Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 629
TECHNOLOGY AND DIVERSITY

COURSE DESCRIPTION

This course focuses on the nature of individual learners as it impacts instructional design with the use of technology in education. Specifically, the course covers topics on tools, methods and approaches to meet learning needs of children with special learning, those of differing socioeconomic and cultural backgrounds, and those of varying learning styles and preferences. The course attempts to bridge the gap between theoretical implications and practical applications of diversity considerations in the context of educational technology integration.

RATIONALE

Leaders focusing on educational technology design and management must be aware of the changing demographic landscape of education today. Students from rich, diverse backgrounds—in culture, socioeconomic status, learning ability, and learning preference—reveal the need for efforts in developing effective means for planning individual learning experiences. Issues of awareness, design, and effective application and implementation become important in this light. This course focuses on these very issues.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Blackboard recommended browsers

D.   Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A.   Design technology-enhanced learning opportunities, in consideration of the diverse needs of each student, to include adaptive and assistive technologies.

B. Develop plans for improving institution-wide awareness of the effective means of engaging each student from a diverse background, using technology-enhanced learning practices.

C. Communicate research on best practices related to applying appropriate technological resources to affirm equitable access to learning in consideration of diversity and address cultural and linguistic differences.

D. Apply knowledge of effective instructional design through technologies to develop appropriate pedagogy that empowers learners with diverse backgrounds, characteristics, and abilities.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

    After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

    Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and contain at least 1 reference cited in current APA format. At the end of each thread, a reference list in current APA format must be included, as well. In addition to the thread, the candidate is required to reply to at least 2 classmates' threads. Each reply must be at least 250 words and contain at least 1 reference to the course material in current APA format. (MLO: C, D)

D. Professional Affiliation

    The candidate will present his/her desire for active membership in the ISTE (International Society for Technology in Education), the AECT (Association for Educational Communications & Technology), or an approved organization equivalent. The candidate will write a 1-page-minimum summary in current APA format explaining why the professional affiliation was selected and provide an overview of its purpose and relevancy to the field of instructional technology. (MLO: C, D)

E. Principles for Instructional Design and Technology

    For this assignment, the candidate will provide a summary of the International Standards for Technology Educators (ISTE), the Universal Design for Learning (UDL) guidelines, and the Technology Pedagogical Content Knowledge (TPCK) framework. The candidate must then provide an overview of each standard's unique qualities, as well as an explanation of how they can be applied in the field of instructional design and technology. Overall, this assignment must be 2–3 pages. The goal of this assignment is to demonstrate an understanding of each of these standards and provide a foundation for how they will be applied through the candidate's Technology Implementation Plan. (MLO: B, C, D)

F.   Technology Implementation Plan (TIP)

In this series of assignments, the candidate will develop a technology integration plan for meeting diverse learning needs in an educational, professional, or training learning environment. This assignment will be completed in 5 parts and must follow the template provided within the course. The length requirements listed below in each section are only a required minimum and may be exceeded (Note: the TIP will be single-spaced). The entire plan must be at least 10 pages and use at least 5 sources cited in current APA format. (MLO: A, B, C, D)

1.   Part 1 – Action Plan

The candidate will put together a 1–2-page action plan that outlines the vision, mission, goals, and major tasks involved in the project. The candidate must utilize the International Standards for Technology Educators (ISTE), the Universal Design for Learning (UDL) guidelines, and the Technology Pedagogical Content Knowledge (TPCK) framework to create this part of the TIP for diverse learners. The candidate will integrate Scripture and biblical principles into his/her vision, mission, and goals for the action plan. All citations must use current APA format.

2.   Part 2 – Needs Assessment

The candidate will create a 2–3-page paper in current APA format that provides a needs assessment for his/her local school, district, institution, or organization, considering cultural diversity, special needs, and the varying socioeconomic groups in the organization. To complete this assignment correctly, the candidate must use a SWOT analysis as an outline for his/her needs assessment.

3.   Part 3 – The Planning Process

The candidate will address each of the needs identified in Part 2, including changes necessary for the environment, engagement, application, and tools of the institution or organization. The candidate will interview—by email, in person, or by phone—either a stakeholder at his/her organization, an Instructional Technologist, or a Technology Resource Teacher regarding his/her TIP for recommendations and best practices. The interview must contain 6–8 questions related to effective instructional technologies and/or items addressed in the overall TIP assignment. The candidate will submit a transcript of the interview as a separate Word document, and incorporate what was learned into a 3–4-page planning process paper. If sources are cited, current APA format must be used.

4.   Part 4 – Implementation

The candidate will submit a 2–3-page timetable, budget, and professional development plan for the TIP. The candidate will also create 2 lesson plans (1–2 pages each) showing how to integrate technology at the classroom level for each diverse group. The lesson plans must integrate biblical principles and address cultural diversity, special needs, and varying socioeconomic groups based upon ISTE, UDL, and TPCK standards.

5.   Part 5 – Executive Summary/Final Submission

The candidate will complete a provided template and describe in 1–2 pages how every goal has been met through the TIP. The candidate will also incorporate his/her instructor's feedback for Parts 1–4 of the TIP. The candidate will submit the completed TIP and a reference page including at least 5 sources used in the writing of the overall plan, cited in current APA format.

G.   Reflective Digital Presentation

The candidate will create a 6–8-slide PowerPoint, Prezi, or Keynote digital presentation that summarizes each part of the TIP and shows his/her integration of biblical principles throughout the project. The presentation must be accompanied by either a 5–8-minute narration or a 50-word script for each individual slide, as well as a reference slide at the end of the presentation. (MLO: B, C, D)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Professional Affiliation	25
Discussion Board Forums (2 at 75 pts ea)	150
Principles for Instructional Design and Technology	100
Technology Implementation Plan (TIP)	
Part 1 – Action Plan	75
Part 2 – Needs Assessment	100
Part 3 – The Planning Process	125
Part 4 – Implementation	200
Part 5 – Executive Summary/Final Submission	175
Reflective Digital Presentation	50
Total	1010

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859

C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739

D- = 680–699   F = 0–679

C.   LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D.   Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

VII.   BIBLIOGRAPHY

Cavanaugh, C., & Blomeyer, R. (2007). *What works in K–12 online learning*. Washington, DC: International Society for Technology in Education.

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Textbooks: Hamilton, *Integrating Technology in the Classroom* (2015).
                    Spector et al., *Handbook of Research on Educational Communications and Technology* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Hamilton: chs. 1–2, 11 Spector et al.: chs. 66–67 2 presentations	Course Requirements Checklist MAT/MED Advising Guide Quizzes Class Introductions Professional Affiliation	10 0 0 25
2	Hamilton: chs. 3–4, 12 Spector et al.: chs. 7, 9–10 1 presentation	Principles for Instructional Design and Technology	100
3	Hamilton: chs. 5–6, 14 Spector et al.: ch. 70 1 presentation	DB Forum 1 TIP: Part 1 – Action Plan	75 75
4	Spector et al.: chs. 38, 51, 59 1 presentation	TIP: Part 2 – Needs Assessment	100
5	Spector et al.: chs. 31, 33, 53 1 presentation	TIP: Part 3 – The Planning Process	125
6	Spector et al.: chs. 32, 34, 36 1 presentation	TIP: Part 4 – Implementation	200
7	Hamilton: chs. 7–10 Spector et al.: chs. 29, 62 1 presentation	DB Forum 2 TIP: Part 5 – Executive Summary/Final Submission	75 175
8	Hamilton: ch. 13 Spector et al.: chs. 71–74 1 presentation	Reflective Digital Presentation	50
		TOTAL	1010

DB = Discussion Board
TIP = Technology Implementation Project

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.