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 631
FOUNDATIONS OF EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

COURSE DESCRIPTION
An introduction to the historical, theoretical, and philosophical foundations of educational technology and online learning systems; an overview of education technologies including online, classroom, and administrative; and an examination of effective techniques for teaching and learning within these systems.

RATIONALE
Foundations of Educational Technology and Online Learning gives the candidate a well-rounded introduction into one of the fastest growing fields in school systems today. This course creates a solid foundation of historical precedence and theoretical framework in the field. Thus, it gives the student the foundational tools required to become a successful contributor in the field of Educational Technology.

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 Office
D. Headset with microphone
E. Webcam or device capable of recording digital video (such as smart phone)
F. Screen-recording software (e.g., Camtasia, Camstudio, Pointcast, Captivate, etc.)
G. Student membership to ISTE, AECT, or an approved equivalent

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Develop a professional development program emphasizing the social, legal, and ethical issues related to technology use in the learning environment as well as managing student learning with technology through a mentorship model of support.

B. Research, identify, and implement strategies related to professional development enabling the sustainability of technology use in the school learning environment encompassing school, district, and community representation.

C. Analyze significant events in the history of technology in education with critical analyses of the current and future trends in the rapidly growing field.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

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

C. Video Discussion Board Forums (7)

The candidate will complete 7 Video 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 candidate’s response to the instructor’s prompt, and the reply is the candidate’s response to another candidate’s thread. The thread must be at least 250 words, and the replies must be at least 100 words each. Additionally, 1 of the 3 required posts for each Discussion Board Forum must be in video format. If the thread is video-based, it must be less than 2 minutes, and if 1 of the replies is video-based, it must be less than 1 minute.

D. Literature Review Annotated Bibliography

The candidate will submit an annotated bibliography in current APA format that includes at least 7 scholarly, peer-reviewed resources from Liberty’s online databases. Beneath each citation, the candidate must summarize the article in 1–2 paragraphs using his/her own words. The candidate must also include a brief description (2–5 sentences) of how he/she intends to use each reference in the final paper.

E. Distance Education Lesson

The candidate will develop a Distance Education Lesson that teaches a new technology skill. This lesson will be evaluated on effective objective development, technology integration, and assessment practices. The candidate will also present this lesson to the class using Blackboard and Camtasia (or other learning development software).

F. Literature Review Rough Draft
The candidate will submit a rough draft of his/her final paper to obtain feedback from the instructor.

G. Professional Affiliation

The candidate will present evidence of active student membership in ISTE, AECT, or a similar equivalent.

H. Literature Review Paper

The candidate will write a 12–15-page Literature Review in Educational Technology professional development that specifically addresses current trends and issues in the field. The paper must include at least 7 references and adhere to current APA formatting.

I. Final Exam

The candidate will take a Final Exam. It is a 1–2-page essay that will require the candidate to discuss his/her philosophy of technology in education.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Video Discussion Board Forums (7 at 60 ea)</td>
<td>420</td>
</tr>
<tr>
<td>Literature Review Annotated Bibliography</td>
<td>60</td>
</tr>
<tr>
<td>Distance Education Lesson</td>
<td>160</td>
</tr>
<tr>
<td>Literature Review Rough Draft</td>
<td>80</td>
</tr>
<tr>
<td>Professional Affiliation</td>
<td>20</td>
</tr>
<tr>
<td>Literature Review</td>
<td>160</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- 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.
## COURSE SCHEDULE

### EDUC 631

Textbooks: Simonson et al., *Teaching and Learning at a Distance* (2012).  
Spector et al., *Handbook of Research for Educational Communications and Technology* (2007).

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Simonson et al.: chs. 1–2  
Spector et al.: chs. 1–2  
1 presentation | Course Requirements Checklist  
MAT/MED Advising Guide Quiz  
Introduce Yourself  
Video DB Forum 1 | 10  
0  
0  
60 |
| 2           | Simonson et al.: chs. 3–4  
Spector et al.: chs. 18, 29  
1 presentation | Video DB Forum 2 | 60 |
| 3           | Simonson et al.: chs. 5, 7  
Spector et al.: chs. 14, 31  
1 presentation | Video DB Forum 3  
Research Paper Annotated Bibliography | 60  
20 |
| 4           | Simonson et al.: chs. 6, 8  
Spector et al.: ch. 26  
1 presentation | Video DB Forum 4  
Midterm Exam | 60  
100 |
| 5           | Simonson et al.: ch. 9  
1 presentation | Video DB Forum 5  
Distance Education Lesson | 60  
160 |
| 6           | Simonson et al.: ch. 10  
Spector et al.: ch. 19  
1 presentation | Video DB Forum 6  
Research Paper Rough Draft | 60  
20 |
| 7           | Simonson et al.: chs. 11–12  
1 presentation | Video DB Forum 7  
Professional Affiliation | 60  
20 |
| 8           | 1 presentation | Research Paper  
Final Exam | 160  
100 |

**TOTAL**: 1010

DB = Discussion Board

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