the activity, and can be broken down into three objectives. Three objectives follow four-part template.</td>
<td>Goal is clear, shows the purpose of the activity, and can be broken down into objectives. Three objectives follow four-part template. On first try.</td>
</tr>
<tr>
<td>Context (up to 30 points)</td>
<td>No context is provided.</td>
<td>Age and/or grade is provided. Activities leading up to activity is missing OR learner has not identified what skills</td>
<td>Age and grade of student is provided. Activities that lead up to this activity is well-described. Learner has</td>
<td>Age and grade of student is provided. Activities that lead up to this activity is well-described. Learner has</td>
</tr>
<tr>
<td><strong>LoTi LEVEL</strong> (up to 60 points)</td>
<td>The lesson plan reflects a LoTi 0 or 1 level</td>
<td>The lesson plan reflects a LoTi 2 level</td>
<td>The lesson plan reflects a LoTi 3 level</td>
<td>The lesson plan clearly reflect a LoTi 3 level or higher</td>
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<tr>
<td>Classroom Setup (up to 30 points)</td>
<td>Classroom setup is missing or vague</td>
<td>Classroom setup includes some components to how the classroom should be arranged but not all. Some parts left out.</td>
<td>Classroom setup includes all components to how the classroom should be arranged. Each arrangement connects directly with the activity.</td>
<td>Classroom setup includes all components to how the classroom should be arranged. Each arrangement connects directly with the activity. On first try.</td>
</tr>
<tr>
<td>Classroom Materials (up to 30 points)</td>
<td>Classroom materials are missing or vague.</td>
<td>Some classroom materials present or many classroom materials do not connect with the activity.</td>
<td>Classroom materials are clearly presented. Each item is directly connected to the activity. It is clear why the material is needed.</td>
<td>Classroom materials are clearly presented. Each item is directly connected to the activity. It is clear why each item is needed. On first try.</td>
</tr>
<tr>
<td>Activity Description (up to 30 points)</td>
<td>Activity is missing or vague</td>
<td>Some steps are presented but missing at least two steps. Uses bottom three levels of Bloom’s Taxonomy.</td>
<td>All steps are presented clearly. It apparent what the instructor needs to do next. Uses one of the top three levels of Bloom’s Taxonomy.</td>
<td>All steps are presented clearly. It apparent what the instructor needs to do next. Uses one of the top three levels of Bloom’s Taxonomy. On first try.</td>
</tr>
<tr>
<td>Rubric (up to 30 points)</td>
<td>Rubric is missing or vague.</td>
<td>Criteria for success are partially described. Only one or two categories. Not in the form of a table.</td>
<td>Criteria for success is clearly stated in the form of a rubric using qualitative and quantitative measures and several categories.</td>
<td>Criteria for success is clearly stated in the form of a rubric using qualitative and quantitative measures and several categories. On first try.</td>
</tr>
</tbody>
</table>

1 Detailed information is located in the Blackboard course site