



Instructional Strategies and Technology Integration

ID 465 Syllabus January 2024

Instructor Information

Name: Dr. Martha M. Day	Dr. Andrea Paganelli	Dr. Jeremy Logsdon
Office: Office Hours by Appointment		
Email: martha.day@wku.edu	andrea.paganelli@wku.edu	jeremy.logsdon@wku.edu
Cell: 615-319-1099	205-412-4729	270-537-5383

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 important. You can reach out to each other, or you can get in touch with your instructor via email, telephone calls, or text messages.

ID 465 Course Objectives/Student Learning Outcomes

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

ID 465 Instructional Strategies and Technology Integration

- | |
|---|
| <p>1. Provided with exposure to various types of instructional delivery, the MEC student will present, analyze, and discuss with other class members two research-based instructional strategies that are appropriate for content and learner needs, scoring at the proficient or advanced level on associated assignments. Areas of teaching experiences include lectures, effective discussions, experiential learning, and inquiry-based learning.</p> |
| <p>2. Given exposure to various types of educational technology, the MEC student will create at least five original technology products to include in their selected curricular ROTC topic and lesson, scoring at the proficient or advanced level on associated assignments.</p> |
| <p>3. Having access to the ROTC lesson bank and information regarding research-based effective instructional strategies, the MEC student will revise one ROTC lesson plan that incorporates appropriate research-based instructional strategies and technology, scoring at the proficient or advanced level on associated assignments.</p> |
| <p>4. Having access to the ROTC lesson bank and information regarding research-based effective instructional strategies, the MEC student will teach a revised ROTC lesson incorporating research-based instructional strategies and technology, scoring at the proficient or advanced level on associated assignments.</p> |



Western Kentucky University Master Educator Course

Program Mission: The Master Educator Course (MEC) prepares each world-class cadre with the knowledge, skills, and abilities to instruct and lead future officers in the U.S. Army in diverse college-level environments.

Program objectives are to:

1. Create positive learning environments that model effective teaching practices through experiential, collaborative, and discussion-based courses and allow Cadre to experience full- spectrum challenges of their instructional environment;
2. Develop instructional adaptability by providing foundational knowledge and opportunities to apply the broad skills of innovation, problem-solving, group-think mitigation, leadership, communication, decision-making, and complex and critical thinking in progressively increasing challenging environments;
3. Co-construct opportunities to master instructor competencies in intentional and integrated practices that support student sense of belonging and community;
4. Expose cadre to a diverse range of cultures and societies in the context of the U.S. Army, Special Operations Command Central (SOCC), Master Educator Course (MEC), and US higher education;
5. Tailor learning to cadre experience and current skill level with measured pre- and post-assessments to identify learning gains based on competency achievement; and
6. Foster lifelong learning and development by providing connections to institutional partners and professional mentors and facilitating the development of professional learning communities.

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*. 2nd 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:
 - Several free web programs will be used
 - A webcam (internal or external) with microphone or smartphone on laptop



- 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:

Pre-Reading Assignment (50 points)

Textbook familiarization

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 (200 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, validity and question writing** (100 points)

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 (2 total, 50 points each; total 100)

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.

Daily Residuals (50 points)

These will serve as a daily review of the day's learning.

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	50
IDEA Presentations (2 strategies and feedback)	150
Discourse Strategy Analysis (TLAC)	50
Daily Residuals	50
Detailed Analysis	100
Technology Projects (2 @ 50 pts ea.)	100
Google Form Test with Blooms/Reliability, validity & questions	200
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 Catie Weaver, catie.weaver@wku.edu 270-745-4732

WKU Resource Center

You can work by email with Anthony at 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 an originality report for each student paper turned in. Your assignments may be checked through this service.

Your work should be cited in American Psychological Association (APA) citation format and style, 7th edition. Owl Purdue is an excellent resource for formatting and style: [APA Style Introduction - Purdue OWL® - Purdue University](#)

Title/IX Discrimination & Harrassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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. [Sexual Assault Resources](#)



Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

ChatGPT & Generative AI Statement

Limited or Specific Use of AI Permitted: In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as (*list relevant examples*). However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family

statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (□□□□□□ Tsalaguwetiya) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Things You Should Know



[Academic Integrity](#)



[Student Code of Conduct](#) [Student Handbook](#)



[Student Resource Portal](#)



[Blackboard Student Mobile Applications](#)

If Issues Arise



[Student Complaint Procedures](#)



[Student Grievance Procedures](#)



[Student Ombuds](#)



[Student Legal Services](#)

Be Prepared-Know Where to Go



[All Gender Restroom](#)



[Safe Space](#)



[WKU Emergency Preparedness](#)



[Active Shooter Preparedness](#)



[WKU Police](#)



[Counseling and Testing](#)



[Food Security](#)



[Center for Literacy](#)