

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 not be used to purchase course materials.

COURSE SYLLABUS

EDUC 631

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

COURSE DESCRIPTION

An introduction to the historical, theoretical, and philosophical foundations of educational technology and online learning systems; an overview of education technologies including online, classroom, and administrative; and an examination of effective techniques for teaching and learning within these systems.

RATIONALE

Foundations of Educational Technology and Online Learning gives the candidate a well-rounded introduction into one of the fastest growing fields in school systems today. This course creates a solid foundation of historical precedence and theoretical framework in the field. Thus, it gives the student the foundational tools required to become a successful contributor in the field of Educational Technology.

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. Develop a professional development program emphasizing the social, legal, and ethical issues related to technology use in the learning environment as well as managing student learning with technology through a mentorship model of support.

- B. Research, identify, and implement strategies related to professional development enabling the sustainability of technology use in the school learning environment encompassing school, district, and community representation.
- C. Analyze significant events in the history of technology in education with critical analyses of the current and future trends in the rapidly growing field.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Video Discussion Board Forums (7)

The candidate will complete 7 Video Discussion Board Forums throughout the course. Each forum consists of a thread and a reply with the exception of the last forum, which requires no reply. The thread is the candidate's response to the instructor's prompt, and the reply is the candidate's response to another candidate's thread. The thread must be at least 250 words, and the replies must be at least 100 words each. Additionally, 1 of the 3 required posts for each Discussion Board Forum must be in video format. If the thread is video-based, it must be less than 2 minutes, and if 1 of the replies is video-based, it must be less than 1 minute.
- D. Literature Review Annotated Bibliography

The candidate will submit an annotated bibliography in current APA format that includes at least 7 scholarly, peer-reviewed resources from [Liberty's online databases](#). Beneath each citation, the candidate must summarize the article in 1–2 paragraphs using his/her own words. The candidate must also include a brief description (2–5 sentences) of how he/she intends to use each reference in the final paper.
- E. Distance Education Lesson

The candidate will develop a Distance Education Lesson that teaches a new technology skill. This lesson will be evaluated on effective objective development, technology integration, and assessment practices. The candidate will also present this lesson to the class using Blackboard and Camtasia (or other learning development software).
- F. Literature Review Rough Draft

The candidate will submit a rough draft of his/her final paper to obtain feedback from the instructor.
- G. Professional Affiliation

The candidate will present evidence of active student membership in ISTE, AECT, or a similar equivalent.

- H. Literature Review Paper
The candidate will write a 12–15-page Literature Review in Educational Technology professional development that specifically addresses current trends and issues in the field. The paper must include at least 7 references and adhere to current APA formatting.
- I. Final Exam
The candidate will take a Final Exam. It is a 1–2-page essay that will require the candidate to discuss his/her philosophy of technology in education.

VI. COURSE GRADING AND POLICIES

A. Points

| | |
|--|-------------|
| Course Requirements Checklist | 10 |
| Video Discussion Board Forums (7 at 60 ea) | 420 |
| Literature Review Annotated Bibliography | 60 |
| Distance Education Lesson | 160 |
| Literature Review Rough Draft | 80 |
| Professional Affiliation | 20 |
| Literature Review | 160 |
| Final Exam | 100 |
| Total | 1010 |

- A. 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
 Students 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](#).

COURSE SCHEDULE

EDUC 631

Textbooks: Simonson, et al. *Teaching and Learning at a Distance*, (2015).
Spector, et al. *Handbook of Research for Educational Communications and Technology*, (2014).

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|--|---|---------------|
| 1 | Simonson et al.: chs. 1–2 Spector et al.: chs. 1, 8 2 presentations | Course Requirements Checklist | 10 |
| | | Introduce Yourself | 0 |
| | | Advising Guide Acknowledgement | 0 |
| | | Video DB Forum 1 | 60 |
| | | Professional Affiliation | 20 |
| 2 | Simonson et al.: chs. 3–4 Spector et al.: chs. 35, 51, 63 1 presentation | Video DB Forum 2 | 60 |
| 3 | Simonson et al.: chs. 5, 7 Spector et al.: chs. 5, 30, 48 1 presentation | Video DB Forum 3 | 60 |
| | | Literature Review Annotated Bibliography | 60 |
| 4 | Simonson et al.: chs. 6, 8 Spector et al.: chs. 3, 32 1 presentation | Video DB Forum 4 | 60 |
| 5 | Simonson et al.: ch. 9 Spector et al.: ch. 21 1 presentation | Video DB Forum 5 Distance Education Lesson | 60 160 |
| 6 | Simonson et al.: ch. 10 Spector et al.: chs. 10, 57 1 presentation | Video DB Forum 6 | 60 |
| | | Literature Review Rough Draft | 80 |
| 7 | Simonson et al.: chs. 11–12 Spector et al.: chs. 20, 68 1 presentation | Video DB Forum 7 | 60 |
| 8 | 2 presentations | Literature Review | 160 |
| | | Final Exam | 100 |
| TOTAL | | | 1010 |

DB = Discussion Board

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