LIBERTY UNIVERSITY

Online · School of Education · Graduate Education

Technology Practices for Instructional Improvement

EDUC-630

CG   Section 8WK   11/08/2019 to 04/16/2020   Modified 06/30/2022

👤 Contact Information

See detailed faculty information in Canvas.

💻 Course Description

This course has students research and engage best practices in educational technology usage for the purposes of inclusion in instructional practice for student learning and for assessment of student achievement as a result of instruction. Students practice and demonstrate competency in using productivity tools for professional and pedagogical practice. Further, students will develop means of effectively using technologies for communication and collaboration to improve teaching and learning.

Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog (https://catalog.liberty.edu/)](https://catalog.liberty.edu/).

◎ Rationale

Technology usage has been focused on by society at large and educational institutions in particular (higher learning and those in the field) as a solution to perceived problems and deficits in learning. With the advent of computer-mediated communication systems such as the Internet, the pace at which education is expected to adopt technology both as a target of curriculum and as a pedagogical approach to learning has increased. It is vital that educators at all levels understand the role technology plays in the essentialist expectation of educational practice (as a curricular goal), the role technology plays in the actual practice of teaching and learning as an agent of access, and the role technology plays in the assistance in the day-to-day functioning in the profession of education.

📊 Course Learning Outcomes

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

A. The student demonstrates and institutes best practices assessment of student achievement using technology to improve instructional practice and enhance student learning or professional development strategies for adult learners
B. The student researches effective uses of technology in an instructional technology implementation
C. The student effectively uses productivity tools for professional and pedagogical purposes
D. The student uses technologies to effectively communicate and collaborate with fellow educators and members of learning communities to improve teaching and learning

📑 Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore (https://bncvirtual.com/liberty)](https://bncvirtual.com/liberty).

Additional Materials for Learning

1. Internet access (broadband recommended), Microsoft Word, Web-Based Resources as identified within the course activities

2. Textbook(s)
3. Canvas [recommended browsers (https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas)](https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas)
4. ILRC Resources

≔ Course Assignments

Textbook readings and lecture presentations/notes

Course Requirements Checklist

After reading the Syllabus and [Student Expectations (https://www.liberty.edu/institutional-effectiveness/student-expectations/)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

Discussions (5)

The student will complete five (5) video Discussions throughout the course. Each discussion consists of a thread and two replies. The thread is the student's response to the instructor's prompt and the replies are the student's response to another student's thread. Both the thread and replies should be at least two substantial paragraphs. The thread must be a video post, and the replies can be either a video or written replies. (Outcomes: A, B, C, D)

Blog Site

The student will design a personal homepage and browse the homepages of other students in the course. This assignment must be completed no later than Sunday evening of Module 1 and is worth 25 points. The homepage serves as the host for student blog entries. If the student has created a blog for a different EDUC course, they may continue to use their blog for the EDUC 630 course. They will need to create a separate page (tab) for the EDUC 630 course content.   (Outcomes: A, C, D)

Self-Assessment

Each student will conduct a personal self-assessment regarding their ability to include technology into their classroom instruction. Once they have assessed areas which need development, they will go to the Edutopia link provided and locate three articles that address those areas. A brief summary of each article will be written and submitted. (Outcomes B, D)

Personal Philosophy Paper

Each student will write a 2-3 page personal philosophy paper regarding the use of technology in education. The student will need to include biblical support as well as researched-based references in their paper. (Outcomes: B, D)

Professional Development Presentation

The student will create a brief overview of the ISTE website. The student will identify helpful resources for professional development as well as a short synopsis of the previous year's ISTE conference. (Outcomes: B,C)

Professional Interview

The student will use personal interview and research to determine how the educator selects appropriate technology for any given objective. The student will then compile the research in an Excel or Word document. Then, the student will use this data to create their own checklist for which they could validate the selection of technology for a given lesson. (Outcomes: A)

Technology Lesson Demonstration

The student will select a lesson in which they would like to add a current technology component. The technology tool must have been developed within the last 5 years. Then, they will develop a lesson that integrates the selected technology and provide a brief video recording on the lesson being taught with the new technology component. (Outcomes: A, B, C, D)

Web-Based Assessment Sample

The student will develop a formative or summative sample using a current technology tool that is less familiar to them. The

technology tool must have been developed within the last 5 years. They will then video record a class demonstration in which they show their students their sample artifact. The students will be expected to use the model provided by the teacher to create their own web-based assessment of the lesson material. (Outcomes: A, B, C, D)

Technology Trends Infographic

The student will develop an infographic describing the future of technology in the classroom. The infographic will include various social media platforms as well as VR, AR, and AI potentials. (Outcomes: B, C, D)

✔ Course Grading

Course Requirement Checklist	10
Discussions (5 at 50 pts ea.)	250
Blog Site	25
Technology Education Self-Assessment	50
Personal Philosophy Paper	100
Professional Development Presentation	100
Professional Interview Project	150
Technology Lesson Demonstration	100
Web-Based Assessment	125
Technology Trends Infographic	100
Total	1010

🏛 Policies

Late Assignment Policy

Course Assignments, including discussions, 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 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 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) 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). 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 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)). 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).

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).

📅 Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Guide Acknowledgement
Module 1: Week 1	Learn	Read: 2 items Watch: 2 items Explore: 2 items
	Apply	Technology Education Self-Assessment Assignment Blog Site Assignment
Module 2: Week 2	Learn	Read: 4 items Watch: 2 items
	Apply	Personal Philosophy Paper Assignment Discussion: Differentiation through Technology
Module 3: Week 3	Learn	Read: 3 items Watch: 2 items Explore: 1 item
	Apply	Professional Development Presentation Assignment Discussion: Data Collection
Module 4: Week 4	Learn	Read: 1 item Watch: 1 item Explore: 1 item
	Apply	Professional Interview Project Assignment

When	Topic	Notes
Module 5: Week 5	Learn	Read: 3 items Watch: 2 items
	Apply	Technology Lesson Demonstration Assignment Discussion: Gaming
Module 6: Week 6	Learn	Read: 3 items Watch: 2 items Explore: 1 item
	Apply	Web-Based Assessment Assignment
Module 7: Week 7	Learn	Read: 3 items Watch: 2 items Explore: 1 item
	Apply	Technology Trends Infographic Assignment Discussion: Assistive Technology
Module 8: Week 8	Learn	Read: 2 items Watch: 2 items
	Apply	Discussion: Reflection