Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

EDUC 629
TECHNOLOGY AND DIVERSITY

COURSE DESCRIPTION

This course focuses on the nature of individual learners as it impacts instructional design with the use of technology in education. Specifically, the course covers topics on tools, methods and approaches to meet learning needs of children with special learning, those of differing socioeconomic and cultural backgrounds, and those of varying learning styles and preferences. The course attempts to bridge the gap between theoretical implications and practical applications of diversity considerations in the context of educational technology integration.

RATIONALE

Leaders focusing on educational technology design and management must be aware of the changing demographic landscape of education today. Students from backgrounds rich in culture, socioeconomic status, learning ability, and learning preferences differences beg the need for efforts in developing effective means for planning individual learning experiences. Issues of awareness, design and effective application and implementation become important in this light. This course focuses on these very issues.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available free to Liberty University students.)
D. ILRC Resources

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:
A. Design and implement technology enhanced learning opportunities in consideration of the diverse needs of students, to include adaptive and assistive technologies.

B. Develop plans for improving institution-wide awareness of effective means of engaging students from diverse backgrounds using technology-enhanced learning practices.

C. Communicate research on best practices related to applying appropriate technology resources to affirm equitable access to learning in consideration of diversity and address cultural and language differences.

D. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

V. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board forums (4)

The student will complete 4 discussion board forums throughout the course; each forum consists of a thread and a reply, with the exception of the last forum which requires no reply. The thread is the student’s response to the instructor’s prompt and the reply is the student’s response to another student’s thread. The thread should be a minimum of 250 words, and replies should be a minimum of 100 words each. Appropriate citations are expected to be included.

D. Blog Entries (4)

The student will complete a blog activity in modules 1, 3, 5, and 7. Each blog entry focuses on a specific topic and students are encouraged to write about related aspects of educational technology. Each blog activity will be completed in 2 parts: the student will post an initial blog entry in response to the prompt, and then comment on at least 2 peers’ initial blog entries.

E. **Technology Implementation Plan**

The student will develop a diversity awareness and technology integration plan for meeting diverse learning needs in an educational or training learning environment. This assignment will be completed in 6 parts:

**Part 1: Vision, Mission, Goals**

The student will locate educational technology standards and create the vision, mission, and goals for a Technology Implementation Plan based on those standards.

**Part 2: Needs Assessment**
The student will create a needs assessment for their local district considering cultural diversity, special needs, and varying socioeconomic groups in their analysis.

Part 3: The Planning Process

The student will address each of the needs identified in part 2 including changes necessary for environment, engagement, application, and tools.

The student will interview an Instructional Technologist or Technology Resource Teacher, submit a transcript of the interview in a word document, and incorporate what was learned into the planning process.

Part 4: Implementation

The student will submit a timetable, budget and professional development plan. The student will also create 1–3 lesson plans showing how to integrate technology at the classroom level for each diversity. The lesson plan(s) must address cultural diversity, special needs, and varying socioeconomic groups.

Part 5: Executive Summary / Digital Presentation

The student will complete the table provided in the template and describe in 2–4 paragraphs how every goal has been met through the plan.

The student will create a brief 5-6 slide PowerPoint / Prezi / Keynote digital presentation that summarizes each part of the TIP plan.

Part 6: Completion

The student will submit the completed TIP and a reference page including at least 5 sources used in the writing of the overall plan.

Professional Affiliation

The student is expected to present evidence of active student membership in ISTE, AECT or an approved equivalent. Option: Twitter account with at least five education leaders and/or organizations followed for furthering professional development network.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Blog Entries (4 at 45 pts ea)</td>
<td>180</td>
</tr>
<tr>
<td>Technology Implementation Plan</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>50</td>
</tr>
<tr>
<td>Part 2</td>
<td>100</td>
</tr>
<tr>
<td>Part 3</td>
<td>125</td>
</tr>
<tr>
<td>Part 4</td>
<td>200</td>
</tr>
</tbody>
</table>
Part 5 75
Part 6 50
Professional Affiliation/Twitter Account 20
Total 1010

B. Scale
D- = 730–749  F = 0–729

C. LiveText Submission Policy
Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy:
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VII. Bibliography
**COURSE SCHEDULE**

**EDUC 629**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| Week 1      | Hamilton: chs. 1, 2, 11  
              Spector: chs. 66, 67  
              1 presentation | Course Requirements Checklist  
              Advising Guide Quiz  
              Class Introductions  
              Blog Entry 1 | 10  
|              |                  |             | 0  
|              |                  |             | 0  
|              |                  |             | 45  |
| Week 2      | Hamilton: chs. 3, 4, 12  
              Spector: chs. 7, 9  
              1 presentation | DB Forum 1  
              TIP: Part 1 | 50  
|              |                  |             | 50  |
| Week 3      | Spector: chs. 31, 33, 53  
              1 presentation | Blog Entry 2  
              TIP: Part 2 | 45  
|              |                  |             | 100 |
| Week 4      | Hamilton: chs. 5, 6, 14  
              Spector: ch. 70  
              1 presentation | DB Forum 2  
              TIP: Part 3 | 50  
|              |                  |             | 125 |
| Week 5      | Spector: chs. 32, 34, 36  
              1 presentation | Blog Entry 3  
              Professional Affiliation | 45  
|              |                  |             | 20  |
| Week 6      | Hamilton: chs. 7, 8, 9, 10  
              Spector: chs. 29, 62  
              1 presentation | DB Forum 3  
              TIP: Part 4 | 50  
|              |                  |             | 200 |
| Week 7      | Spector: chs. 38, 51  
              1 presentation | Blog Entry 4  
              TIP: Part 5 | 45  
|              |                  |             | 75  |
| Week 8      | Hamilton: ch. 13  
              Spector: ch. 59 | DB Forum 4  
              TIP: Part 6 | 50  
|              |                  |             | 50  |

**TOTAL 1010**

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.