

SAMPLE COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 730

TECHNOLOGY PRACTICE FOR INSTRUCTIONAL IMPROVEMENT

I. COURSE DESCRIPTION

A study of technology practices as they impact the effectiveness of the education process and support educational activities including administration, instruction, service to students and parents and support activities. Specifically, this course will examine means at which professional educators can use technology for personal, professional and pedagogical use; especially those technologies (hardware, software and otherwise) associated with communication (computer-mediated and other), business productivity, online publishing, and current trends and future perspectives.

II. RATIONALE

Technology usage has been focused on by society at large and educational institutions in particular (higher learning and those in the field) as a solution to perceived problems and deficits in learning. With the advent of computer-mediated communication systems such as the Internet, the pace at which education is expected to adopt technology both as a target of curriculum and as a pedagogical approach to learning has increased. It is vital that educators at all levels understand the role technology plays in the essentialist expectation of educational practice (as a curricular goal), the role technology plays in the actual practice of teaching and learning as an agent of access, and the role technology plays in the assistance in the day-to-day functioning in the profession of education.

III. PREREQUISITES

Graduate standing and admission to the School of Education

As stated in the Liberty University Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

- Johnson, L., Adams, S., and Cummins, M. (2012). The NMC Horizon Report: 2012 Higher Education Edition. Austin, Texas: The New Media Consortium. (wp.nmc.org)
- Johnson, L., Adams, S., and Cummins, M. (2012). NMC Horizon Report: 2012 K-12 Edition. Austin, Texas: The New Media Consortium. (wp.nmc.org)
- A USB flash drive (1 GB recommended) or a portable external hard drive.

V. MEASURABLE LEARNING OUTCOMES

The student will be able to:

- A. demonstrate and apply knowledge of terms associated with educational computing and technology
- B. critically engage current literature and synthesize concepts in the broad area of technology use for educational practice.
- C. develop an integrated plan using technological integration practices, with respect to planning for a diversity of learners
- D. evaluate and outline web sources in his or her area of expertise for pedagogical and professional knowledge use
- E. develop a WebQuest style instructional plan engaging students in an inquiry-based model of learning
- F. use emerging technologies in professional and pedagogical practice
- G. demonstrate familiarity with ethical practices as related to technology use

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.

A. PRE-COURSE ASSIGNMENTS

These are due at the beginning of the first intensive session.

- I.A.1. Glossary Quizzes (3):** This requirement simply seeks to provide students with a base knowledge of terms and phrases commonly used in the context of current technologies. This requirement will employ the use of online quizzes to encourage students' absorption of these terms.
- I.A.2. Literature Review Presentation Preparation:** Work with teams collaboratively to identify themes and gather sources for the literature review presentation the week the course participants meet.
- I.A.3. Blog:** Prior to our time together, students must create a blog, adding at least one entry reflecting on your own level of comfort with regard to technological use as you think on the up-coming week together.

B. DURING-COURSE ASSIGNMENTS

These will be completed during the course of the four weekends of the intensive.

- I.A.1. WebQuest:** Students will be required to develop a web quest to share with other students the week of our intensive sessions. In preparation for this

assignment, students should come to the week with an instructional idea/ need that would benefit from students using computer-mediated-communication tools to assist in solving. If using a webquest publishing site like Zunal.com, then students must ensure the Webquest has actually been published before sending the link to the instructor. Failing to activate the Webquest prior to the due date is considered a late assignment/ failure to turn-in assignment.

- I.A.2. *Literature Review:*** As part of this course, students will be required to produce a presentation of literature associated with a specific topic in the use of technology in education. The primary purpose of this assignment is to have students critically engage literature associated with technology use in education. Students will use online collaborative workspaces and wikis to collaborate in preparation for this assignment.
- I.A.3. *Instructional Video Project:*** Students will develop instructional videos on varying topics as assigned by the instructor.
- I.A.4. *Flipped Classroom Instructional Plan:*** Students will develop a lesson (or group of lessons) that integrates technology into the pedagogical elements for the purpose of “flipping” a classroom. This will be due two weeks after the last day of the intensive.
- I.A.5. *Course Activities/ Blog:*** Students will be required to participate in all daily activities, and to maintain a blog reflecting on each day’s activities. This will be at least set up on the first day of our meetings together.

C. POST-COURSE ASSIGNMENTS

These are due within two weeks after the residential intensive is completed.

- I.A.6. *Prospectus:*** Students will take the gathered research presentation (Literature Review Presentation) and will develop an actual traditional ten page prospective of research using one of the identified questions of research as a basis for the proposed research and design. This will be due one week after the last day of the intensive.

VII. COURSE GRADING AND POLICIES

A. *Point Values :* In order to earn a minimum grade of C all work must be submitted by the final deadline stated on the agenda.

B. Points

Class Participation/Blog	50
Glossary Quizzes (4 at 25 pts ea)	100
Instructional Video Project	150
Integrated Lesson Plan	150
WebQuest	150
Literature Review Presentation	200
Prospectus Presentation	200

Total 1000

C.

D. Scale

A = 960–1000 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 = 729 and below

D. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receive a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances. All assignments must be submitted by the course deadline. *[If you are unable to complete the assignments by the course deadline, e-mail your advisor to withdraw prior to the course deadline to avoid a failing grade on your transcript.]*

VII. ATTENDANCE POLICIES

[Graduate Education Department policy for intensives] Class attendance is mandatory. In case of unavoidable absence, it is the student's responsibility to contact the professor, submit a reason in writing, and arrange for make-up work. Unexcused absences are subject to grade penalties. A student with more than one-half day absence in weekend or modular classes, whether excused or unexcused, is subject to failing the class

[Clearly state your policies for attendance. Define excused versus unexcused absences. Explain how to arrange/document an excused absence. Explain whether attendance counts for the final grade and, if so, how much.]

VIII. OTHER POLICIES [REPRODUCE THESE EXACTLY]

A. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

B. Disability Statement

Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make

arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to arrange for academic accommodations.

C. Drop/Add Policy

Consult the Graduate Catalog for drop/add policies.

D. Dress Code (applies to classes meeting on campus)

Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. Classroom Policies (applies to classes meeting on campus)

Classroom policies will be established and enforced by the individual instructor.