



# ED 585 Syllabus

**Course:** ED 585 Educational Technology Applications

**Instructor:** Sharon Teabo steabo@su.edu, Shingleton, 107

**Description:** This course is designed to identify features of an online course, analyze relevant research and theory underlying online instruction, and develop an instructional unit based on an existing course in the student's content area that integrates components of the Internet as a teaching/learning tool. A unit will consist of a minimum of three lessons and three modules.

**Text:** Required:

- Cunningham, C. A., & Billingsley, M. (2003). *Curriculum webs: A practical guide to weaving the web into teaching and learning*. Boston: Pearson Education.
- Thorsen, C. (2003). *TechTactics: Instructional models for educational computing*. Boston: Pearson Education.
- Selected readings: TBA

Recommended:

- Dick, W., Carey, L., & Carey, J. O. (2001). *The systematic design of instruction*. Fifth Edition. New York: Longman.
- Lynch, P. J., & Horton, S. (1999). *Web style guide: Basic design principles for creating web sites*. New Haven, CT: Yale University Press. [Available online: [www.info.med.yale.edu/caim/manual](http://www.info.med.yale.edu/caim/manual)].

**Goals:**

- To understand the infrastructure for online instruction, and the pedagogy and delivery of online instruction.
- To explore instructional technologies that apply to online learning.

**Objectives:** Each student will

- Complete an infrastructure analysis of the location(s) where s/he would deliver online instruction.
- Understand and apply appropriate pedagogy for a web-based unit of instruction in her/his content area.
- Design and integrate appropriate instructional technologies, activities, and assessment for her/his web-based unit of instruction.

**Individual requirements:**      **Students will complete**

1. an infrastructure analysis according to the objective stated above.
2. a descriptive outline of the Unit of Instruction (UI).
3. a Curriculum Integration Template (CIT) which details goal, objectives, activities, assessment, and instructional technologies for each lesson/module (five total) of an appropriate Unit (web-based) of instruction in her/his content area.
4. an evaluation of each assigned reading. (Responses should reflect APA standards.)
5. a presentation that includes specific examples that incorporate components of the Internet & the pedagogy that supports their use. The final presentation will also include what the UI would look like visually, the hierarchy, navigational and link components.
6. other work as assigned... refer to Evaluation section.

**Evaluation:**      *Development assignments and Participation—20%:* During face-to-face meetings and as part of homework, there will be problem-based assignments that help students learn the theory, research, and technical process behind various features of effective online instruction. Additionally, each student will submit a response log based on assigned readings. Students must adhere to due dates in order to receive credit.

*Lesson Plans and Modules(s)—30%:* Each student will prepare a minimum of three lesson plans and three modules. Sound pedagogy, interactive goals, performance objectives, student activities, assessment, and multimedia are expected.

*Formative Evaluation—5%:* Each student (primary developer) will make her/his course available to another student in the class (secondary developer). The secondary developer will provide feedback to the primary developer. Secondary developers will be identified by the instructor(s).

*Final Presentation/Demonstration—45%:* Each student will present the underlying pedagogy for WBI with examples specific to her/his unit and demonstrate the major features of the unit. This presentation should include detail specific instructional strategies and technologies as well as web-based components, design features, and technical features.

**Note:**      Late assignments will not be accepted.

**Incomplete Grades:**      A grade of "I" is only an option under extreme and only possible if the student has completed at least half of the semester's work and has a medical excuse. Should a problem arise, contact the instructor(s) immediately.

**Attendance:**      Attendance is required. In order to receive credit for attending the class students must arrive on time, contribute to class topics, and stay for the duration of the class. Unexcused or multiple absences will result in grade cut(s).

**Academic Dishonesty:** Academic dishonesty in any form, including plagiarism and giving or receiving unauthorized assistance in academic work, is prohibited. All students at Shenandoah University are responsible for upholding the Honor Code. The Honor Code is a system of conduct that reflects the core principles and values that the University has established regarding individual responsibility and matters involving honorable conduct. Violations of the Honor Code include the following general areas: cheating, plagiarism, falsification, tampering with records, forgery, and withholding information. It is every student's responsibility to report any violations that he or she observes to the professor or the Honor Court. Please see the Student Handbook for more specific information.

**Disability:** If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please notify me within the first two weeks of the semester by making an appointment with me as soon as possible. In addition, if you need classroom accommodations, please contact the Coordinator of 504/ADA Services.

**Blackboard:** The class will use a Blackboard course site provided by SU. All assignments, announcements, and updates will be posted to the course site.

