Loyola University Chicago
Graduate School of Education
CIEP447-001: Technology Enhanced Instruction I
Fall 2015, Wednesdays, 7-9:30 pm
Room 710, Corboy Law Center (CLC), Water Tower Campus

Course Syllabus

Instructor:	Bruce Montes	**Phone:**	(773)508-7601
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Office Hours:	Monday-Friday (9 – 5) By Appointment		
Virtual Hours:	Monday-Friday Day & Evenings By Appointment		

TEXTS (NONE REQUIRED)

Students are not required to acquire or use any textbooks for this course. The instructor will draw upon theories and examples from various sources. The textbooks listed below are closely related to content for this course. If a student were looking to purchase any texts for this course, the texts listed here would be recommended.

- Morrison, Gary R., Lowther, Deborah L., (2010) *Integrating Computer Technology into the Classroom, 4th ed.*, Boston, MA: Pearson Education, Inc. Print ISBN-13: 978-0-13-514529-6

- Pitler, Howard., Hubbell, Elizabeth R., Kuhn, Matt., (2012) *Using Technology with Classroom Instruction that Works, 2nd ed.*, Denver, CO: Mid-continent Research for Education and Learning. Print ISBN-13: 978-1-4166-1430-2

- International Society for Technology in Education., (2012) *nets for Students, Curriculum Planning Tool*, Eugene, OR: International Society for Technology in Education. Print ISBN-13: 978-1-56484-317-3

- International Society for Technology in Education., (2007) *National Educational Technology Standards for Students, 2nd ed.*, Eugene, OR: International Society for Technology in Education. Print ISBN-13: 978-1-56484-237-4

Note: Additional readings may be provided by the instructor.

REQUIRED HARDWARE & SOFTWARE

Hardware
In classroom use of computers will be required. Windows based PC's will be available in the classroom and students will be using those computers on a regular basis. Students will need access to a computer (PC or Mac) outside of the classroom. The course will not be teaching basic computer skills. Basic PC skills will be considered pre-requisite knowledge for this course.

Software
During the course, students will be required to use a variety of software products. The students will not be required to purchase any software for this course. Software\systems that will be used for this course include but are not limited to:
- Mapping software, Lucidchart, https://www.lucidchart.com for various assignments.
- Microsoft Office Suite including Word, Excel, and PowerPoint.
- The Sakai system https://sakai.luc.edu/for course materials (required).
- Loyola University Chicago e-mail accounts, https://webmail.luc.edu , to communicate with instructor and fellow students (required).

August 24, 2015

COURSE DESCRIPTION

This course will explore the key components of problem based and project-based learning and focus on designing instruction, which incorporates these components and enhances them through the integration of technology. Special emphasis will be placed on the use of well-known and readily available software applications to align instruction with the International Society for Technology in Education (ISTE®) standards. ISTE Standards (formerly the NETS) for Students (ISTE Standards•S) are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

SOCIAL JUSTICE FOUNDATION

The Graduate School of Education at Loyola University Chicago has developed a conceptual framework of standards focused on Professionalism in Service of Social Justice. Technology continues to evolve, and access to technology is increasing. These advancements allow for more people to learn new skills, acquire qualifications, gain confidence in using technology, and be in a position to serve others. Responsible integration of technology provides for standard-aligned instructional content to be delivered by a variety of methods, as well as engaging students in the process of constructing their own learning through inquiry and problem solving. Digital tools and software applications enable teachers to reach a wide range of students with unique learning styles and needs. This course seeks to enable its participants to seamlessly integrate technology into curriculum in order to assist their students in mastering core content and technology competencies essential to their success in school and the workplace.

CONCEPTUAL FRAMEWORK

SOE's Conceptual Framework – Professionalism in Service of Social Justice – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission. This course emphasizes the following:

Course Framework Standard:

- CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Educational Course Goals

CF5: Technological Knowledge/Skills

- Identify software programs that could be used to meet the instructional objectives of a curriculum. (NETS Standards 1, 2, 3, and 6)
- Develop a stand-alone learning object using understanding by design processes.

ISTE Standards•S (formerly NETS*S) Skills

As a result of this course, students will be able to:
- Identify the NETS*S for grades P-12
- Identify the levels of proficiency for measuring the NET*S
- Describe the process for developing problem based instruction
- Recall and apply NTeQ design processes for developing instructional lessons that integrate technology into lesson/unit plans to meet NETS*S, and content standards. (NETS*S 2)

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- Develop lesson and unit plans using problem based or project based instructional models that incorporate technology and common software programs (e.g. Word, PowerPoint, Excel, Inspiration) to meet NETS*S and content standards.
- Develop lesson and unit plans using problem based or project based instructional models that incorporate computers and software programs specific to a content area.

COURSE OBJECTIVES

While there are many objectives for this course, the following objectives, which are **bold** and *italicized* are defined as *essential* for this course:

1. ***Learning to apply course material (to improve thinking, problem solving, and decisions). - Essential***
2. ***Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.). - Essential***
3. Gaining factual knowledge (terminology, classifications, methods, trends). - Important
4. Learning fundamental principles, generalizations or theories. - Important
5. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. – Minor
6. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.). – Minor
7. Developing skill in expressing oneself orally or in writing. – Minor
8. Learning how to find and use resources for answering questions or solving problems. – Minor
9. Developing a clearer understanding of, and commitment to, personal values. – Minor
10. Learning to analyze and critically evaluate ideas, arguments, and points of view. – Minor
11. Acquiring an interest in learning more by asking questions and seeking answers. – Minor

COURSE REQUIREMENTS

During the course of the semester, students will complete the following:

1. **Assignment 1 - Productivity Software Presentation Project – 5 Points**
   You will be assigned a partner. Each pair will be assigned a Productivity Software (i.e., Excel, PowerPoint, Inspiration, Inspire Data, etc.) to present to the rest of the class. Presentations will increase class participants' functional knowledge of the specified software and aid participants in implementing the software in instruction.

2. **Assignment 2 - Problem Construction Project – 5 Points**
   Using graphic organizer software such as Inspiration or Lucidchart, you will construct a map of the problem that will be used in a lesson plan (assignment 3). You will create a map that deconstructs the problem into the core principles and relevant learning goals and objectives as well as identifies the standards associated with the learning goals and objective. You must also address the 3C and 3R components in your problem construction.

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3. **Assignment 3 - Lesson Plan Project – 20 Points**
   Using the PBL framework and NTeQ model you will create an original lesson plan, which is based on the problem you constructed in assignment two. You must identify both the content and NETS*S objectives and the standards to which they are aligned. At least one software application such as spreadsheet, database or multimedia must be integrated in the lesson. You may not use a presentation (Power Point) or word processing (Word) application to meet this requirement. The lesson plan should be detailed enough for any teacher working in the same grade to understand and easily implement. It must also include a well-articulated rationale for how the selected software will be used to fulfill both the content standards and NET*S.

4. **Assignment 4 – PowerPoint Learning Object Project – 15 Points**
   This project will involve the use of elaboration or cognitive flexibility theory to construct a stand-alone instructional product (learning object) using digital resources (graphics, audio and video). This can also include website and web resources. You will use PowerPoint to construct this product.

5. **Assignment 5 – Animation Learning Object Project – 15 Points**
   This project will involve the use of digital resources and an animation processes to create an animated learning object. The object must include narration, pedagogical prompts, and learning objectives and assessments.

6. **Assignment 6 - Storyboard Project – 10 Points**
   As the initial piece of your final learning object project 3, you will create a storyboard, which will provide information about the design, content, sequencing, and structure of the Learning Object project that you choose to develop.

7. **Assignment 7 – Technology of Choice Learning Object Project – 20 Points**
   Student Choice - This project will involve the use of elaboration or cognitive flexibility theory to construct a stand-alone instructional product (learning object) using digital resources.

8. **Participation – 10 Points**
   As this course uses a workshop model and it is expected that students provide constructive and informative feedback to others in this class related to their design and development project. Students will participate in multiple asynchronous and synchronous activities, which will be graded individually and will contribute to the course grade. This includes both in-class activities and out of class asynchronous activities.

Point Break Down for the Course: (100 total possible points)

Item (100 total possible points for the course)	Possible Points
Assignment 1 – Productivity Software Presentation Project	5
Assignment 2 – Problem Construction Project	5
Assignment 3 – Lesson Plan Project	20
Assignment 4 – PowerPoint Learning Object Project	15
Assignment 5 – Animation Learning Object Project	15
Assignment 6 – Storyboard Project	10
Assignment 7 – Technology of Choice Learning Object Project	20
Participation: Includes individually graded asynchronous and in-class synchronous activities	10

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Late Work: Late work is **not acceptable** unless **prior** arrangements have been made with the instructor. Submission of late work is **strongly** discouraged given how assignments in this course build upon one another. Late work will be accepted if prior arrangements are made, but will be reduced significantly in points earned. If work is turned in late, feedback from the instructor will be less and the graded assignment will not be returned as rapidly as if the student had turned in the work on time. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. If you have unforeseen personal circumstances, which will impact your work, please talk with the instructor with your concerns for completing the course obligations.

Course Grading Scale: http://www.luc.edu/education/resources/academic-policies/

Overall Points	Letter Grade	Total Percentage	Grade Points
93-100	A	93-100%	4.00
90-92	A-	90-92%	3.67
87-89	B+	87-89%	3.33
83-86	B	83-86%	3.00
80-82	B-	80-82%	2.67
77-79	C+	77-79%	2.33
73-76	C	73-76%	2.00
70-72	C-	70-72%	1.67
67-69	D+	67-69%	1.33
60-66	D	60-66%	1.00
0-59	F	0-59%	0.00

Academic Policies: Unless otherwise stated, academic policies for the Graduate School of Education M.Ed. program can be found at: http://www.luc.edu/education/resources/academic-policies/.

Withdrawal & Incomplete (verify with School of Education): See http://www.luc.edu/education/resources/academic-policies/

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COURSE EXPECTATIONS AND THE LEARNING COMMUNITY AT LOYOLA UNIVERSITY CHICAGO AND THE SCHOOL OF EDUCATION

This is a graduate level course and we distinguish each of you as students, learners, and scholars. As such, it is expected that you view yourself in the same manner. You have chosen to be here and therefore are responsible for your own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations listed below. These expectations can also be found at: www.luc.edu/education/syllabus-addendum/ .

Learning Community: Because we each come to this class with differing backgrounds and experience with technology it is important that we work together to further our own knowledge and skills and the knowledge and skills of others in the class. It is important that each of us be willing to support and help each other further our knowledge and skills.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/. For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: www.luc.edu/sswd/.

Ethics Line Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline.

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DIVERSITY

As part of its mission, Loyola University states, "Shaped by our city and our Jesuit traditions, Loyola University Chicago offers students an educational environment unmatched for its diversity of thought and experience." [1] This course will address diversity through multiple means. Learning and Instruction will be examined in multiple settings and cultures. Development of instruction and learning will be focused on identification of difference in multiple learning styles, gender, background, physical abilities, and cultural values. Finally, diversity will be addressed in this course through an emphasis of respect and care for all individuals.

TECHNOLOGY INTEGRATION

The integration of technology in this course is achieved through multiple means. The instructor will use technology during class sessions to support the delivery and sharing of course content via the course management system, Sakai, and through using the classroom technology such as the computer, network, sound and presentation systems, and "online" class sessions. Students will use technology both in the classroom when desired and outside the classroom (Internet, concept mapping software, labs, discussion forums) to gain technological knowledge and skills and to develop instructional materials. Finally, technology will be used to support collaboration activities of students across multiple locations through asynchronous and synchronous communication and with a diverse audience to support a community of learning.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml.

Dispositions *(See Rubric Below)*

Professionalism, *Fairness*, and the ***Belief that all Students Can Learn***, are indicators of growth for different levels in the program. Courses in the School of Education focus on one or more of these three professional dispositions. Students are offered opportunities to receive feedback on their growth. The descriptions for the expected behaviors for the disposition are as follows:

- **Professionalism**: The student is prepared, is responsible toward work and is open-minded. The student works well with others and responds with appropriate language, affect, and actions. The student makes appropriate changes in response to feedback. The student demonstrates knowledge of current best practices for teaching and learning.

- **Fairness**: The student demonstrates respect for students, families, communities, and peers. The student creates an inclusive classroom environment and is responsive to students/learners' needs.

- **All Students Can Learn**: The student has high expectations for all students/learners and is not easily discouraged by lack of student/learners progress. The student resists making assumptions about students/learners, families, and

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[1] "Loyola University Chicago- About Loyola," http://www.luc.edu/about_loyola.shtml

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communities based on stereotypes. Additionally, the student reflects on practices and their impact on student/learners learning.

These dispositions will be assessed as part of this course and the rubric below will be used for the assessment.

Rubric for Dispositions

	Target	Acceptable	Unacceptable
Professionalism	Demonstrates all behaviors at acceptable level and all of the following: • Takes initiative. • Serves as a model for peers. • Actively problem solves. • Is resilient.	• Is prepared. • Is responsible toward work. • Is open-minded. • Works well with others. • Responds with appropriate language, affect, and actions. • Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness	Demonstrates all behaviors at acceptable level and all of the following: • Advocates/intercedes for others. • Sees and accepts individual differences as strengths. • Serves as a model for peers.	• Respects students, families, communities, and peers. • Creates an inclusive classroom environment. • Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn	Demonstrates all behaviors at acceptable level and all of the following: • Advocates for students/learners. • Serves as a model for peers. • Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	• Has high expectations for all students/learners. • Works with all students/learners. • Is not easily discouraged by lack of student/learners progress. • Resists making assumptions about students/learners, families, and communities based on stereotypes. • Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

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