



# Instructional Strategies and Technology Integration ID 465 Syllabus

## Instructor Information

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## Course Description

This is an introductory instructional strategies course designed for the Army Master Educator Course sequence. The course is designed to develop a working knowledge of instructional planning, implementation of instruction, assessment, and technology integration.

## Communication

This is a very fast-paced course. So, quick responses to your questions are import. You can reach out to each other, or you can get in touch with me. Please feel free to text or call my cell phone.

## ID 465 Course Objectives

After participating in learning activities within the course, MEC students will:

1. present, analyze, discuss, and apply research-based instructional strategies that are appropriate for content, learner needs and experiences with other class members scoring Proficient or higher on the rubric. The areas of teaching experiences include Lectures, Effective Discussions, Experiential Learning, and Inquiry-based Learning.
2. create at least five original technology products on their selected curricular ROTC topic and lesson scoring Proficient or higher on the rubric.
3. revise one ROTC lesson plan that incorporates appropriate research-based instructional strategies and technology scoring Proficient or higher on the rubric.
4. teach a revised ROTC lesson incorporating research-based instructional strategies and technology and providing all written documentation, scoring Proficient or higher on the rubric.

## MEC Program Objectives:

<b>2</b>	<b>Employ Andragogical theories and practices in the classroom</b>
	<ul style="list-style-type: none"> <li>• Understand psychology of learning and educational psychology and apply to design, development, and validation of instructional learning material</li> </ul>
	<ul style="list-style-type: none"> <li>• Plan, design, manage and evaluate adult learning activities</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply appropriate teaching strategies for adult learners</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply instructional design practices to design, develop and improve instructional effectiveness</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop instructional products based on learner characteristics of student population</li> </ul>
<b>3</b>	<b>Evaluate student performance using tests and measurements</b>
	<ul style="list-style-type: none"> <li>• Select and employ appropriate test and measurement instruments and activities to gauge pre-class student knowledge of subject matter a</li> </ul>

	<ul style="list-style-type: none"> <li>Score, interpret and apply test and measurement results to improve learning through improved delivery techniques and learning activities</li> </ul>
	<ul style="list-style-type: none"> <li>Develop reliable and valid written and performance tests and survey instruments</li> </ul>
	<ul style="list-style-type: none"> <li>Assess student learning through evaluation instruments</li> </ul>
<b>4</b>	<b>Employ learning technologies and tools in the classroom</b>
	<ul style="list-style-type: none"> <li>Use appropriate technology and software to promote student learning and group problem solving</li> </ul>
	<ul style="list-style-type: none"> <li>Promote higher levels of learning and interpersonal student skills using social media</li> </ul>
<b>5</b>	<b>Manage and execute a university level leadership course</b>
	<ul style="list-style-type: none"> <li>Employ various teaching methods to reach multiple learning styles</li> </ul>
	<ul style="list-style-type: none"> <li>Employ multi-media and learning tools to enhance instruction</li> </ul>
	<ul style="list-style-type: none"> <li>Create peer-to-peer learning opportunities</li> </ul>
<b>7</b>	<b>Manage a training program</b>
	<ul style="list-style-type: none"> <li>Select appropriate classroom for learning environment</li> </ul>
	<ul style="list-style-type: none"> <li>Select, manage and employ training aids, devices, simulators and simulations that enhance and support higher level learning</li> </ul>
<b>8</b>	<b>Facilitate thought-provoking class discussion</b>
	<ul style="list-style-type: none"> <li>Facilitate active student-centered learning</li> </ul>
	<ul style="list-style-type: none"> <li>Communicate effectively with students and ask thought provoking questions</li> </ul>
	<ul style="list-style-type: none"> <li>Draw out lessons learned from students</li> </ul>
<b>9</b>	<b>Develop individual cadets into officers who are leaders of character</b>
	<ul style="list-style-type: none"> <li>Analyze &amp; explain individual performance</li> </ul>
	<ul style="list-style-type: none"> <li>Create, supervise, &amp; evaluate developmental programs</li> </ul>
	<ul style="list-style-type: none"> <li>Design, conduct, evaluate, &amp; revise individual &amp; group learning experiences</li> </ul>
<b>10</b>	<b>Inspire students to meet high expectations</b>
	<ul style="list-style-type: none"> <li>Establish a positive learning environment</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate military and educational professionalism and credibility</li> </ul>
	<ul style="list-style-type: none"> <li>Establish and achieve high educational standards and outcomes</li> </ul>

### Course Format

Face-to-face/hybrid: This course will have in face-to-face class meetings with a strong online component. Assignments will be submitted, and resources will be shared utilizing the ROTC Blackboard Learning Management System. Class time will be reserved for lecture and in-class activities.

### Prerequisites

College Teaching and Learning (ID 460)

### Textbook Requirements

Major, C. H., Harris, M. S., Zakrajsek, T. (2021). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. 2<sup>nd</sup> ed. New York, NY: Taylor & Francis. ISBN: 9780415699365.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Josey-Bass. ISBN: 9781119096320.

## Technology Requirements

- You will need computer access with reliable high-speed internet capable of streaming audio and video.
- You will also need access to Microsoft Office as all assignments must be submitted using the Microsoft Word, .docx, format or the Microsoft PowerPoint, .pptx, format.
- Additional technology requirements:
  - o Several free web programs will be used
  - o A webcam (internal or external) with microphone or smartphone on laptop
  - o Earbuds for private listening

## Course Structure

Face-to-face/Hybrid

In-class meetings will widely consist of lecture, discussion, and in-class participation.

Course activities and assessments will occur primarily online using Blackboard. All assignments are due by 2359 each day. You will complete the following activities and assessments online:

### Discourse Strategy Analysis (Teaching Like a Champion) (50 points)

Students will review video clips of teaching and analyze the pedagogy observed

### Detailed Analysis (100 points)

Students will conduct action research on a segment of instruction and report their findings

### Assessment & Revised Bloom's Taxonomy Activities/Reliability and Validity (222 points)

1. Prepare a **Google Form-based Assessment** (100 points) with questions/activities for each level of Bloom's Taxonomy about your ROTC lesson.
2. Complete an assessment assignment on **reliability and validity** (50 points)
3. Selected response question writing (72)

### Teaching Demonstrations: IDEA Strategies (150 points)

1. Each student will introduce 2 IDEA strategies to the class
2. Respond to the IDEA strategies presented on the Group Response document. Tell how you could use this strategy in your ROTC class.

### Technology Integration (3 total, 50 points each; total 150)

Each student will create one technology product each day for one of three purposes:

- demonstrating an instructional strategy,
- teaching a concept in one of the ROTC lessons, or
- creating a model student product for an ROTC lesson.

Technology projects will include the following:

1. Interactive video using EdPuzzle
2. Digital Storytelling Video using Animoto
3. Advanced PowerPoint or alternative presentation software-Technology Related Authentic Assessment Assignment



**ROTC Lesson Plan Revision (200 points)**

Utilizing the Army Lesson Plan format, revise a lesson you will be teaching in your ROTC program at your university

1. incorporating new research-based instructional strategies reviewed in this course and
2. incorporating technologies in two ways using a new or advanced technology in delivering your instruction

**Teaching Demonstration (100 points)**

Deliver a 30-minute component of your revised lesson plan demonstrating research-based instructional strategies reviewed in this course.

1. Prior to your lesson: Give a written summary of the following to your observer and your cohort members using the provided Cover Page:
  - a. Provide context for your 30-minute lesson by
    - i. describing where the lesson falls within the semester curriculum,
    - ii. any assigned pre- or post-work, and pre- or post- classroom time (what you would facilitate before and after your 30-minute teaching demonstration).
    - iii. Provide a copy of your revised lesson plan and materials.
  - b. Explain why the instructional strategy demonstrated was appropriate for the context and learning outcomes.
  - c. Explain why the instructional technology was appropriate for the context and learning outcomes.
  - d. Explain the alignment of objectives, instruction, and assessment.
2. During your lesson:
  - a. Teach your lesson with poise and confidence.

**Grading**

Most grading will be completed within one day of submission.

**Course Evaluation:**

IDEA Book Pre-Reading Assignment	28
IDEA Presentations (2 strategies and feedback)	150
Discourse Strategy Analysis (TLAC)	50
Detailed Analysis	100
Technology Projects (3 @ 50 pts ea.)	150
Google Form Test with Blooms/Reliability and validity	150
Selected response question writing	72
ROTC Lesson Plan Revision	200
<u>Teaching Demonstration</u>	<u>100</u>
TOTAL	1000

**Grading Scale:**

A = 90%      B = 80%      C = 70%      D = 60%      F = < 60%



## **Late Work**

Assignments turned in after due dates during the course will result in a 10% reduction per day unless prior arrangements were made with the instructor. Assignments are due at 11:59 pm before the next class unless otherwise stated. Any assignments turned after the last due date for the course (see course calendar) will result in a 20% reduction per day unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before the due date.

## **Blackboard support and issues:**

Blackboard issues always happen. When you have issues with Blackboard, please don't hesitate to contact Alicia Pennington at 270-799-9125 or [Alicia.Pennington@wku.edu](mailto:Alicia.Pennington@wku.edu)

## **WKU Resource Center**

You can work by email with Anthony at [anthony.paganelli@wku.edu](mailto:anthony.paganelli@wku.edu).

## **Academic Integrity**

All Western Kentucky University policies are in effect. All work must reflect APA citation standards. All your work must be your own unless the instructor authorizes the collaboration. Presenting the words, ideas, or expressions of another person in any form and claiming them as one's own is plagiarism and will not be tolerated. The claim of ignorance is no excuse. (See [academic offenses](#) in the WKU student handbook.) The University Catalog states, "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course module without possibility of withdrawal."

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

## **Discrimination**

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## **Accommodations**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course module must contact the [Student Accessibility Resource Center](#). The phone number is 270.745.5004. Please do not request accommodations directly from the instructor without a letter of accommodation. This course module is compliant with the WKU standards for [web accessibility](#).