

Loyola University Chicago
Graduate School of Education
CIEP447-001: Technology Enhanced Instruction I
Fall 2017, Tuesdays, 7-9:30 pm
Online Blended Course

Course Syllabus

Instructor:	Bruce A. Montes	Phone:	(773)508-7601
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Office Hours:	10 am – 4 pm (by appointment)	Online Office Hours:	9 am – 9 pm (by appointment)
Online Class Sessions:	2 ½ hours – 7:00 pm to 9:30 pm -Tuesdays, Aug 29, 2017- Dec 12, 2017		

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.

REQUIRED TEXT & MATERIALS

- **Textbooks:** Students are not required to acquire or use any textbooks for this course. The instructor will draw upon theories and examples from various sources. **Note:** *Additional readings may be provided by the instructor.*
- **Hardware:** This course is designed as a “blended” online course including both asynchronous and synchronous work required by the student. While there is no “on-ground” classroom identified for this course, students will be required to join weekly “online synchronous” sessions. To meet this requirement, students will need access to the Internet using a computer, browser, microphone, and webcam to participate in the synchronous class sessions.
- **Software:** The instructor will guide access to various technologies to use on the Internet. Students will be required to have access to the Microsoft PowerPoint application as part of this course. Students looking to purchase the Microsoft Suite of products are encouraged to visit Varsity Buys, Loyola’s reseller for Microsoft, Adobe, and other software products. Varsity Buys extends software for personal purchase at discounted rates. Go to: <https://luc.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?vsro=8> to learn more and to purchase software.
- All students, except those who are non-degree, must have access to **LiveText** to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Login to LiveText at: <https://www.livetext.com/>. Additional information about LiveText can be found at: <http://www.luc.edu/education/admission/tuition/course-management-fee/>.

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. Gaining factual knowledge (terminology, classifications, methods, trends). - Essential***
3. Learning fundamental principles, generalizations or theories. – Important
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. – Important

Educational Course Goals

- Identify technology that could be used to meet the instructional objectives of a curriculum, program, or course.
- Develop a stand-alone learning object using understanding by design processes.
- Develop lesson, unit, and course plans grounded in problem and project-based learning.

ISTE® Standards•S (formerly NETS*S) Skills

Upon completion of this course, students will be able to:

- Identify the ISTE® standards for grades P-12.
- Identify the levels of proficiency for measuring the ISTE® standards.
- 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 ISTE® and content standards.
- 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 ISTE® 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.

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 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 to assist their students in mastering core content and technology competencies essential to their success in school and the workplace.

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 approaches, 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.

CONCEPTUAL FRAMEWORK – SOCIAL ACTION THROUGH EDUCATION

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

Learn more about the School of Education conceptual framework at: www.luc.edu/education/mission

COURSE REQUIREMENTS

During the term, 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

¹ “Loyola University Chicago- About Loyola,” http://www.luc.edu/about_loyola.shtml

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.

3. Assignment 3 - Lesson Plan Project – 20 Points

Using the Problem-Based-Learning (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 ISTE® 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 and ISTE® standards.

4. Assignment 4 – PowerPoint Learning Object Project – 20 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 – 5 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 – 5 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 – 25 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 – 15 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	20
Assignment 5 – Animation Learning Object Project	5
Assignment 6 – Storyboard Project	5
Assignment 7 – Technology of Choice Learning Object Project	25
Participation: Includes individually graded asynchronous and in-class synchronous activities	15

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

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 projects 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 project 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 a project 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.

Academic Policies: Unless otherwise stated, academic policies for the Graduate School of Education M.Ed. program can be found at:

http://luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf.

Withdrawal & Incomplete (verify with School of Education): See

http://luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf.

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:

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.

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. More information for the School of Education policy on electronic communication policies and guidelines is available at: <http://luc.edu/education/syllabus-addendum/>.

TECHNOLOGY EXPECTATIONS FOR THE COURSE

This course will require the use of technology. While students are not expected to *own* any specific technology for this course, they will be required to **have access to and use technology** to work with course content to finish and submit course work, and to communicate with the instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access University resources. It is expected that electronic communication with the student will be via the Loyola ID and Loyola's e-mail system, which can be accessed at: <https://outlook.luc.edu>. If you choose to use another e-mail address you must re-route your Loyola e-mail to that address. To do this, please visit <http://luc.edu/media/lucedu/its/pdfs/forwarding.email.pdf> and follow the instructions to reroute your e-mail.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service system allows students, faculty, and staff on the University network to reset their own network passwords quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password. ***Please be sure to register with the password self-service system so that you can always manage your password and account without University Help Desk intervention.***

Course materials will be provided via the learning management system Sakai, which can be accessed at: <https://sakai.luc.edu/>. It is expected that the student will access and send projects and other course work via the Sakai system using their Loyola ID and password. Student instructional guides and video tutorials for using Sakai are available at: <http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml>

This course includes online activities including live (synchronous) and outside of designated class time (asynchronous) activities. For online synchronous activities the instructor requires the use of computers with

webcams and microphones. For these types of activities, it is expected that students have access to and setup the necessary equipment *before* the online class. **An active and working webcam and microphone is mandatory for this course.** To check your equipment (browser, webcam, microphone) prior to an online class, use the “Tech Check” utility provided at: <http://luc.edu/digitalmedia/trainingandsupport/techcheck/>. To learn more about technology support for online course activities go to: <http://luc.edu/online/resources/technology/>.

Digital Media Services (DMS) manages and maintains several multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Student can visit the labs to; access and checkout various technologies, receive consultation, and access various types of training for coursework. More information and hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.

While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may need additional technology support. The Information Technology Services Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about the Help Desk Services and the hours of operation please go to: <http://luc.edu/helpdesk/>.

More information about Information Technology policies and guidelines can be found at: <http://www.luc.edu/its/itspoliciesguidelines/index.shtml>.

Students new to Loyola University Chicago should consider working through the “Technology Roadmap” for students located at: <http://www.luc.edu/technologyroadmap/newstudents/>.

Statement of Intent: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document. This syllabus is subject to revision. Students will be notified of any changes. Notices of changes will be sent to each student via Sakai Announcements and their LUC email address.

Dispositions (See Rubric Below)

Final Disposition Domains for Teaching and Learning (Spring 2017)

Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to:

<http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText, https://www.livetext.com/](https://www.livetext.com/).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.