Eastern Kentucky University,
Department: Curriculum and Instruction
Course Prefix: LIB 801
Course Title: Educational Technologies
CRN xxxxx, xxxx
Credit Hours: 3 Hours

Professor
Professor’s office#
Professor’s contact information

1. Course Description
LIB 801-Educational Technologies. (3) I, II. A course designed for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.

2. Text(s) with dates, supplemental text(s), other required readings and references.


AASL Standards for the 21st-Century Learner:
http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards

Note: Students are recommended to have an APA Manual, 6th Edition – for their list of reference citations for a) Journal Article Analysis, and b) Final Instructional Product assignment (students are responsible for applying APA formatting rules and/or to post questions on formatting rules to the discussion board in order to meet the standards explained in the APA Manual).

Required Software & Technology:

Purchase

Educational Technology textbook is not required for LIB 801. However, the following software is required for the course and must be purchased for LIB 801 student success. Trail versions are not appropriate to use due to the limited amount of time allotted to time limits.

Be sure to located the Educational version for both pieces of software on the appropriate websites.

2. Camtasia: http://www.techsmith.com/camtasia2-1111.html?gclid=CNgZge6hma8CFYMKKgodIkCUyQ

3. Snag It and Camtasia are two pieces of software used in additional Library Science Courses specifically LIB 821 and LIB 863. Students may also use the software in LIB 802.

Download trial version when the course begins.

Comic Life 2: http://plasq.com/products/comiclife2/win

AASL Best Websites for Teaching and Learning: http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitesstop25

- Technology requirements

Online graduate students must have daily access to a computer with a reliable Internet connection (this is a requirement – including any “travel” dates students have planned within the term). Your browser must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox and Microsoft Internet Explorer and Java. If you need help with acquiring updates, please contact IT at 859-622-3000 before the class officially begins.

Information regarding the current hardware and software used with online courses is available by accessing the link at the top of the Web Course Fact Sheet, http://www.eku.edu/onlinelearning/courses/

Again, if you need help with upgrading your technology, please contact IT at 859-622-3000.

3. Student Learning Outcomes

After completing this course, students will be able to do the following:

A. Cognitive:
   1. Apply their knowledge of traditional and contemporary learning theory to the design of instruction. AASL1; KYTS1 I&A

   2. Locate, access, analyze, and evaluate educational technology professional journal articles. AASL1; KYTS1 I&A; KYTS2 I&A; KYTS3 I&A; KYT61 I&A; KYTS7 I&A; KYTS8 I&A; KYTS10 I&A

   3. Select, evaluate, and describe K-12 educational technology topics and issues based on professional journal articles. Incorporate relevant findings from professional journal articles within instructional products. AASL1; KYTS2 I&A; KYTS3 I&A; KYT61 I&A; KYTS7 I&A; KYTS8 I&A; KYTS10 I&A
4. Synthesize readings of professional journal articles within the instructional product.
   AASL1; KYTS2 I&A; KYTS3 I&A; KYT61 I&A; KYTS7 I&A; KYTS8 I&A; KYTS10 I&A

5. Evaluate appropriate non-print, computer, and web-based resources and tools for the
   information and instructional needs of students and faculty.
   AASL1; KYTS1 I&A

6. Apply appropriate American Association of School Librarians (AASL) Standards for the 21st
   Century Learner, Common Core Standards, and Kentucky Senate Bill One.
   AASL1; KYTS1 I&A

7. Develop and use Inquiry learning, critical thinking, creative skills, and metacognitive skills
   to develop web-based professional development instructional materials.  AASL1; AASL2;
   AASL4; KYTS1; KYTS6

B. Teaching and Learning:
8. Apply principles of Visual, Media, and Instructional Design, process to instructional
   projects.
   AASL1; KYTS1; KYTS2 I&A

9. As a school library media specialist or classroom teacher, produce instructional materials
   for students and/or professional development materials for teachers that can be used to
   manage and present instruction which includes: creating, saving, retrieving, manipulating,
   and printing files using a variety of software and web apps.
   AASL1; KYTS1; KYTS2; KYTS9 I&A

10. Design and construct technology solutions to instructional problems by using appropriate
    technology applications to complete course requirements.
    AASL1; KYTS1; KYTS6 I&A


C. Dispositions:
12. Demonstrate through practice and through writing entries (reflections, journals, etc.)
    curiosity, initiative, respect, creativity, adaptability, independent learning and a
    participating attitude within the class. AASL1; KYTS1; KYTS7 I&A

13. Analyze AASL 21st Century Leaner skills and abilities: select competencies and growth areas
    to reflect professional growth. AASL1; KYTS1 I&A

4. Evaluation Methods

| ASSIGNMENTS which may include any of the following: | 230 |
- Weekly assignments – discussion boards
- Student presence: active participation in course site and WebEx

<table>
<thead>
<tr>
<th>Software Evaluation</th>
<th>55</th>
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</thead>
<tbody>
<tr>
<td>Web Site – using WORD PRESS [5 posts]</td>
<td>50</td>
</tr>
<tr>
<td>Professional Development Instructional Product</td>
<td>150</td>
</tr>
<tr>
<td>1. Self-assessment focusing on demonstration of performance</td>
<td></td>
</tr>
<tr>
<td>Technology Professional Journal Assignments analysis, evaluation, final reflection</td>
<td>80</td>
</tr>
<tr>
<td>• 4 articles total</td>
<td></td>
</tr>
<tr>
<td>• 20 points awarded for each professional journal article</td>
<td></td>
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<tr>
<td>Final Learning Reflection</td>
<td>50</td>
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<tr>
<td>TOTAL POINTS POSSIBLE for Graduates</td>
<td>615</td>
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</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Points Needed for Each Grade Level</th>
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<tbody>
<tr>
<td>100%-92% = A A 615-566 points</td>
</tr>
<tr>
<td>91%-84%  = B B 565 - 517 points</td>
</tr>
<tr>
<td>83%-76%  = C C 516 - 468 points</td>
</tr>
<tr>
<td>75%-68%  = D D 467 – 419 points</td>
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<tr>
<td>Below 67% = F F 418 or less</td>
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</tbody>
</table>

5. **Student Progress**
   Graduate students will check their Blackboard grade book for current grades.

6. **Attendance Policy**
   Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. For an online course, this translates into no more than 3 missing chats, discussion board posts, or assignments. The student is responsible for presenting adequate reason for absences for assignments, discussion boards and/or chat sessions to the instructor in order to be given an opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.

A one-hundred percent online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. If weekly interactive sessions are scheduled for the term, then students are responsible for arriving, attending, and participating in the interactive sessions at the schedule times. If a student has an adequate reason for missing chats,
assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence. If the justification is approved by the instructor according to University guidelines, arrangements for late assignments, discussion board posts, and/or chats will be made. Arriving late for a chat will be counted as one-half absence. Arriving 30 minutes after the start of the chat will result in an absence.

7. Notification of the last day to drop the course is available in the EKU Colonel Campus Calendar: [http://www.eku.edu/compass/calendars/](http://www.eku.edu/compass/calendars/).

Drop Course or Withdrawal
The last day to drop or withdraw from a class is highlighted in the class schedule and in EKU’s Colonel’s Compass: [http://colonelscompass.eku.edu/calendar-spring-2013](http://colonelscompass.eku.edu/calendar-spring-2013)

8. Disability Statement
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. Academic Integrity Policy
Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

Official Email
An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. Course Requirements
a. Active (daily) participation in the Bb course site and group Bb site
b. Use and evaluate instructional resources and tools
c. Use instructional resources and tools with P-12 students and staff
d. Gather and use information relevant to course objectives
e. Produce visual products for instruction
f. Develop a professional instructional development product to show knowledge of cutting edge technology
g. Summarize plans on evaluation methods that will be used on the PD product developed
h. Demonstration and utilization of equipment, media, software and technology
i. Selection and evaluation of various resources and tools
j. Select software or web applications resources based on the identification of instructional problems.
k. Submit assignments on time (late assignments are not accepted without prior notice)
l. Develop a Web Site
m. Use metacognitive strategies to reflect on usefulness and application of the course knowledge, skills, and abilities demonstrated within learning environments.

12. Course Outline/Schedule

Week/Module 0:

**Expectations – from your Professor**
Integration of Roles of School Librarians and Relevance to LIB 801 Educational Technologies = Word Document

**Course layout:** Where to find syllabus, tentative calendar assignments, discussion boards in Blackboard

- Course Information

**VOKI self-introduction assignment**

**Collaboration:**
Communication Pattern, student-student, weekly discussions based on assignments

- Initial posts due on Sunday end of the day
- Final posts due on Saturday end of the day.
- Critical discussions with Classmates over three days due no later than Saturday

**Information Gathering Instrument: complete**

Week/Module 1

**Webex sessions scheduled on the regular pattern**

Critical Thinking- Elder and Paul
Instructional Design-Instructional Problems
-Instructional problems assignment
Visual Literacy and Comic Life 2 assignment

- Daniel Boone: first and last photo-
- Daniel Boone: reducing photo file size

Week/Module 2

**Webex session scheduled on the regular pattern**

AASL 21st Learner Standards
Instructional Problem and Technology Literacies
Word Press: Getting Started
Week/Module 3

**Webex session on the regular pattern**
Instructional Problems, Technology Integration, Technologies Taxonomies
Word Press - Technology Literacy

Week/Module 4 on the regular pattern

**Webex session scheduled on the regular pattern**
Guest Speaker: EKU’s Learning Resource Center

- located, access, and evaluation professional journal article
- twitter = following educational technology experts to access information

Analysis of Professional Journal Articles
Google Docs – groups
Instructional Design – Example of an instructional product

Week/Module 5

**Webex session scheduled on the regular pattern**
Visual Organization of Pages
Screen Capture- Snag It
Group Professional Article 1: In Google Docs and Discussion Board
Word Press #3 – Header and Graphics assignment

Week/Module 6

**Webex session scheduled on the regular pattern**
Web App or Software product evaluation
Color, Text Font, White Space, Organization of Pages
Professional Article # 2 due and interaction with group members
Word Press #4 – Navigational Bar

Week/Module 7

**Webex session scheduled on the regular pattern**
Instructional Product: Motivation and Introduction
Camtasia video tutorials
Group Professional Journal Article #3
Word Press #5 – Video Posting

Week/Module 8
Webex session scheduled on the regular pattern
Assessment/evaluation and feedback
Goals, objectives, assessment

Week/Module 9

Webex session scheduled on the regular pattern
Design and Develop Instructional Product: Part 1

Week/Module 10

Webex session scheduled on the regular pattern
Instructional Product: Designing and developing initial assessment

Week/Module 11

Webex session scheduled on the regular pattern
Pilot test the Instructional Product
Instructional Product Scoring Guide

Week/Module 12

Webex session scheduled on the regular pattern
Instructional Product Self-Assessment Due
Sharing and Peer reviews of Instructional Products: assigned LIB 801 students

Week/Module 13

Webex session scheduled on the regular pattern
Final Learning Performance Posted
Sharing and Peer Reviews Instructional Products: assigned LIB 801 students

Week/Module 14

Webex session scheduled on the regular pattern
Products: assigned LIB 801 students

Week/Module 15

Webex session scheduled on the regular pattern
Final Learning Performance -due

Week/Module 16

Learning Reflection Due