



LDR 735 Instructional Technology in Curriculum and Instruction

Term: Fall 2019

Time: Online with online Google Meets at times selected by students

Location: Google Meet Link

- To join the video meeting, click this link: <https://meet.google.com/mir-iqfc-qsz>
- Otherwise, to join by phone, dial +1 414-439-0215 and enter this PIN: 101 729 513#

Professor Contact Information

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Course Description

An exploration and evaluation of instructional technologies and their use in campus classrooms, online classrooms, and in leadership training. An emphasis is placed on using technologies and instructional practices that foster the active engagement of learners in instructional settings. Appropriate context and best practices in the use of current and developing technologies are examined. 3 credit hours.

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity,

race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is designed to explore the deployment of technology in curriculum development and classroom instruction. Upon successful completion of this course students should be able to:

1. design instructional experiences aligned to best practices in the deployment of instructional technologies in the classroom and leadership training context. [IDOE Standards 2.2 and 2.5]

Instructional Design

Students will explore instructional technology through course readings, virtual lectures and presentations, group discussions, independent research, and projects.

Online Learning Center

The Online Learning Center (OLC) at <https://elearning.oak.edu/> provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

- Johnson, A. (2013). *Excellent online teaching: Effective strategies for a successful semester online*. Place of publication not identified: Aaron Johnson. (Free with Amazon Kindle Unlimited)

- Lencioni, P. (2004). *Death by meeting: A leadership fable about solving the most painful problem in business*. San Francisco: Jossey-Bass A Wiley Imprint.
- Vai, M., & Sosulski, K. (2016). *Essentials of online course design: A standards-based guide*. New York: Routledge.

Resources

- Eng, N. (2018). How to design an engaging syllabus. (Free to download from Amazon via [Link to E-Book](#))

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Teaching Online Courses Overview	<i>Read Vai & Sosuluki Ch 1-2</i> 1.1 Attend Course Orientation 1.2 Instructor Welcome Video
2	Best Practice	<i>Read Johnson (whole book)</i> 2.1 Attend Group Discussion 2.2 Reflection of Best Practice
3	Syllabus Drafting	<i>Read Eng E-Book</i> <i>Read Vai & Sosuluki Ch 9</i> 3.1 Attend Group Discussion 3.2 Syllabus for Sample Course
4	Constructing Learning Opportunities	<i>Read Vai & Sosuluki Ch 5-7</i> 4.1 Attend Group Discussion 4.2 Learning Sequence Assignment/Course Schedule
5	Constructing Assignments	<i>Read Vai & Sosuluki Ch 8</i> 5.1 Attend Group Discussion 5.2 Assignment Construction
6	Communication Methods	<i>Read Vai & Sosuluki Ch 10</i> 6.1 Attend Group Discussion 6.2 Communication Article Summary

7	Technology Tools	<i>Read Lencioni first half</i> 7.1 Attend Group Discussion 7.2 Technology Toolkit
8	Online Learning Management Systems	<i>Read Lencioni second half</i> 8.1 Present Course during Discussion 8.2 Submit Online Course from Course Sites

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation and Engagement	80 points
Assignments (1.2-7.2)	70 points
Final Project	100 Points
Total	250 Points

Participation and Engagement

Students are expected to attend the Google “Live” Meetings at the time agreed upon by the students and the professor. The purpose is to have a more rich discussion than a typical discussion forum would allow in less time than writing and responding to discussion forums.

Learning Outcome: Upon successful completion of this learning activity students should be able to design instructional experiences aligned to best practices in the deployment of instructional technologies in the classroom and leadership training context. [IDOE Standards 2.2 and 2.5]

Assignments

All assignments are tiered in such a way that one builds upon the next as they work their way up to the final course project.

- ❑ **1.2 Instructor Welcome Video:** The student will design an instructor welcome video using a web 2.0 software tool that could be used in a future online course.
- ❑ **2.2 Reflection of Best Practice:** The student will read and research best practices in online course delivery and reflect on how they connect to their own experience as a student in the online environment.
- ❑ **3.2 Syllabus for Sample Course:** The student will develop a syllabus for the sample course they plan to teach. A template will be provided and the student should base their development off the readings in the Eng Textbook.

- ❑ **4.2 Learning Sequence Assignment/Course Calendar:** The student will develop a learning sequence plan that will culminate in a course calendar for the sample course.
- ❑ **5.2 Assignment Construction:** The student will construct a minimum of one assignment with rubric and work samples.
- ❑ **6.2 Communication Article Summary:** The student will review textbooks, scholarly articles, and other sources to connect their personal experiences to best practice in online course delivery when it comes to communicating with students.
- ❑ **7.2 Technology Toolkit:** The student will design a top 10 list of web 2.0 tools that they plan to use in their online course. The student will defend their rationale for the selection of these 2.0 tools.

Learning Outcome: Upon successful completion of this learning activity students should be able to design instructional experiences aligned to best practices in the deployment of instructional technologies in the classroom and leadership training context. [IDOE Standards 2.2 and 2.5].

Final Project

The overall goal of the final project is to give the student the experience of developing an online course. The student will sign up for a free account on coursesites.com which is a blackboard platform. While it is not expected to course will be comprehensive, there are some parameters that will be met for a full score. The final project will be defended during the final week of the course in the online Google Meet.

Learning Outcome: Upon successful completion of this learning activity students should be able to design instructional experiences aligned to best practices in the deployment of instructional technologies in the classroom and leadership training context. [IDOE Standards 2.2 and 2.5].

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

A = 97-100%	B+=89-92%
A- =93-96%	B=85-88%
	B- 81-84%

Graduate Grading System			
Points	Grade	Value	Definition
	A	4.0	Superior
	A-	3.7	Excellent
	B+	3.3	High Average

	B	3.0	Average
	B-	2.7	Low Average
00-00	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	WP		Work in Progress 3-years limit
	W		Withdrawal Official Approval

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

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Many software publishers provide educational discounts to instructor and students. It can be helpful to explore the software offerings of companies like Adobe, Apple, and Microsoft for discounted applications.

Anderson, Terry, ed. 2008. *The Theory and Practice of Online Learning*. 2nd edition. AU Press. ISBN: 9781897425084. Free PDF eBook available at: http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf.

Bates, Anthony W. 1999. "Avoiding the Faustian Contract and Meeting the Technology Challenge." Chapter 10 in *Managing Technological Change*. Jossey-Bass. ISBN: 9780787946814. URL: http://media.johnwiley.com.au/product_data/excerpt/18/07879468/0787946818.pdf.

eClassroom News: Technology News for Today's Teacher. URL: <http://www.eclassroomnews.com/>.

EDUCAUSE: Multimedia. URL: <http://www.educause.edu/research-and-publications/multimedia>.

eSchool News Staff. 2014. "6 Ways to Make Digital Content Universally Accessible." *eClassroom News*: 12 June 2014. URL: <http://www.eclassroomnews.com/2014/06/12/6-ways-to-make-digital-content-universally-accessible/>?

Instructional Technology Council. URL: <http://www.itcnetwork.org/>.

International Society for Technology in Education. URL: <https://www.iste.org/>.

Journal of Research on Technology in Education. URL:
<http://www.tandfonline.com/loi/ujrt20#.U5zIIzox-Uk>.

Journal of Technology and Teacher Education. URL: <http://site.aace.org/pubs/jtate/default.html>.

Manning, Susan, and Kevin E. Johnson. 2011. *The Technology Toolbelt for Teaching*. Jossey-Bass. ISBN: 9780470634240.

Pacansky-Brock, Michelle. 2012. *Best Practices for Teaching with Emerging Technologies*. Best Practices in Online Teaching and Learning Series. Routledge. ISBN: 9780415899390.

Pitler, Howard, Elizabeth R. Hubbell, and Matt Kuhn. 2012. *Using Technology with Classroom Instruction that Works*. 2nd edition. Mid-continent Research for Education and Learning. ISBN: 9781416614302.

SMART Technologies. "SMART Boards." URL: <http://smarttech.com/>.

THE Journal: Transforming Education Through Technology. URL: <http://thejournal.com/Home.aspx>.

Vai, Marjorie, and Kristen Sosulski. 2011. *Essentials of Online Course Design: A Standards-Based Guide*. Routledge. ISBN: 9780415873000.

Depth of Knowledge

Depth of Knowledge (DOK) defines the complexity or depth of understanding what is required to answer an assessment question. Each level of complexity measures a student's depth of knowledge. Here are a few keywords as well as descriptors for each depth of knowledge level.

<p>Know/Remember "The recall of specifics and universals, involving little more than bringing to mind the appropriate material."</p> <p>Comprehend/Understand "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	<p>Identify Illustrate Label Locate List March</p>	<p>Select State Summarize Tabulate</p>	<ul style="list-style-type: none"> • Label locations • Describe the features of a place/people • Identify figurative language in reading passage
<ul style="list-style-type: none"> • Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps <p><u>Bloom</u> Apply "Uses information in another familiar situation" (Executes - Carries out a procedure in a familiar task) (Implements - Uses a procedure in an unfamiliar task)</p>	<ul style="list-style-type: none"> • Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate 	<ul style="list-style-type: none"> • Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use 	<ul style="list-style-type: none"> • Solve routine multiple – step problems • Describe non – trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and condition • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior
<ul style="list-style-type: none"> • Level of Complexity (measures a student's Depth of Knowledge) 	<ul style="list-style-type: none"> • Key Verbs That May Clue Level 		<ul style="list-style-type: none"> • Evidence of Depth of Knowledge

<ul style="list-style-type: none"> ● Level 3 Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity <p><u>Bloom</u> Analyze "Breaking information into parts to explore understanding and relationship."</p> <p>Evaluate "Checks/Critiques - makes judgements based on criteria and standards."</p>	<ul style="list-style-type: none"> ● Appraise Assess Cite Evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish 	<ul style="list-style-type: none"> ● Examine Explain How Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support 	<ul style="list-style-type: none"> ● Solve non – routine problems ● Interpret information from a complex graph ● Explain phenomena in terms of concepts ● Support ideas with details and examples ● Develop a scientific model for a complex situation ● Formulate conclusions from experimental data ● Compile information from multiple sources to address a specific topic ● Develop a logical argument ● Identify and then justify a solution ● Identify the author’s purpose and explain how it affects the interpretation of a reading selection.
<ul style="list-style-type: none"> ● Level 4 Extended Thinking Requires an investigation, time to think and process multiple conditions of the problem. Most on - demand assessments will not include Level 4 activities. <p><u>Bloom</u> Synthesize "Putting together elements and parts to form a whole."</p> <p>Evaluate "Making value judgements about the method."</p>	<ul style="list-style-type: none"> ● Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Design and conduct an experiment that requires specifying a problem; report results/solutions. ● Synthesize ideas into new concepts ● Critique experimental designs ● Design a mathematical model to inform and solve a practical or abstract situation. ● Connect common themes across texts from different cultures ● Synthesize information from multiple sources

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasserri, the 504 coordinator at 812-749-1483 or by email: knasserri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU).
- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

- * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Use of Inclusive Language** – Students are expected to use non-sexist, non-racist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

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- Community service through positive leadership.

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University's mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

- 1. Skills (Hands)**
 - 1.1 Technological skills
 - 1.2 Pedagogical proficiency
- 2. Disposition (Heart)**
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and collaboration
- 3. Knowledge (Head)**
 - 3.1 Knowledge of student

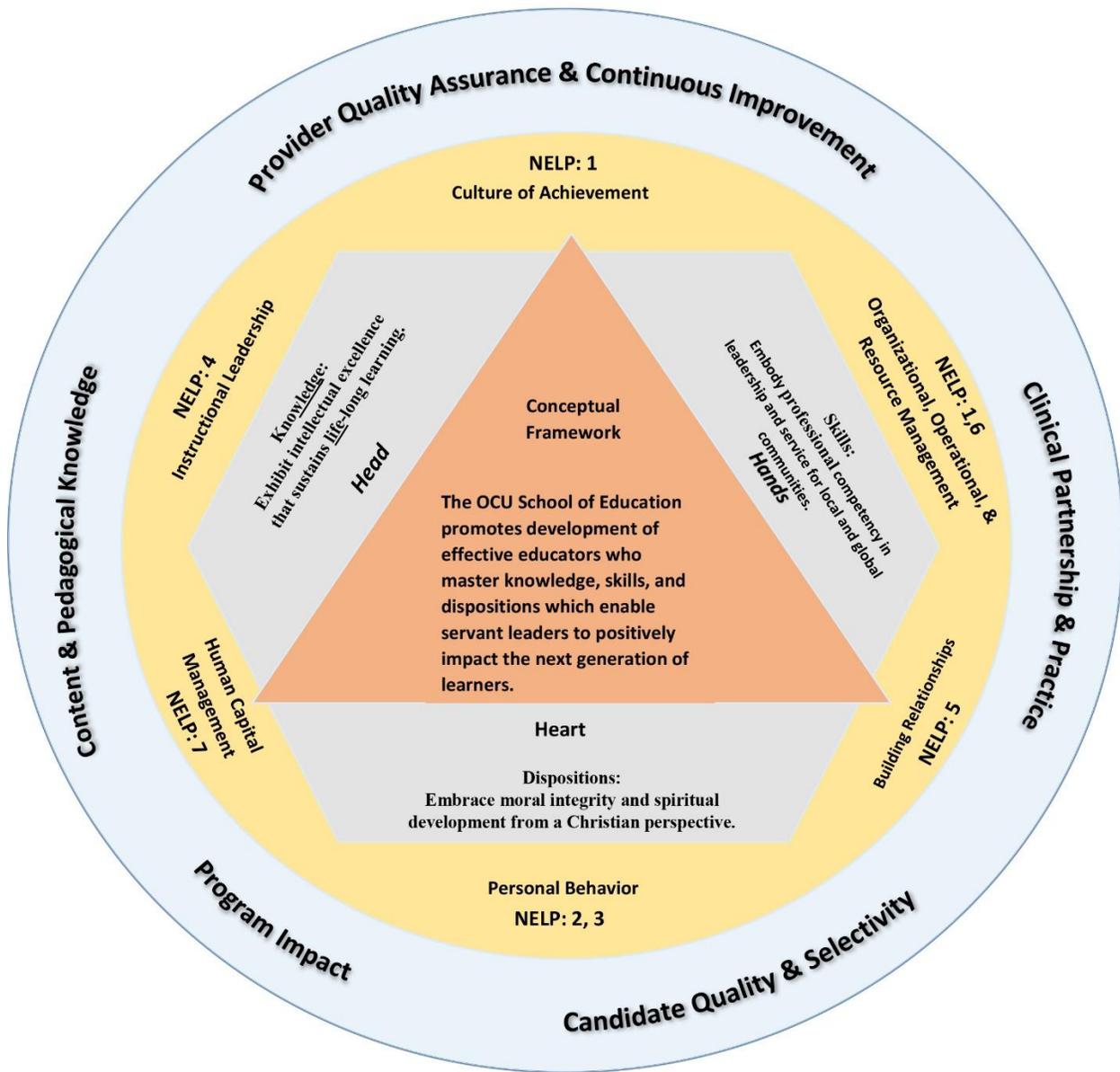
3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

- Culture of Achievement
- Organizational, Operational, and Resource Management
- Personal Behavior
- Human Capital Management
- Instructional Leadership

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:

Advanced Conceptual Framework



Orange	School of Education Mission Statement
Gray	School of Education Mission and Oakland City University Mission
Yellow	National Educational Leadership Preparation (NELP)
Light Blue	CAEP

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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