

LITE 537 Principles of Educational Technology Applications Fall 2024 Syllabus

Instructor	Office	Phone	Email
Dr. Jeremy Logsdon	GRH 1073B Instructor's Office Hours: <ul style="list-style-type: none"> • M: 1-3 • T: 11-2 • W: 12-3 • R: 11-2 • F: By appointment • Virtual Hours, every Wednesday, 5 – 6 @ https://wku.zoom.us/my/drlogsdon Please email me or call at any time. I am to make an appointment to meet with you at times other than these, including at night or on the weekends.	Office: 270-745-2207	Email: jeremy.logsdon@wku.edu

Address:

Western Kentucky University
 1906 College Heights Blvd. #61030
 Bowling Green, KY 42101-1030

Prerequisite:

Teacher Certification or Instructor Permission
 LITE 535

Required Texts:

While there will be substantial reading in this class, all reading materials will be provided to you.

This syllabus is a placeholder; more information will be provided soon!

Primary Course Website:

BlackBoard

Other Websites Used for this Class:

Electronic Resources from these sites will be utilized in this course:

- [Kentucky Virtual Library](#)
- [WKU Portal](#)
- [KY Core Academic Standards](#) -
- Other assorted websites related to Web 2.0 Tools as provided by the instructor.

Graduate Catalog Description:

This course provides the student with a fundamental understanding of the uses of microcomputers and other technology in instruction and instructional management. Students will use productivity

tools (word processing, databases, spreadsheets, and presentation graphics) and the Internet in designing and teaching an instructional lesson.

Course Objectives/Student Learning Outcomes (SLO):

After given appropriate software, instructional tools, and differentiated instruction information, graduate students will:

1. analyze and discuss “partnering” concepts with other class members scoring 3 or higher on the rubric.
2. develop differentiated instructional strategies scoring 3 or higher on the rubric.
3. create two original technology products scoring 3 or higher on the rubric.
4. create one PSA (public service announcement) depicting one strand of digital citizenship scoring 3 or higher on the rubric.
5. create an authentic topic lesson plan that incorporates technology at higher levels of Bloom’s.
6. teach an integrated technology lesson (IDP) that demonstrates K-12 pupil learning, scoring 3 or higher on the IDP scoring rubric.

Instructional Methods and Activities:

This course is designed to follow LITE 535 Survey of Educational Technology, an introduction to educational technology. This course continues instruction in the process of the integration of technology into teaching and learning and utilizes the following instructional methods:

1. Demonstrations
2. Discussions
3. Reading assignments
4. Written assignments
5. Technology demonstrations
6. Use of computer software and productivity tools, tutorials, informational videos, field experience, teaching P-12 pupils

Topics Covered in this Course:

1. Writing instructional objectives;
2. Developing assessments and rubrics;
3. Overview of current technology systems and applications in education; Issues in educational technology;
4. Productivity tools: definitions, characteristics, issues, assessment, integration strategies, lesson activities; Integrating the Internet into Education;
5. Locating Internet resources for educational and instructional applications;
6. Collaboration with other educators; Diverse needs of pupils;
7. Differentiated instruction; Assessment of instructional technology and strategies.

Standards addressed in this course:

AASL and ISTE Standards	Alignment: Assignments/Assessments	Alignment: Student Learning Outcomes/Competencies
<p>AASL</p> <p>Standard 1: The Learner and Learning Standard 2: Planning for Instruction Standard 3: Knowledge and Application of Content Standard 4: Organization and Access Standard 5: Leadership, Advocacy and Professional Responsibility</p> <p>AASL ELEMENTS</p> <p>1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences 1.4 Learning Environments 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment 3.2 Information Literacy 3.3 Technology Enabled Learning 4.3 Evidence-Based Decision Making 5.1 Professional Learning</p> <p>ISTE</p> <p>2. Connected Learner 3. Collaborator 4. Learning Designer 5. Professional Learning Facilitator 6. Data-driven Decision-maker 7. Digital Citizen Advocate</p> <p>ISTE Elements</p> <p>2a. Model 2b. Professional Learning Network 2c. Shared Goals 3a. Coaching Relationships 3b. Digital Learning Content 3c. Efficacy of Digital Learning Content 3d. Effective Use of Technology</p>	<ol style="list-style-type: none"> 1. Two Blogs 2. Digital Citizenship (More advanced topics; create original Public Service Announcement) 3. TS-10: Google Apps (everyone completes) 4. Technology module choices: complete two: (more information available on Blackboard) 5. ID-4: Differentiated Instruction 6. ID Project: Part 2: Expand IDP lesson from LITE 535, teach, assess, and report 	<ol style="list-style-type: none"> 1. Blog postings on their website 2. Video PSA embedded on their website 3. All technology projects embedded on their website 4. All technology projects embedded on their website 5. Word file posted on website 6. Final IDP (Word file), student project (with names removed), and report posted on website 7. Apply Create concepts 8. Learn more about digital citizenship and create a PSA 9. Learn about Google Apps 10. Create a technology project of your choice 11. Learn about differentiated instruction 12. Teach and assess IDP

4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles 5a Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data	
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Standards Addressed in this Course Evaluation:

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	LITE 537
Standard 1. Learner development	x
Standard 2. Learning differences	
Standard 3. Learning environments	x
Standard 4. Content knowledge	x
Standard 5. Application of content	x
Standard 6. Assessment	x
Standard 7. Planning for instruction	x
Standard 8. Instructional strategies	x
Standard 9. Professional learning and ethical practice	x
Standard 10. Leadership and collaboration	x

AASL Standards	LITE 537
Standard 1: The Learner and Learning	X
Standard 2: Planning for Instruction	X
Standard 3: Knowledge and Application of Content	X
Standard 4: Organization and Access	X
Standard 5: Leadership, Advocacy and Professional Responsibility	X

ISTE Standards Coaches	LITE 537
1. Change Agent	
2. Connected Learner	X
3. Collaborator	X
4. Learning Designer	X
5. Professional Learning Facilitator	X
6. Data-driven Decision-maker	X
7. Digital Citizen Advocate	X

WKU College of Education and Behavioral Science Dispositions:

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Course Evaluation:

Course Evaluation:

Assignment	Points
• Orientation Activity	50
• Differentiation Activity	100
• 2 Blog Posts	150
• 4 Tech Modules	300
• IDP and Reflection	300
• Anthology (And other appropriate) uploads for LITE Students	100
• Total	1000

Grading Scale:

Points	Grade
900-1000	A
800-899	B
700-799	C
600-699	D
<599	F

Course Policies:

Late Work

All work is due before midnight on the due date. Late work is not acceptable in this course. Please reach out to your professor if you are anticipating issues with submitting assignments on time. It is understandable that there are times and situations where deadlines cannot be easily met. I am happy to talk about this with you and work out a plan!

Participation and Communication

I am also happy to meet with you via Zoom during office hours, which will be held every Wednesday from 5 p.m. to 6 p.m. Central, at this link: <https://wku.zoom.us/my/drlogsdon>. These office hours are open to everyone. If you would like a private meeting, you may email me to set that up as well. We can meet via Zoom, over the phone, or in person.

My only email request is that you always include a subject line, preferably one that cites LITE 535 as well as the general topic of your email (i.e. – LITE 535 Question about Bloom's Assignment). Beyond that, all I ask is the standard courtesy which I will also extend to you.

I have a policy to reply to all emails within 24 hours. Except weekends or holidays (and often even then), I stick to this rule very strongly. If you have emailed me and you have not heard from me within 24 hours, please email me again as I may not have received it. I'd also encourage you to check the spelling of my email. Many students have forwarded me emails they sent to jermey.logston@wku.edu. My name is not spelled Jeremy Logsdon, not Jermey Logston or any permutation thereof. (This happens more often than you'd think.)

Writing Mechanics

All written work (with the exception of blog posts) should be written in Times New Roman with font size 12 point. Written work should be double spaced, and margins should be set at 1 inch.

Good grammar and spelling are expected for all assignments. Punctuation is equally as important as grammar and spelling. Please use commas and semicolons as necessary.

Single space after period, double-spacing after periods is not acceptable when keyboarding.

APA 7 Formatting

All papers submitted in this course should be typed and formatted according to the Publication Manual of the American Psychological Association (7th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references. A good resource for APA 7 formatting can be found at Owl Perdue.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

ADA Accommodation:

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, 1074. 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.

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.

Title IX/Discrimination and Harassment:

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.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.