

	<p style="text-align: center;">LME 448-B70</p> <p style="text-align: center;">Technology Apps in Education Summer 2025 Syllabus June 2 – July 18, 2025</p>
<p>Instructor:</p>	<p>Dr. Jeremy Logsdon email: jeremy.logsdon@wku.edu phone: 270.745.2207 office: GRH 1073B</p>
<p>Class Location: Online</p>	
<p>Instructor's Office Hours:</p> <ul style="list-style-type: none"> • During summer, by appointment, in person or via Zoom. • Please email me or call at any time. 	

*Note: This document and other class related materials are available
on our course site at <https://wku.blackboard.edu>.

Course Description:

The confluence of technology, education and entrepreneurial advocacy this course will emphasize critical thinking and problem solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an “Advocacy Website”, we will utilize the following problem-based course experiences related to the isolated issue for examination.

Student Learning Outcomes:

We will engage in educational technology entrepreneurial advocacy in this course. We will emphasize critical thinking and problem solving in the service of the greater good. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize the following problem-based course experiences related to the isolated issue for examination.

Prerequisites:

Students should complete 21 hours of Foundations & Explorations coursework or have junior status before enrolling in a Connections course.

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,

- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Note: Your activities may look different from these as they are used solely for the purpose of this example.

Textbooks and Required Materials:

Instructor provided materials. No textbook is required for purchase.

You will also do library searches & research articles from databases to help with your research.

Major Course Topics:

- Current Issues Related to Technology & Education
- Global Issues and Advocacy
- Local to Global Impact Evaluation
- Digital Citizenship and Heuristics

Course Objectives:

1. Research current issues related to technology and education. Creating a broad base of shared knowledge through the “Issues and Advocacy Discussion and Brainstorming Board.”
2. Utilize the issues from the “Issues and Advocacy Discussion and Brainstorming Board” to create a “Global Interrelatedness Mindstorm Map” that will then be the base of the groups “Venn Diagram of Social Choice” decision making tool.
3. Evaluate consequences of actions when their advocacy plan is completed performing a “Local to Global impact evaluation.”
4. Learn and engage in online discussion about the responsibilities and privileges of being digital citizens of the virtual world and how to identify fake news, manipulated statistics and social media bias through the use of knowledge gained through the “Digital Citizenship and Heuristics” assignment.

Course Grading and Evaluation:

Assessment Name	Point Value
Intro Video	25
Intro to Course Quiz	50
Goal Survey	25
About Me	75
Global Interrelatedness Mindstorm Map - Explore	100
Local to Global Impact Evaluation – Interpret	100
Digital Poster – Brainstorm	100
Digital Storytelling – Propose	100
Presentation & Screencast – Present	25*
Completed Advocacy Plan (*The Present section is worth fewer points as you will be graded on that section WITHIN this 300 points for the completed Advocacy Plan)	300
Final Exam	100
Total Points	1000

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale

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

All assignments from each module are due on the Sunday of each week by midnight unless otherwise specified.

Week # and Date	Assignments
Week #1: June 2 nd – 8 th	Module #1 <ul style="list-style-type: none"> • Intro Video • World Goal Survey Form Module #2 <ul style="list-style-type: none"> • About Me
Week #2: June 9 th – 15 th	Module #3 <ul style="list-style-type: none"> • MindMap & Explore Section
Week #3: June 16 th – 22 nd	Module #4 <ul style="list-style-type: none"> • Survey Form & Interest Section
Week #4: June 23 rd – 29 th	Module #5 <ul style="list-style-type: none"> • Digital Poster & Brainstorm Section
Week #5: June 30 th – July 6 th	Module #6 <ul style="list-style-type: none"> • Digital Storytelling & Propose Section
Week #6: July 7 th – 11 th & Week #7: July 12 th – 18 th	Module #7 <ul style="list-style-type: none"> • Presentation, Screencast, & Present Section • Final Advocacy Plan • Final Exam

Participation/Professionalism and Communication:

Students in this online course are not expected to physically attend any class at WKU; however, student class participation in online and synchronous class sessions is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days. Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude.

Students' professionalism grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Email Etiquette:

You are highly encouraged to email your professor with any questions at any time. I will do my best to respond as soon as possible, including over the weekends. If more than 24 hours passes, I encourage you to reach out to me again as I strive to answer all emails within 24 hours and it is possible I did not receive it.

Please note – I require that all emails have a subject line, preferably with the name of the course in it as well to help it stand out in my inbox (i.e. – Subject Line: LME 448 Question About Mind Maps, etc.). I may not answer an email without a subject line. This isn't about being pedantic; it's about practicing professional communication. Emails without subject lines may be overlooked or go unanswered, as I prioritize messages that reflect professional standards.

Your takeaway from this? **Always include a subject line in your email!** Let me repeat myself – I may not reply to a lack of a subject line.

If you mess up and don't use a subject line? Just send it again with one. No biggie. That way I'll definitely answer it.

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 finish your lesson.

Late Work Policy:

Late work is accepted only at the instructor's discretion. Any work that is received late will be docked 10% per day. Some work, such as the mid-term and final exam, will not be accepted late. Extenuating circumstances will be considered on a case-by-case basis. Work that is more than ten days late (including holidays and weekends) will generally not be accepted.

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.

Title IX/Discrimination & 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 Title IX Coordinator, Deborah Wilkins, 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.

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.

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 the student's own. One must give any author credit for source material borrowed from another. 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.

For more information about the [Process for Academic Dishonesty](#)

Generative Artificial Intelligence (AI) Tools:

In general, it is expected that the work you submit in this class will be your own. However, there will be specific assignments or activities in which we will utilize generative AI tools to enhance your learning experience and you will, in fact, be required to use it on some assignments. In these instances, you will be provided with additional information about the assignment and how AI will be employed and cited. For this course, we will use APA Style. Examples of citing AI are available at <https://libguides.wku.edu/stylewrite/ai>. If you are unsure if you are using AI tools appropriately in this course, please reach out to your instructor!