

Technology and Instructional Design syllabus

course description

Students will learn the foundations of instructional design and understand how to integrate technology in meaningful ways in K-12, higher education or other educational settings. Students will also learn how to develop and assess learning plans that are aligned to technology standards and/or other learning outcomes.

instructor
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office hours
Alumnae Hall 234
Mon 2-3:30 PM
Tues 4-6 PM (ONLINE)
Wed 1-2 PM (ONLINE)

course goals

Students will gain an understanding of and appreciation for instructional design in formal and informal educational settings as well as the role of educational technology by:

- gaining an understanding of the relationships between different learners' needs and how it is addressed within the design;
- understanding current research from the learning sciences on how people learn;
- gaining an understanding of the role of technology in both the understanding and the implementation of effective learning designs;
- understanding how to meaningfully integrate technology and effectively using it to enhance learning.

Students will gain an understanding and greater mastery of instructional design and educational technology by:

- becoming knowledgeable about different learners' needs, including relevant national and state standards;
- gaining an appreciation for the importance of educational technology in the context of different content areas and learning goals.

Students will gain an understanding of research and evaluation of educational technology design by:

- becoming knowledgeable about general trends in research of educational technology with regard to its implementation and impact in formal and informal settings;
- being able to identify the tools for planning, developing, implementing and evaluating technology-mediated projects;

Students will gain ethical perspectives and roles for policy and practice in relation to educational technology implementation by:

- developing an understanding and commitment to act on principles of social responsibility and ethic practice in education, including areas of equity, privacy, copyright and informed consent policies;
- developing images of themselves as curriculum developers, instructional designers, agents, consumers and evaluators in the area of educational technology.

required

All readings available on Moodle or as an eBook from the Swirbul Library.

recommended.

Dirksen, Julie (2016) *Design for How People Learn*. San Francisco, CA: New Riders.

important notes

- Look through the Google Spreadsheet that contains all the rubrics and finer details of how you will be assessed. I will share the spreadsheet with you in the first week of class (or sooner). **You can find it in the Google Drive associated with your Adelphi email account.**
- When sending attachments via email or Moodle, be sure to include the assignment name, your first and last name, and the version number, for example: "JaneSmith_FutureSchool_Draft1.docx". Be sure to include file extension! Please use only Microsoft style extensions, such as .doc/.docx, .ppt/.pptx. If you don't have Word, you can use Google Documents and export it as a .doc or .docx file.
- If you are citing or paraphrasing from another source, be sure to cite it accurately, using a citation format commonly used in your field of study, or APA.
- All papers should be in Times New Roman, 12-point font, 1-inch margins, and double-spaced. Please also include your name and page numbers.

note

Readings are subject to change. Please stay up to date by checking Moodle, which will have the latest updates.

date	topic	reading(s)	assignments due
10/22-10/28	<i>introduction</i>	<ul style="list-style-type: none"> • Introduce yourself on VoiceThread! • Familiarize yourself with the standards in your content area: <ul style="list-style-type: none"> • Common Core (http://www.corestandards.org/the-standards) • Next-gen Science Standards (http://www.nextgenscience.org/next-generation-science-standards) • NET-S Standards (http://www.iste.org/standards) • TESOL Standards (https://www.tesol.org/advance-the-field/standards) 	
10/29-11/4	<i>learning theories I</i>	<ul style="list-style-type: none"> • Everyone: Read Chapter 1: Introduction (focus on pp. 1-21) • Read the chapter most relevant to you: <ul style="list-style-type: none"> • History teachers: Chapter 2: Putting Principles into Practice: Understanding History • Mathematics teachers: Chapter 5: Mathematical Understanding: An Introduction • Science teachers: Chapter 9: Scientific Inquiry and How People Learn • Everyone else: Chapter 2: How Experts Differ from Novices 	create your curated blog account
11/5-11/11	<i>learning theories II</i>	<ul style="list-style-type: none"> • Find out your assigned learning theory and partner(s): <ul style="list-style-type: none"> • Maslow's Hierarchy of Needs • Bloom's Taxonomy • Communities of Practice (Jean Lave and Etienne Wenger and others) • Zone of Proximal Development: • Theory of Multiple Intelligences and Learning Styles (Howard Gardner and others) • Flow (Mihaly Csikszentmihalyi) • Gestalt Effect and Schemata Theory • Look into the key concepts of your assigned learning theory. 	theories of learning presentation

class sessions

date	topic	reading(s)	assignments due
11/12-11/18	<i>models of technology integration</i>	<ul style="list-style-type: none"> Pick your pathway: <ul style="list-style-type: none"> K-12 pathway (and anyone who is doing the Unit Plan): Read Wiggins and McTighe (2011) Modules A, B, C, and D (Click on each letter to go directly to the start of the module) Higher education or private institutional pathway: Sink (2014) Design Models and Learning Theories for Adults 	school of the future
11/19-11/22	<i>instructional design I</i>	<ul style="list-style-type: none"> Read Asimov (1951) <i>The Fun They Had</i>. Pick your pathway: <ul style="list-style-type: none"> K-12 teacher pathway: Read Wiggins and McTighe (2011) Modules E, F, G, and H (Click on each letter to go directly to the start of the module). Higher education or private institutional pathway: Rothwell et al (2015) Chapters 2 and 4. By Saturday November 19th: Participate in VoiceThread Discussion "Instructional Design I". By Saturday November 19th: Submit Your UbD Template (for those doing Unit Plan) Bonus: Read Bradbury (1950) <i>The Veldt</i> 	UbD Template (for unit plan option only)
11/28-12/9	<i>instructional design II</i>	<ul style="list-style-type: none"> Read Herold (2015) Why Edtech is Not Transforming Teaching. Read Koehler and Mishra (2009) What Is Technological Pedagogical Content Knowledge? Read Ito et al (2012) Connected Learning (pp. 6-12, Case Study 4 (pp. 33-43), 82-86, and at least one other case study of your choosing). If you're doing the Unit Plan: Instead of specifying which modules to read for Wiggins and McTighe Advanced Concepts book, let me just recommend you look through the modules that will be useful for your unit plan and for your future role as curriculum designers and teachers. The different modules go deeper into topics they covered in the other book, such as addressing standards, designing assessment, crafting essential questions, differentiating instructions, writing lesson plans, and using feedback. 	

class sessions

date	topic	reading(s)	assignments due
12/10-12/16	<i>instructional design III</i>	<ul style="list-style-type: none">• Watch lecture by Amanda Lenhart on technology and learning. She focuses on teens but her overall argument applies to younger students as well as adult learners.• By Saturday December 10th: Participate in VoiceThread Discussion.• By Saturday December 10th (Unit Plan only): Share Your Unit Plan by posting what you have so far.• By Thursday December 15th (Everyone): Looks through some of the unit plans posted and give some comments. Some suggested questions have been provided but feel free to comment on other topics.	unit plan drafts give feedback to your peers' units
12/17-12/21	<i>reflection</i>	<ul style="list-style-type: none">• Upload your final projects to the respective submission boxes. If you chose the following options:<ul style="list-style-type: none">• Unit Plan: Make sure you highlight the parts of your unit/lessons that involve technology.• Deep Dive: You can upload your tutorial to YouTube (unlisted, if you prefer). If your video is longer than ten minutes, you might have to request for a longer duration.• If you choose to revise your School of the Future assignment, you can submit it here. Make sure the changes you've made are highlighted.• Participate in the final VoiceThread discussion.	all assignments

school of the future

Imagine a school in the future. Will they be bleak concrete structures of isolated learning? Will they be places of play where the idea of content is obsolete? Will they be entirely visual and haptic? Will the walls themselves be digital? Will there be teams, cliques or even classrooms in the distant future? Write a 3-4 page description of a typical day in the life of a student who attends this school. Your write-up should focus on one or two topics (assuming there are topics in the future) just to ground the conversation. At the end of your write-up, please include a 1-2 paragraph reflection on why you envision your future school to be the way you described it. You should make references to trends you read about in the readings, or in your daily experiences and observations. Also be sure to note whether you think this future you envision is good or bad.

curated blog

Content curation is a 21st century skill that requires you to understand how to manage content in today's world. There are many educational technology related websites and blogs on the Internet that offer excellent resources, insights, and lesson ideas for teachers and educators. This assignment is a course-long assignment that requires you to 1) Browse through some of these resources; 2) Add them to your own curated blog; and 3) Follow what your peers have added to their curated blogs. This assignment also gives you exposure to new ideas that might help in your final projects. Try to keep it updated on a weekly basis. Rushing to add them all at the end of the course will negatively affect your grade.

For your curated blog, you'll want to think of it as a museum, with you being the curator. Here are the steps:

- Think of a theme or focus. Maybe you are only interested in educational technology news related to a specific content area or age group. Maybe you want to look at the politics or economics of educational technology. Maybe you want to focus on specific kinds of educational technology, like mobile learning, or digital games, or social media.
- Manage your content. It is preferable to have 2-3 high-quality entries a week than to have 20-30 superficial ones.
- Add your voice. In addition to adding posts to your curated site, talk about why you did so. This needs only to be a paragraph and you should try to talk about the topics we discussed in class whenever possible.

If you're new to website curation, use Tumblr (www.tumblr.com), which is a relatively straightforward curated blog site. Set up your blog by **October 29th**.

participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.

grades

participation	25%
school of the future	20%
curated blog	20%
final project	35%

final project options (pick one)

unit plan

This unit plan is to be designed for a particular grade (your choice) between K-12 or an adult learning class. It must align to standards relevant to your content area and it must involve meaningful integration of technology, using the models of technology integration we will discuss. The unit plan should include a set of lesson plans and assessments that go with it. As a guide, traditional unit plans take about a month to teach. We will work on drafts of your unit plan during the semester before the final is due on the last day. On Week Five, you will submit a Understanding-by-Design (UbD) template based on your proposed unit.

Please be sure to include any handouts, resources, definitions, or any additional materials. The unit plan should be clear and comprehensive enough that you can easily hand it off to another teacher to use right away.

deep dive

If you already have experience with unit design and lesson planning, you have the option of doing a deep dive into a technology that you want to learn more about. Your project involves you doing a self-guided learning on a tool of your choice. For example, you might want to learn more about simulations or 3D modeling or visualizing data. You will learn how to use the tool and create a video tutorial for the class that shows how to use the tool and how to integrate it into the classroom. **If you are interested in this option, let me know ahead of time what tool you will be learning about.**

hands-on

If you are working in higher education, you can choose to work with an Adelphi faculty on a project or activity to integrate technology for an assignment or module in an upcoming course. This will give you hands-on experience with learning what an instructor needs and how to adapt technology to his/her needs. Your project will include showing me what you did and a short write-up of how the learning theories and instructional design approaches helped inform your work. **If you are interested in this option, please let me know ASAP so I can assign you with a faculty.**

university statement on academic integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

turnitin

Adelphi University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from Internet resources. All written assignments in this course will be submitted through and reviewed by Turnitin.com. Please see Adelphi's tips for students on preventing plagiarism and student instructions for Turnitin.com for more information.

the writing center

If you would like assistance with writing, revising or editing your papers, utilize the resources of The Writing Center. The center is open to any student, of any ability, who wants to improve his or her writing process. The Writing Center is in Earle Hall, Lower Level, (516) 877-3145, email: writingcenter@adelphi.edu.

the code of academic honesty

The Code of Academic Honesty prohibits behavior that can broadly be described as lying, cheating, or stealing. Violations of the Code of Academic Honesty will include, but not be limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas not approved by the professor
3. Unauthorized multiple submission of one's own work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating
10. Other forms of academic dishonesty

university statement on academic assistance for students with disabilities

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to sao@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

student course evaluations

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

use of student work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

****New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5) clock hours) of in-class instruction and 15 instructional hours (15.0) clock hours) of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will be determined by the instructor.**

****In this course, extended instruction will consist of the following. In this course, extended instruction will be offered through Moodle discussion board. Students will be asked to view a short video clip and then engage in discussion via a Moodle discussion board. Several questions will be posed to the students in order to engage in thoughtful debate. The instructor will monitor the responses and actively participate in the class discussion. Total Moodle Time: 10 hours.**