LIBERTY UNIVERSITY

Online · School of Education · Graduate Education

Technology and Diversity

EDUC-629

CG   Section 8WK   11/08/2019 to 04/16/2020   Modified 07/28/2020

🖥 Course Description

This course focuses on the nature of individual learners as it impacts instructional design with the use of technology in education. Specifically, the course covers topics on tools, methods and approaches to meet learning needs of children with special learning, those of differing socioeconomic and cultural backgrounds, and those of varying learning styles and preferences. The course attempts to bridge the gap between theoretical implications and practical applications of diversity considerations in the context of educational technology integration.

Requisites

    Prerequisites

    None

    Registration Restrictions

    Background Check Receipt

◎ Rationale

Leaders focusing on educational technology design and management must be aware of the changing demographic landscape of education today. Students from rich, diverse backgrounds—in culture, socioeconomic status, learning ability, and learning preference—reveal the need for efforts in developing effective means for planning individual learning experiences. Issues of awareness, design, and effective application and implementation become important in this light. This course focuses on these very issues.

📶 Measurable Learning Outcomes

Upon successful completion of this course, the student will be able to:

A. Design technology-enhanced learning opportunities, in consideration of the diverse needs of each student, to include adaptive and assistive technologies.
B. Develop plans for improving institution-wide awareness of the effective means of engaging each student from a diverse background, using technology-enhanced learning practices.
C. Communicate research on best practices related to applying appropriate technological resources to affirm equitable access to learning in consideration of diversity and address cultural and linguistic differences.
D. Apply knowledge of effective instructional design through technologies to develop appropriate pedagogy that empowers learners with diverse backgrounds, characteristics, and abilities.

📘 Course Resources

Required Resources

Gargiulo, R. & Metcalf, D. (2017). *Teaching in today's inclusive classroom*. Cengage. ISBN: 9781305500990.

Maloy, R., Verock, R., Edwards, S., & Woolf, B. (2017). *Transforming learning with new technologies*. Pearson. ISBN: 9780134054889.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Recommended Resource

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard [recommended browsers (https://liberty.service-now.com/kb_view.do?sys_kb_id=38a8e4bd75c210c0b9a9ec15cb9606a2)](https://liberty.service-now.com/kb_view.do?sys_kb_id=38a8e4bd75c210c0b9a9ec15cb9606a2)
D. Microsoft Word

☷ Course Assignments

Textbook Readings and lecture presentations

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations (http://www.liberty.edu/index.cfm?PID=18202&printpage=y)](http://www.liberty.edu/index.cfm?PID=18202&printpage=y), the candidate will complete the related checklist found in Module/Week 1.

Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and contain at least 1 reference cited in current APA format. At the end of each thread, a reference list in current APA format must be included, as well. In addition to the thread, the candidate is required to reply to at least 2 classmates' threads. Each reply must be at least 250 words and contain at least 1 reference to the course material in current APA format. (MLO: C, D)

Professional Affiliation

The candidate will present his/her desire for active membership in the ISTE (International Society for Technology in Education), the AECT (Association for Educational Communications & Technology), or an approved organization equivalent. The candidate will write a 1-page-minimum summary in current APA format explaining why the professional affiliation was selected and provide an overview of its purpose and relevancy to the field of instructional technology. (MLO: C, D)

Principles for Instructional Design and Technology

For this assignment, the candidate will provide a summary of the International Standards for Technology Educators (ISTE), the Universal Design for Learning (UDL) guidelines, and the Technology Pedagogical Content Knowledge (TPCK) framework. The candidate must then provide an overview of each standard's unique qualities, as well as an explanation of how they can be applied in the field of instructional design and technology. Overall, this assignment must be 2–3 pages. The goal of this assignment is to demonstrate an understanding of each of these standards and provide a foundation for how they will be applied through the candidate's Technology Implementation Plan. (MLO: B, C, D)

Technology Implementation Plan (TIP)

In this series of assignments, the candidate will develop a technology integration plan for meeting diverse learning needs in an educational, professional, or training learning environment. This assignment will be completed in 5 parts and must follow the template provided within the course. The length requirements listed below in each section are only a required minimum and may be exceeded (Note: the TIP will be single-spaced). The entire plan must be at least 10 pages and use at least 5 sources cited in current APA format. (MLO: A, B, C, D)

1. Part 1 – Action Plan

The candidate will put together a 1–2-page action plan that outlines the vision, mission, goals, and major tasks involved in the project. The candidate must utilize the International Standards for Technology Educators (ISTE), the Universal Design for Learning (UDL) guidelines, and the Technology Pedagogical Content Knowledge (TPCK) framework to create this part of the TIP for diverse learners. The candidate will integrate Scripture and biblical principles into his/her vision, mission, and goals for the action plan. All citations must use current APA format.

2. Part 2 – Needs Assessment

The candidate will create a 2–3-page paper in current APA format that provides a needs assessment for his/her local school, district, institution, or organization, considering cultural diversity, special needs, and the varying socioeconomic groups in the organization. To complete this assignment correctly, the candidate must use a SWOT analysis as an outline for his/her needs assessment.

3. Part 3 – The Planning Process

The candidate will address each of the needs identified in Part 2, including changes necessary for the environment, engagement, application, and tools of the institution or organization. The candidate will interview—by email, in person, or by phone—either a stakeholder at his/her organizationInstructional Technologist, or a Technology Resource Teacher regarding his/her TIP for recommendations and best practices. The interview must contain 6–8 questions related to effective instructional technologies and/or items addressed in the overall TIP assignment. The candidate will submit a transcript of the interview as a separate Word document, and incorporate what was learned into a 3–4-page planning process paper. If sources are cited, current APA format must be used.

4. Part 4 – Implementation

The candidate will submit a 2–3-page timetable, budget, and professional development plan for the TIP. The candidate will also create 2 lesson plans (1–2 pages each) showing how to integrate technology at the classroom level for each diverse group. The lesson plans must integrate biblical principles and address cultural diversity, special needs, and varying socioeconomic groups based upon ISTE, UDL, and TPCK standards.

5. Part 5 – Executive Summary/Final Submission

The candidate will complete a provided template and describe in 1–2 pages how every goal has been met through the TIP. The candidate will also incorporate his/her instructor's feedback for Parts 1–4 of the TIP. The candidate will submit the completed TIP and a reference page including at least 5 sources used in the writing of the overall plan, cited in current APA format.

Reflective Digital Presentation

The candidate will create a 6–8-slide PowerPoint, Prezi, or Keynote digital presentation that summarizes each part of the TIP and shows his/her integration of biblical principles throughout the project. The presentation must be accompanied by either a 5–8-minute narration or a 50-word script for each individual slide, as well as a reference slide at the end of the presentation. (MLO: B, C, D)

✔ Course Grading

Course Requirements Checklist	10
Professional Affiliation	25
Discussion Board Forums (2 at 75 pts ea)	150
Principles for Instructional Design and Technology	100

Technology Implementation Plan (TIP)	
Part 1 – Action Plan	75
Part 2 – Needs Assessment	100
Part 3 – The Planning Process	125
Part 4 – Implementation	200
Part 5 – Executive Summary/Final Submission	175
Reflective Digital Presentation	50
Total	1010

🏛 Policies

Late Assignment Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition.   For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/ (https://www.liberty.edu/online/online-disability-accommodation-support/). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any

submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLflSQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLflSQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) can be found in the [Academic Course Catalogs (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBhnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXlA%3D&reserved=0)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBhnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXlA%3D&reserved=0). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfza69InuhVHMHAVgu59ZP0Fw45xJTu9PIBrU%3D&reserved=0)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfza69InuhVHMHAVgu59ZP0Fw45xJTu9PIBrU%3D&reserved=0)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory (https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes)](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at [http://www.liberty.edu/index.cfm?PID=19155 (http://www.liberty.edu/index.cfm?PID=19155)](http://www.liberty.edu/index.cfm?PID=19155).

📅 Schedule

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Textbooks:

Hamilton, *Integrating Technology in the Classroom* (2015).

Spector et al., *Handbook of Research on Educational Communications and Technology* (2014).

Module/Week	Reading & Study	Assignments	Points
1	Hamilton: chs. 1–2, 11 Spector et al.: chs. 66–67 1 presentation	Course Requirements Checklist MAT/MED Advising Guide Quizzes Class Introductions Professional Affiliation	10 0 0 25
2	Hamilton: chs. 3–4, 12 Spector et al.: chs. 7, 9–10 1 presentation	Principles for Instructional Design and Technology	 100
3	Hamilton: chs. 5–6, 14 Spector et al.: ch. 70 1 presentation	DB Forum 1 TIP: Part 1 – Action Plan	75 75
4	Spector et al.: chs. 38, 51, 59 1 presentation	TIP: Part 2 – Needs Assessment	100
5	Spector et al.: chs. 31, 33, 53 1 presentation	TIP: Part 3 – The Planning Process	125
6	Spector et al.: chs. 32, 34, 36 1 presentation	TIP: Part 4 – Implementation	200
7	Hamilton: chs. 7–10 Spector et al.: chs. 29, 62 1 presentation	DB Forum 2 TIP: Part 5 – Executive Summary/Final Submission	75 175
8	Hamilton: ch. 13 Spector et al.: chs. 71–74 1 presentation	Reflective Digital Presentation	50

Total	1010

DB = Discussion Board

TIP = Technology Implementation Project

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.