

Course Proposal

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Technology Management and Leadership

Duquesne University

Course Outline Proposal for Academic and Curriculum Committee Approval

- 1. Department:** Department of Instruction and Leadership in Education
- 2. Course Number:** LTET 301
- 3. Course Title:** Delivery, Design, and Supplementing Instruction through an Online Learning Environment
- 4. Semester Hours/Credits & Schedule Type (Lecture, Seminar, Individual, Practicum, or Lab):** 3 credit Lecture Online (Asynchronous and Synchronous Components)
- 5. Course Description:** Prospective k-12 teachers will acquire and demonstrate knowledge of delivering content to students in an online format. They will apply current theories and guidelines from the field of instructional technology and current research. Students will read relevant research and theory to apply in the creation of their own online course on the topic of their choice. The topic must be relevant to the field of study in education that they are pursuing (i.e. special education, elementary education and its subject areas, physical education, music education, art education, secondary education and its subject areas, etc.) The delivery must incorporate application of the readings on instructional delivery, design, and research. Students

will develop the skills for identifying appropriate technology and make decisions concerning how to deliver the curriculum successfully.

6. Prerequisites/Enrollment Limits: Students must be enrolled in an undergraduate level in the school of Education. The maximum number for enrollment is 25.

Prerequisites:

Instructional Technology I (1 cr.)

Introduces teacher candidates to the skills required for modeling and demonstrating technologies for the classroom. Competencies center on the use of technology to communicate and interact with peers and colleagues and include an orientation to personal computers and the campus network, electronic mail, word processing, graphics presentation, and the uses of the Internet for exploration and research.

LTET 102 Instructional Technology II(1 cr.)

Provides teacher candidates with a set of tools required to integrate technology into the curriculum. Advanced features of word processing, graphics presentation and the Internet are presented. In addition, online lesson plans, content-rich images, and related digitized resource materials are harvested from the World Wide Web and incorporated into classroom-ready instructional materials. Other.

LTET 203 Instructional Technologies for Reading and Language Arts (3 cr.)

Candidates will explore the Backward Design model to create technology rich curriculum for middle level use in Reading and Language Arts courses. The candidates will prepare lessons for face to face and for online modes. The candidates will create materials that include assistive technology. Use of web tools will be emphasized.

- 7. Target participants:** Students must be enrolled at the undergraduate level in the school of Education and have completed the prerequisite courses.

8. Needs Assessment/Rationale for the Course:

This course should be required for all undergraduate students in the field of education. As demands for new ways to teach students rise, teaching or supplementing classroom teaching in an online format will become a necessary skill for teachers entering the field. The course will allow students to learn the basics of design, delivery, and the theories relevant to teaching in an online environment in order for effective creation of a online course or supplemental materials for a face-to-face instructor.

9. Potential duplication with existing courses: (Identify courses with which this course might overlap and document communication with appropriate department to verify non-duplication)

There do not appear to be any undergraduate courses specifically designed to teach the content of multimedia learning principles or the use of Blackboard. Two graduate level courses will have potential overlap. They are GDIT 705 and GDIT 706. These courses are a part of the Instructional Technology Masters and Instructional Technology and Leadership Doctoral program. This course will touch upon similar readings and ideas, but at a more basic application level.

10. Course Objectives:

Goals and objectives in this course address:

- iNacol standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.
- iNacol standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.
- iNacol standard F: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.
- Objectives in this course also address the International Society for Technology in Education (ISTE); National Educational Technology Standards (NETS-T).

Upon completion of this course students will demonstrate the knowledge of:

-Basic Concepts

1. understand and describe how technology can impact learning.
2. explore how delivering curriculum with the support of technology can improve learning.
3. describe trends and issues when using different technologies in learning.
4. demonstrate proficiency in the use of technology.

-Integrating Technology to Enhance Learning and Collaboration

1. use student- centered instructional strategies that are connected to real-world applications to engage students in learning on an online environment.
2. use of technology to locate, evaluate, and collect information from a variety of sources.

3. work collaboratively and independently when using technology.
4. use the Internet as a means of personal learning with a respectful exchange of ideas and products.
- 5, plan, design, and implement technology to create classroom activities to support individual and collaborative work.
6. design methods and strategies to evaluate and assess the effectiveness of Instructional units that integrate technology.

-Decision Making and Problem Solving

1. use technology resources for making informed decisions.
2. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

-Meeting student's needs

1. demonstrate awareness of different learning preferences, diversity, and universal design principles.
2. use appropriate tools and technologies to make accommodations to meet student needs.
3. integrate various instructional technologies to meet the needs of diverse learners in a variety of educational settings. These technologies include: productivity software such as Word and Power Point, interactive media, including asynchronous threaded discussion sites and multi user virtual environments, instructional frameworks that include web-based learning environments, devices like SmartBoards, wireless mobile handhelds and applications. Some examples of these are Wikispaces, Google Earth, educational podcasts, etc.

11. Subject Matter Content: (Major topics)

- Multimedia Learning Principles (How they impact learning in an online environment)
- Effective Online Instructional Delivery (How to create an effective environment that can deliver content and provide interaction for students and instructors)
- Use of Blackboard in Subject Area Delivery or as a Supplement to Classroom Teaching (How to use blackboard and its components to effectively instruct students)

The Major Readings:

○ **Text Book:**

Mayer, R. E. (Ed.)(2005). *The Cambridge handbook of multimedia learning*. New York: Cambridge University Press.

Required Chapters:

Mayer, R.E.- Chapter 2-Implications of Cognitive Load Theory

Mayer, R.E.-Chapter 3-Cognitive theory of Multimedia Learning

Mayer, R.E.-Chapter 7-The Multimedia Principle

Mayer, R.E.-Chapter 8 - The Split-Attention Principle in Multimedia Learning

Mayer, R.E.-Chapter 9 - The Modality Principle in Multimedia Learning

Mayer, R.E.-Chapter 10 - The Redundancy Principle in Multimedia Learning

○ **Journal Articles:**

Dabbagh, N. H. (2000). The challenges of interfacing between face-to-face and online instruction. *TechTrends*, 44(6), 37-42.

- Oliver, R. (1999). Exploring strategies for online teaching and learning. *Distance Education*, 20(2), 240-254.
- Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction.
- Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43(6). Saddle Brook. Englewood Cliffs, NJ.

○ ***Website Tutorials:***

Lynda.com (n.d.). Blackboard Essential Training Module: Lynda.com Retrieved from:

<http://www.lynda.com/Blackboard-tutorials/Blackboard-9x-Essential-Training-Instructors/70197-2.html>

Wilkins, B. The ultimate guide to Blackboard: 100 tips and tutorials: Retrieved from:

blackboard:<http://www.smartteaching.org/blog/2008/08/the-ultimate-guide-to-blackboard-100-tips-tutorials/>

New technologies will be:

- Blackboard or Coursesites (free version) for creation of subject area content
- Duquesne Blackboard and Collaborate for Delivery of Course Instruction and Interaction
- Use of other media in creating and online course at the students' preference (This will vary depending on their subject area but can include items learned in the prerequisite courses such as word, Powerpoint, Prezi, iMovie, iPhoto, iBooks author, the internet, YouTube, etc.)

12. Illustrative Course Activities:

1. Complete the lynda.com Blackboard for Instructors Tutorial Course
2. Read text and journal articles that discuss various topics of teaching in an online environment and participate in an online discussion of these topics.
3. Complete a collaborative group presentation based on a selection of course readings to present in class.
3. Determine how to best use Blackboard in the field of study (elementary, secondary, subject areas, special education)-The blackboard course can be created as a supplemental resource to a face-to-face classroom or as a stand-alone online course
4. Create a Blackboard site to meet the needs of current or future classroom teaching environment incorporating the learning from readings of textbook, articles, and lynda.com tutorial. Write a rationale for the use of the delivery methods and design.

5. Present the Blackboard course to the class by screen sharing the course and explaining the rationale used in the course delivery and design.

13. Minimal Student Requirements/ Evaluation of Students:

1. Participation and attendance

Participation in the weekly tutorials will be assessed on the basis of attendance (10%) and active and informed participation in the discussion about the reading materials (10%).

2. Reading responses

Reading responses to the reading materials and students' thoughts of the technology application for online learning environment will be completed via wiki and discussion boards. These must be turned in before due time and meet the minimum number of interactions as described in the syllabus.

3. Group Project

The class includes a group project in which a group will prepare a presentation based on the week's assigned readings to present to their classmates.

4. Final project

Create Blackboard or Coursesites course with the knowledge of the course.

14. Explain how course meets School of Education credit hour policy.

Consistent with Pennsylvania Department of Education guidelines for an online course (asynchronous and synchronous online) state that students will experience a minimum of 42 hours of direct instruction. This total does not include homework activities.

15. Proposed Text/Selected Bibliography:

Dabbagh, N. H. (2000). The challenges of interfacing between face-to-face and online instruction. *TechTrends*, 44(6), 37-42.

Lynda.com (n.d.). Blackboard Essential Training Module: Lynda.com Retrieved from:
<http://www.lynda.com/Blackboard-tutorials/Blackboard-9x-Essential-Training-Instructors/70197-2.html>

Mayer, R. E. (Ed.)(2005). *The Cambridge handbook of multimedia learning*. New York: Cambridge University Press.

Oliver, R. (1999). Exploring strategies for online teaching and learning. *Distance Education*, 20(2), 240-254.

Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction.

Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43(6). Saddle Brook. Englewood Cliffs, NJ.

Wilkins, B. The ultimate guide to Blackboard: 100 tips and tutorials: Retrieved from:
blackboard:<http://www.smartteaching.org/blog/2008/08/the-ultimate-guide-to-blackboard-100-tips-tutorials/>.