	LITE 535-700
WKU	***Survey of Educational Technology Practices***
	Spring 2025 Syllabus
	January 21 – March 7, 2025

Instructor Info	Dr. Jeremy Logsdon jeremy.logsdon@wku.edu Gary Ransdell Hall 1073B 270.745.2207 https://wku.zoom.us/my/drlogsdon	
Office Hours in GRH 1073B - M: 1-3 - T: 11-2 - W: 12-3 - R: 11-2 - F: By appointment - Virtual Hours by request, anytime 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.		**Class Location:** Blackboard Web course

Address: **Western Kentucky University**
School of Teacher Education
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: **none; admission to the WKU Graduate School**

Required Text:

All required readings will be provided in Blackboard.

Primary Course Website: BlackBoard

Graduate Catalog Description:
Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

Course Objectives/Student Learning Outcomes (SLO):
After participating in learning activities within the course, graduate students will:
1. analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric.
2. design learning activities for all Bloom's taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.
3. design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.
4. create a website to display coursework scoring Proficient or higher on the rubric.
5. create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.
6. create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the UDL requirements, and scores Proficient or higher on the rubric.

7. MAT students will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.

Course Content Outline:

Week and Date	Activity	Points
Week #1: January 21 – 26	• **Orientation Activity** • **Authentic Curriculum Topic Discussion Board**	• **50** • **50**
Week #2: January 27 – February 2	• **Bloom's Activities**	• **150**
Week #3: February 3 – 9	• **Objectives and Assessments** • **Create LITE Website**	• **100** • **100**
Week #4: February 10 – 16	• **Web 2.0 Tools**	• **150**
Week #5: February 17 – 23	• **Instructional Design Project (IDP) Creation**	• **150**
Week #6: February 24 – March 2	• **Release Week for Teaching IDP**	
Week #7: March 3 – March 7	• **IDP Teaching and Reflection Due** • **Anthology (And other appropriate) uploads/MAT Field Experience for non-LITE students**	• **150** • **100**
	Total	**1000**

Grading Scale:

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

University/ Department Policies

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.

Naming Files:

I am not too stressed about the naming convention of files; I would expect that you have probably developed a method of your own, and as all assignments will either be on your Google Site or submitted through Blackboard, there is little risk that I will not know who completed an assignment.

However, in this same vein, I require that you check any submission through Google Tools to ensure that it is properly shared with me. I frequently find students forget to set the Restriction to public. For the first few weeks, I will gently remind you to change your share notifications if it is not available for me to view. However, after week #5, I will stop reminding, and any work that I cannot view will be graded as such. I highly encourage you to check all Google Doc submissions through another browser

where you are not signed in to Google Tools to ensure that anyone can view your assignments.

There will be some assignments where you will give me edit rights via Google Tools for me to leave comments. I'll remind again on each assignment, but my Google email address for this course is jeremy.logsdon@g.wku.edu. I will not be able to leave comments otherwise.

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.)

Student Disability Services:
 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.

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building 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. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

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. For more information about the Process for Academic Dishonesty

Sexual Misconduct/Assault Policy:
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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.*

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

Standards Addressed in this Course:

Major Course Experiences Alignment	Course Objectives/Student Learning Outcomes LITE 535 Objectives: After participating in learning activities within the course, graduate students will:	SPA Standard(s): • American Association for School Librarians Standards (AASL) • International Society for Technology in Education (ISTE)	KY Teacher Performance Standards
Assignment: **Designing Activities using the Revised Bloom's Taxonomy** ☒Clinical; 0 hours	design learning activities for all Bloom's taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.	AASL Standard 1: The Learner and Learning **1.1 Learner Development** **1.2 Learner Diversity** AASL Standard 2: Planning for Instruction **2.1 Planning for Instruction** **2.2 Instructional Strategies** **2.3 Integrating Ethical Uses of Information** **2.4 Assessment** AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 4. Learning Designer **4a. Authentic, Active Learning Experiences** **4b. Support Personalization Learning** **4c. Learning Variability** **4d. Instructional Design Principles**	**Standard 4. Content knowledge:** The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard 7. Planning for Instruction:** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Assignment: **Designing Objectives and Assessments** ☒Clinical; 0 hours _____	design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.	AASL Standard 1: The Learner and Learning **1.1 Learner Development** **1.2 Learner Diversity** **1.3 Learning Differences** AASL Standard 2: Planning for Instruction **2.1 Planning for Instruction** **2.2 Instructional Strategies** **2.3 Integrating Ethical Uses of Information** **2.4 Assessment** AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 4. Learning Designer **4a. Authentic, Active Learning Experiences** **4b. Support Personalization Learning** **4c. Learning Variability** **4d. Instructional Design Principles** ISTE 6. Data-driven Decision-maker **6a. Educators and Leaders** **6b. Interpret Data** **6c. Learning Data**	**Standard 4. Content knowledge:** The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard 6. Assessment:** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. **Standard 7. Planning for Instruction:** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Assignment: **Posts** ☒Clinical; 0 hours _____	analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric	AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 5. Professional Learning Facilitator **5a Needs Assessment** **5b. Facilitating Active Learning** **5c. Evaluate the Impact of Professional Learning** ISTE 7. Digital Citizen Advocate **7a. Use Technology for Civic Engagement** **7c. Critically Examine Sources of Online Media** **7d. Informed Personal Data Decision Making**	**Standard 4. Content knowledge:** The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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		4d. Instructional Design Principles	
Assignment: **Web 2.0Tools** ☒Clinical; 0 hours	create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.	AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 4. Learning Designer **4a. Authentic, Active Learning Experiences** **4b. Support Personalization Learning** **4c. Learning Variability** **4d. Instructional Design Principles**	**Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard 8. Instructional strategies:** The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** ☒Clinical; 20 hours	(MAT students) will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.	AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 2. Connected Learner **2a. Model** **2b. Professional Learning Network** **2c. Shared Goals** ISTE 3. Collaborator **3a. Coaching Relationships** **3b. Digital Learning Content** **3c. Efficacy of Digital Learning Content** **3d. Effective Use of Technology**	**Standard 3.Learning environments:** The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard 8. Instructional strategies:** The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
Assignment: **Instructional Design Project (IDP)** ☒Clinical; 10 hours	create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the UDL requirements, and scores Proficient or higher on the rubric.	AASL Standard 1: The Learner and Learning **1.1 Learner Development** **1.2 Learner Diversity** **1.3 Learning Differences** **1.4 Learning Environments** AASL Standard 2: Planning for Instruction **2.1 Planning for Instruction** **2.2 Instructional Strategies** **2.3 Integrating Ethical Uses of Information** **2.4 Assessment** AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning** ISTE 2. Connected Learner **2a. Model** **2b. Professional Learning Network** **2c. Shared Goals** ISTE 3. Collaborator **3a. Coaching Relationships** **3b. Digital Learning Content** **3c. Efficacy of Digital Learning Content** **3d. Effective Use of Technology** ISTE 4. Learning Designer **4a. Authentic, Active Learning Experiences** **4b. Support Personalization Learning** **4c. Learning Variability** **4d. Instructional Design Principles** ISTE 5. Professional Learning Facilitator **5a Needs Assessment** **5b. Facilitating Active Learning** **5c. Evaluate the Impact of Professional Learning** ISTE 6. Data-driven Decision-maker **6a. Educators and Leaders** **6b. Interpret Data** **6c. Learning Data** ISTE 7. Digital Citizen Advocate **7a. Use Technology for Civic Engagement** **7c. Critically Examine Sources of Online Media** **7d. Informed Personal Data Decision Making**	**Standard 3.Learning environments:** The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. **Standard 4. Content knowledge:** The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard 6. Assessment:** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. **Standard 7. Planning for Instruction:** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard 8. Instructional strategies:** The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. **Standard 9. Professional learning and ethical practice:** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

KTPS with INTASC -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary	

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Educational Blogs 1-2** Assignment: **Instructional Design Project (IDP)**
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Educational Blogs 1-2** Assignment: **TS-6: Web 2.0 Tools** Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Instructional Design Project (IDP)**
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Instructional Design Project (IDP)**
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Assignment: **Instructional Design Project (IDP)**
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

SPA Standards Alignment ● American Association for School Librarians Standards (AASL) ● International Society for Technology in Education (ISTE)	**Alignment: Assignments/Assessments**
AASL Standard 1: The Learner and Learning **1.1 Learner Development** **1.2 Learner Diversity** **1.3 Learning Differences** **1.4 Learning Environments**	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Instructional Design Project (IDP)**

AASL Standard 2: Planning for Instruction **2.1 Planning for Instruction** **2.2 Instructional Strategies** **2.3 Integrating Ethical Uses of Information** **2.4 Assessment**	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Instructional Design Project (IDP)**
AASL Standard 3: Knowledge and Application of Content **3.2 Information Literacy** **3.3 Technology Enabled Learning**	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Educational Blogs 1-2** Assignment: **TS-6: Web 2.0 Tools** Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
ISTE 2. Connected Learner **2a. Model** **2b. Professional Learning Network** **2c. Shared Goals**	Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
ISTE 3. Collaborator **3a. Coaching Relationships** **3b. Digital Learning Content** **3c. Efficacy of Digital Learning Content** **3d. Effective Use of Technology**	Assignment: **Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement** Assignment: **Instructional Design Project (IDP)**
ISTE 4. Learning Designer **4a. Authentic, Active Learning Experiences** **4b. Support Personalization Learning** **4c. Learning Variability** **4d. Instructional Design Principles**	Assignment: **ID-1: Designing Activities using the Revised Bloom's Taxonomy** Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **TS-6: Web 2.0 Tools** Assignment: **Instructional Design Project (IDP)**
ISTE 5. Professional Learning Facilitator **5a Needs Assessment** **5b. Facilitating Active Learning** **5c. Evaluate the Impact of Professional Learning**	Assignment: **Educational Blogs 1-2** Assignment: **Instructional Design Project (IDP)**
ISTE 6. Data-driven Decision-maker **6a. Educators and Leaders** **6b. Interpret Data** **6c. Learning Data**	Assignment: **ID-3: Designing Objectives and Assessments** Assignment: **Instructional Design Project (IDP)**
ISTE 7. Digital Citizen Advocate **7a. Use Technology for Civic Engagement** **7c. Critically Examine Sources of Online Media** **7d. Informed Personal Data Decision Making**	Assignment: **Educational Blogs 1-2** Assignment: **Instructional Design Project (IDP)**

How to take a screenshot on a Mac: https://support.apple.com/en-us/HT201361