



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.

Technology & Instructional Design

Instructor

Aaron Chia Yuan Hung

Email

hung@adelphi.edu

Slack

#instructional-design

Office Hours

Alumnae Hall 234

Mon 2-4 PM

Tues 4-5 PM (ONLINE)

Wed 1-2 PM (ONLINE)

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, and your first and last name, for example: "JaneSmith_PositionPaper.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. Don't send documents as PDFs or RTFs.
- If you are citing or paraphrasing from another source, be sure to follow APA.
- All papers should be in Times New Roman, 12-point font, and double-spaced. Please also include your name and page numbers.

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 and greater mastery of instructional design and educational technology 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.

Readings

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

Note

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

Dates	Topic	Reading(s)	Assignment(s) Due
By 10/23	Introduction	Syllabus Moodle Progress Report	EDT 503 Syllabus Quiz
10/23-10/29	Understanding Learning	Kirschner, P. A., & van Merriënboer, J. J. G. (2013). Do learners really know best? Urban legends in education. <i>Educational Psychologist</i> , 48(3), 169–183. Merrill, M. D. (2002). First principles of instruction. <i>Educational Technology Research and Development</i> , 50(3), 43–59.	Set up your curated blog and share the URL with me
10/30-11/5	Learning Theories I	Bransford, J., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn: Brain, mind, experience, and school</i> . Washington, DC: National Academy Press. (Excerpts) Donovan, M. S. & Bransford, J. (Eds.) (2005). <i>How students learn</i> . Washington, DC: National Academy Press. (Excerpts)	
11/6-11/12	Learning Theories II	Complete readings related on your Learning Theory.	Learning Theory
11/13-11/19	Models of Technology Integration	Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i> , 108(6), 1017–1054. Additional readings on Moodle. Wiggins & McTighe (2011) Modules A-D	School of the Future UbD Template (Unit Plan option only)

Class Sessions

Week	Topic	Reading(s)	Assignment(s) Due
11/20-11/26	Instructional Design I	Bradbury (1950) The Veldt Wiggins & McTighe (2011) Modules E-H	
11/27-12/3	Instructional Design II	Wiggins & McTighe (2011) Modules I (excerpts), J, L, M	Unit Plan drafts
12/4-12/10	Instructional Design III	Wiggins & McTighe (2012) Modules N, O, P	
12/11-12/17	Presentations and Wrap-up		Final versions of all assignments

Class Sessions

scholarship

Students complete a capstone project demonstrating your capacity for synthesis of theory and practice

reflective practice

Students identify and reflect upon questions of personal interest regarding future professional practice.

social justice

Students consider how the research act itself can be a method of exclusion or inclusion.

inclusive community

Students work cooperatively and sensitively with all participants in carrying out the capstone project.

wellness

Students consider the capstone project as more than an intellectual exercise, but one that also addresses the fullness of your individuality, such as personal experience, emotional response, and moral imagination.

creativity and the arts

Students discover original, inventive ways to communicate the results of their research.

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.

Learning Theory

This is a mini-project in which you will work with 1-2 other students in the class. Sign up for a learning theory in the first week of class, and read up on that particular theory. Prepare a short presentation on your theory to the class. Your presentation should include:

- Key components of the learning theory
- Important theorist(s) associated with the theory
- Strengths
- Weaknesses/Criticisms
- Application to case
- 1-2 discussion questions for your peers

You can do your presentation in several ways:

- Send me the slides to put on VoiceThread; then you and your partner(s) can talk through the slides
- For Power-Up Points: Upload your presentation as a narrated video to YouTube or present your topic as a podcast

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.

Your participation grade is given out on a weekly basis. [You can track your participation grade through your Progress Report.](#) Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Grades and Assignments

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 online resources/blogs; 2) Add them to your curated blog; and 3) Follow what your peers have added to their blogs. This assignment 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 (e.g., educational technology as it relates to a specific content area or age group; the politics or economics of educational technology; mobile learning; digital games, etc.).
- 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), a relatively straightforward curated blog site. Set up your blog by **October 29th**.

Grades

Participation	25%
School of the Future	20%
Learning Theory	10%
Curated Blog	15%
Final Project	30%

Note to students

If you miss an important assignment or consistently miss participation due to an emergency, you can make it up as long as you have documentation. Participation points can usually be made up in later weeks or through Power Ups.

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.**

Grades and Assignments

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.

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.

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

Policies and Documents

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.

Policies and Documents