The College of Education and Behavioral Studies
School of Education
Houston Baptist University
Course Syllabus
EDUC 5305, Technology Enhanced Instructional Design
Fall 2014

COURSE DESCRIPTION

This course is designed to provide integrated and in-depth understanding of the principles and processes of technology enhanced instructional design and curriculum development. Learning will be focused on the application of learner, instructional, and resource analyses with an emphasis on technology-enhanced resources, assessment, and computer based curriculum management.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is taken after EDUC 5306, Educational Applications of Technology. It should also be after the completion of a minimum of 3 technology courses.

DATE AND TIME OF CLASS MEETINGS:

This class is taught as an independent student and we will meet in my office every other week according to the schedule posted.

ROOM NUMBER

Hinton 344

INSTRUCTOR INFORMATION

Name: Dawn Wilson, EdD
E-mail:dwilson@hbu.edu
Office Phone:281.649.3078
Office Location: Hinton 344
Office Hours: MW 2-4pm TTH 1-3:30 pm, F 9-11:30

LEARNING RESOURCES

Knight, Jim (2008). Instructional Coaching: A Partnership Approach for Dramatically Improving Instruction. ASCD. ISBN 978-1-412969-25-3

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the stated goals and purpose of the University, this course will provide students with a learning experience where they are taught the importance of coaching colleagues towards technology integration as they all increase their professional excellence.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will give students their own set of mentoring skills for both pedagogy and technology integration while focusing on the science of teaching and learning. In addition, the required experiences for this course include a requirement for each to influence three other teachers on their campus.

RELATION TO THE GOALS AND PURPOSES OF THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:
- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE OBJECTIVES

Overview/ purpose of the course

The purpose of this course is to enhance awareness of the various technologies available and most importantly, learn how to use them professionally in an educational environment. Knowing how to operate the tools of technology is important, but knowing how to use them skillfully to make learning meaningful for student is the focus of this course. Each student participating in the MTT certification program will log 45 hours with 3 mentees in order to help them integrate technology.

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

1. Understand and discuss how technology can enhance meaningful learning.

2. Identify four "key features" of successful schools and be able to discuss ways in which technology can support these key features.

3. Demonstrate understanding of students-as-producers-of-technologies through the use of multimedia.

4. Identify the key features of a coaching model for professional development.

5. Teach one new instructional strategy investigated for a co-worker.

6. Coach three teacher(s) across 45 hours outside of class time and keep logs, journals and write a paper about your successes and failures.

7. Gather literature and write a review on collegial coaching and mentoring in classroom settings.

8. Contribute to a class database with ideas within your particular discipline on the integration of technology – during the different stages of instruction (PAR) and then learn how to sift and sort the database to help you with brainstorming.

9. Reflect upon and design a rubric appropriate for reflection about integration of technology success and failures.

10. Identify specific strategies for using spreadsheet and manipulate and analyze data with the use of formulas.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO MASTER TECHNOLOGY TEACHER STANDARDS ADDRESSED

Standard V. The Master Technology Teacher facilitates appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.

009 The Master Technology Teacher knows how to collaborate with colleagues to facilitate the implementation of appropriate, research-based, technology-enhanced instruction.

5.13s collaborate with teachers, administrators, and others to identify professional development needs, generate support for professional development programs, and ensure provision of effective professional development opportunities;

5.14s design opportunities for ongoing professional development that address identified student technology needs, are appropriate for the intended audience, and are based on a convergence of research evidence;

5.15s use a variety of models and methods to create professional development opportunities that improve teachers' abilities to implement effective technology integration; and

5.16s apply principles and procedures for delivering effective professional development and follow-up and for using adult learning experiences to promote and sustain the use of technology.

010 The Master Technology Teacher knows how to provide professional development and support through mentoring, modeling, coaching and consulting.

    5.7s apply effective mentoring, coaching, and consultation skills and strategies (e.g., observing, negotiating, providing feedback, problem-solving) to support the use of technology among students;

    5.8s use mentoring, coaching, and consultation to facilitate team building for promoting student use of technology;

    5.9s engage in collaborative, systematic problem solving for supporting effective student use of technology;

    5.10s select and use strategies for collaborating with colleagues to identify needs related to integrating technology into the curriculum;

    5.11s collaborate effectively with colleagues with varying levels of skill and experience and/or diverse philosophical approaches to technology integration to develop, implement, and monitor the use of technology; and

    5.12s select and use strategies to maximize effectiveness as a Master Technology Teacher, such as applying principles of time management and engaging in continuous self-assessment.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. The following topics will be explored throughout the course:
1. Exemplary technology using teachers
2. Mentoring and coaching teachers for technology integration
3. Technology poppers and other easy ways to integrate
4. Internship (45 hours of outside class time devoted to working with other teachers)
5. Conducting professional development

Specific daily topics are found at the end of the syllabus.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:
In order to provide a wide range of activities and opportunities to learn about, discuss, and apply the course content, varied learning activities will be used during the course. Each class meeting will include of minimum of two or more different learning formats. To receive the most from the classroom experience, participants are encouraged to take an active role in discussions and practice the skills in the classroom for additional practical application and experience. Instructional formats and strategies to be utilized include: lecture presentations, group discussions, video-based content presentations, group presentations, internship, individual and group assessment, and online interactions.

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment [1]	Learning Objective(s)	Standards [2]	Point Value
Professional completion of reading and classroom assignments	*1, 2, 3, 10*	MTT 15.13, 15.14, 15.15, 15.16	*5%*
Collegial Coaching (research, mentor and mentee Journal, time log)	*6, 7, 9*	MTT 15.13, 15.14, 15.15, 15.16	*50%*
Reflection Paper on Collegial Coaching*	*6, 7, 9*	MTT 15.13, 15.14, 15.15, 15.16	*20%*
Instructional Technology Tool Teaching Piece*	*3, 8*	MTT 5,7, 5.8, 5.9, 5.10, 5.11, 5.12	*10%*
Professional Conference Presentation & Proposal – **T&L Symposium April 12**	*1*	MTT 5,7, 5.8, 5.9, 5.10, 5.11, 5.12	*10%*
Portfolio updated	*4-10*	MTT 15.13, 15.14, 15.15, 15.16 5,7, 5.8, 5.9, 5.10, 5.11, 5.12	*5%*

[1] Descriptions and rubrics for assignments are included at the end of this document.

[2] These assignment/activities develop and/or assess state and national standards including

Grading Standards

School of Education Undergraduate Grading Scale:

Grade averages will be converted to letter grades at the end of the course as follows:
94 and above = **A**
90-93 = **A-**
87-89 = **B+**
83-86 = **B**
80-82 = **B-**
77-79 = **C+**
73-76 = **C**
70-72 = **C-**
69 and below = F

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if more than 4absences occur, the course grade will be "F" no matter what test and paper scores might be. .

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific

interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. *All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last day of class.*

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities.   Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

    Dr. Dawn Wilson   AUGUST 8, 2014

_____   _____

Instructor's Signature   Date

TOPICAL OUTLINE

Class Date or Meeting	Topic: Class Assignment
Class 1, Aug. 28	Course structure and organization. Class projects and expectations. Overview the research on coaching from A&P Chapter 9 Talk about choosing your teachers. Spreadsheet Activity **Homework:** Knight Instructional Coaching: A Partnership Approach (Partnership), **Chapters 1-3** Identify the three candidates you will use for your coaching internship. Get the appropriate documentation completed showing their willingness to participate.
Class 3, Sept. 4	Understand and discuss how technology can enhance meaningful learning. Define process, product, and content and how these terms relate to technology. Discuss Cognitive (collegial coaching) Talk through strategies… Discuss the role they will play in coaching – and the first day...survey – journal entry 1 for the participants, and initial steps. Talk about reading Initial Meetings with Mentees – Goal setting **Homework:** 1. Make a list of Poppers on the Wilson Wiki **2. Read Partnership Chapters 4-7** 3. Hold initial meeting with mentee and complete initial survey
Class 5, Sept. 11	**Internship day** Meet with each individual you are going to coach, Hold an initial session where you identify a goal or two for the two of you to work towards
Class 6, Sept 18	Go over progress with coaches - What are your successes, what are your challenges? Take the Meyers Briggs and Strengths Quest evaluation and write a reflection about your own strengths and weaknesses you see in yourself as a coach. Due next week.
Class 7, Sept 25	**One student teach lessons about new strategy or tool.** Talk about the successes and failures you are having as you get started with those you are coaching. Overview the professional Development Proposal Assignment

	Teaching and Learning Symposium. April 12th 8:30 – 12.
Class 8, Oct. 2	**Internship day**
Class 9 Oct. 9	One student teach lessons about new strategy or tool Focus Using Access **Homework: Read Partnership Chapters 8 & 9**
Class 10, Oct. 16	**Internship Day** **Have 30 hours total logged by Oct. 16** Professional Development Proposal Due Do Excel Practice – due next week.
Class 11, Oct. 23	Come together. Develop a rubric - How can you tell if the integration benefitted student learning? How can you tell if coaching is positively affecting instruction? Begin to discuss reflection paper.
Class 12, Oct. 30	**Internship Day**
Class 13, Nov. 6	**Internship Day…work on reflection Paper** **Do Database Practice**
Class 14, Nov. 13	**Talk about good and bad of coaching. Biggest areas of concern – strengths…** Reflections and Peer Review on the paper
Class 15, Nov. 20	Adding Teaching piece and Paper to the Portfolio. Link to work must be uploaded into assignment area.
Class 16, Nov. 27	Thanksgiving
Class 17, Dec. 4	Final reflections on course – debrief coaching experiences Review for final. Final Exam is a case study.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Syllabus Acknowledgement Statement

I am aware of all topics listed and mentioned in this course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to these listed:

- *Course description, Course sequence in the curriculum and pre-requisite information*
- *Instructor information, Learning resources*
- *Relation to the purpose statement of the University, Relation to the School of Education and goals and purposes*
- *Course objectives, Overview/purpose of the course, Aims for the course, On completion of this course, students will be able to.............*
- *The School of Education requirements---TExES competencies, Technology objectives*
- *Topical outline*
- *Teaching/learning strategies*
- *Assessment for learning, Course Requirements*
    - *NOTE: The use of Blackboard and ONLY the HBU e-mail system are required components of this course.*
    - Grading Standards
    - *It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.*
- *Student Appraisal*
- *Academic Honesty, Current Faculty Policy re: Academic Honesty*
- *Grievance Procedures*
- *Absence and Tardy Policy, Late Work, Missed Tests, Incomplete Grades*
- *Class Assignments*
- *Children in Classroom, Learning Disabilities*
- *Classroom Behavior Expectations*
- *Early Alert, Email Policy*
- *Electronic Devise Use in the Classroom*
- *APA Formatting, Turnitin Statement, FERPA (Family Education Rights & Privacy Act)*
- ***The content of this outline and the attached agenda are subject to change at the discretion of the professor.*

By signing this **Syllabus Acknowledgement Statement**, I affirm that I have read and understand the contents of this course syllabus. I understand that at any time during the course, I may request clarification, if needed.

_____

Printed Name   Signature   Date
(After thoroughly reading this syllabus and the page on cheating and plagiarism, please **print and sign BOTH pages** for submission to the professor by the second day of class **and** submit via Blackboard. Thank you.)

PLAGIARISM AND CHEATING

Plagiarism and Cheating for Paper Writing/Projects:

1. If you copy another person's paper/project and turn it in as your own, then that is plagiarism.
2. If you copy a paper/project from the Internet or cut and paste parts of Internet articles, and turn them in as your own, that is plagiarism.
3. If you copy another paper/project, make changes to it, and submit it as your own, that is plagiarism.
4. If you copy part of someone else's paper/project, research, or book and put it in your paper without a reference to the original, then that is plagiarism.
5. You cannot submit a paper/project or large parts of a paper/project you have done for another class to this class. Always get a professor's approval before using a prior work or topic from a different class.
6. Getting someone to write parts or all of your paper/project is cheating.
7. Changing references or making up references for a paper/project is cheating.
8. If seven or more words are taken directly from another source it must be quoted and referenced.
9. Giving an old paper/project to someone else to plagiarize or doing someone else's paper/project is conspiracy to cheat.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your paper or reports. This is called plagiarism. Cheating and plagiarism are not allowed in this class. If a student cheats and/or plagiarizes, then the student will fail this course.

Cheating on a Test: Do not attempt to consult with notes or another person about answers during a test. That is cheating. Looking on someone else's test constitutes cheating. If you let someone look at your test paper during the test taking period both the person looking and the helper will receive a "0" for the test and/or fail this course. It is NOT your job to help your friends out during a test. Using stolen tests or "borrowed" tests in which to study for an exam is cheating and will result in the student failing this course.

Other areas of cheating and plagiarism may not been listed. However, you are responsible for knowing them. DO YOUR OWN WORK.

I have read and understood all of these items on these two pages.

_____

Printed Name   Signature   Date
[For ALL Students: For any student research, paper, project, and or presentation, I agree NOT to use a topic or effort that has been previously used in any other coursework at HBU or other institution.] (Please initial here.) _____

Rubrics

Myers Briggs, Learning Styles Inventory and StrengthsQuest Reflection

Think about who YOU are as coach…
Write a page or two reflection – dueWed. Feb. 26

(30 points) On Myers Briggs it says I am….

- I see this as I work with other teacher especially when…
- This means something I need to be careful of is…
- This means I am especially good at….

(30 points) On the StrengthsQuest Test my top 5 Strengths were…
- I can see this as I work with other teachers especially when…
- This means something I need to be careful of is…
- This means I am especially good at….

(30 points) My top two learning styles are …
- I can see this as I work with other teachers especially when…
- This means something I need to be careful of is…
- This means I am especially good at….

(10 points) This is what I learned about myself…. This is how it affects my work with others…

Teaching a new Tool in a professional development setting

Make plans to teach us how to use a new tool that we haven't heard of before. You should:
- overview the tool, (research, potential uses, resources required) (30 Points)
- prepare an instructional handout (30 Points) and
- be able to go through an example for us to see. (30 points)
- Create an assessment tool for assessing your PD

You will sign up to do these presentations throughout the course.

Collegial coaching due April 23

Mentor and coach three teachers on your campus to integrate instructional technology in three different instances. Spend at least 45 hours in coaching activities. Submit Journal for Coach, Journal for Coached teachers, and Spreadsheet with time log here.

Time Log 45 points
Journal of Coach 20 points
Journal of coached teachers 10 points
Internship form submission with signatures 20 points
Final evaluations 5 points

Reflection Paper Rubric
- [Grid View](#)
- [List View](#)

	Novice	Competent	Proficient
Purpose of Your Reflection Paper	Points: 0 (0%)	Points: 5 (5%)	Points: 10 (10%)
Paper Introduction and Literature Review	Points: 0 (0%)	Points: 10 (10%)	Points: 20 (20%)
Methods section of the paper	Points: 0 (0%)	Points: 10 (10%)	Points: 20 (20%)
Findings of your research paper	Points: 0 (0%)	Points: 10 (10%)	Points: 20 (20%)
Clarity of Writing	Points: 0 (0%)	Points: 5 (5%)	Points: 10 (10%)
Conclusion	Points: 0 (0%)	Points: 5 (5%)	Points: 10 (10%)
Use of References	Points: 0 (0%)	Points: 5 (5%)	Points: 10 (10%)

Professional Conference Proposal

In one document, you should turn in the proposal you wrote, the handouts you have created for this presentation session and also a short assessment your attendees can complete regarding the success of the presentation or professional development.

Proposal – This should be a few paragraphs and include technology integration with a Rationale, Research, Resources needed, Expected Student Outcomes, and Outline of the presentation (each 10 points each).

Handout (30 points)- 1 page filled with parts of the proposal and any pertinent screen shots to make it easy for others to implement.

Assessment Tool (20 Points) – How will you assess the presentation you gave? Include a tool they can easily use to give you feedback.

Excel Practice - Worth 30 Completion Points
Database Practice – Worth 40 Completion Points

Websites

Technology Poppers   http://technologypoppersforclassrooms.wikispaces.com/

Peer coaching in education http://www.christiancoachingcenter.org/index.php/2010/04/peer-coaching-in-education-by-tracy-oneill/

Teachers get a tech lesson. http://www.schoollibraryjournal.com/article/CA456877.html

Peer Helping Annotated Bibliography http://www.islandnet.com/~rcarr/Biblio1.html#Table

Partnership for 21st Century Skills http://www.p21.org/

Peer Coaching Program http://www.pimarsc.org/sunnyside-peer-coaches

Public and Private School Comparisons http://nces.ed.gov/FastFacts/display.asp?id=55

Lost Tools of Learning essay by Dorothy Sayers http://www.gbt.org/text/sayers.html

Course Content and Related Topics Bibliography

AACTE Committee of Innovation and Technology. (2008). *Handbook of Technological*

   Pedagogical Content Knowledge (TPCK) for Educators. New York: Routledge.

Bassett, P. (2006). Professional Development for the 21st-Century School. *Independent School,*

   65(4), 9-12. Retrieved September 8, 2009, from Academic Search Complete Database.

Bugliarello, G. (2003). A new Trivium and Quadrivium, *Bulletin of Science, Technology &*

   Society, Vol. 23, No. 2, 106-113 (2003)

CEO Forum on Education and Technology. (2001, June). *The CEO Forum school technology*

   and readiness report: Key building blocks for student achievement in the 21st century.

   Retrieved November 12, 2009 from http://www.ceoforum.org/downloads/report4.pdf.

Huston, T., & Weaver, C. (2008). Peer Coaching: Professional Development for Experienced

      Faculty. *Innovative Higher Education*, *33*(1), 5-20. Retrieved September 9, 2009 from

      ERIC database.

Hyman, R. (1990, September). Peer Coaching: Premises, Problems, Potential. *Education*

      Digest, 56 (1), 52-56. Retreived September 8, 2009, from Academic Search Complete

      Database.

Prensky, M. (2001). Digital natives, digital immigrants.*MCB University Press* 9(5), 1-6.

Poplin, C. (2007, July). A SUSTAINE EFFORT. *The Journal, 34 (7),* 44-45. Retrieved

      September 8, 2009, from Academic Search Complete Database.

Salpeter, J. (2008, August 28). 21st Century Skills: Will Our Students Be Prepared? *Technology*

      and Learning. Retrieved September 8, 2009, from

      http://www.techlearning.com/PrintibleArticle.aspx?id=13832

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational*

      Researcher, *15* (2), 4-14.

Classical References

Benjamin, H.R.W., (1939). Saber-*tooth curriculum, including other lectures in the history of*

      Paleolithic education. New York: McGraw-Hill.

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain.* New

      York: David McKay & Co.

Dewey, J. (1916). *Democracy and education.* New York: McMillan.