EME 6408 Integrated Technology Learning Environments

SYLLABUS

**Instructor Information:**
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**Course Description:** In this course students will evaluate how technology is impacting education and training. From an instructional systems perspective, students will review what educational and training leaders are promoting for the future, what new approaches exist, and how to integrate this into a technology-rich learning environment. All course content will be woven around current national and state reform and accountability efforts; standards for instructional technology; and competencies for instructional designers.

**Purpose:** This course is designed to assist the empowered person and professional with the process of integrating technology into the education and training environment. Students will learn strategies for using knowledge management, learning portals, performance support tools, learning management systems, and advanced distributed learning as tools for use in both K-12 classrooms and in training environments.


**Major Goal and Objectives:** The overall goal for this course is for students to demonstrate skill in planning for the integration of technology into educational and training environments.

**Topic: Instructional Systems Design in the 21st Century**
1. Analyze critic’s statements about traditional instructional systems design models.
2. Cites multiple leading researchers and practitioners in the field of instructional systems design as well as citing the critics of ID.
3. Make recommendations on potential areas of change in both training and educational systems.
4. Compares and contrasts multiple strategies for changing the traditional models.
5. Evaluates current media selection models and makes recommendations on models for the 21st century.

**Topic: Learning Environments**
1. Compares and contrasts education vs. training learning environments.
2. Analyzes the context of blended learning in technology-rich classroom and e-learning environments.
3. Evaluates the applicability of authenticity in both classroom and e-learning environments.
4. Compares and contrasts the roles of cooperative learning and peer collaboration in technology-
rich and e-learning learning environments.
5. Discusses the role of learning portals for education and training.
6. Establishes a personalized portal for on the job use.
7. Evaluates the role of performance support for both K-12, industry, and the military.
8. Discusses the positive and negative implications of performance vs. learning.
9. Evaluates the role of advanced distributed learning (ADL) in the design, development, and delivery of learning objects.
10. Discuss knowledge management and its role in the 21st Century for business, industry, the military, and education.
11. Compare and contrast knowledge management tools as opposed to more traditional approaches to data management.
12. Evaluate enterprise and web course management systems. Discuss the implications of using management systems versus not using course management tools on a systemic level.
13. Propose strategies for managing data for the design of a performance improvement tool.

**Topic: The Changing Classroom**

1. Compares and contrasts the role of teachers as direct deliverers of instruction in a traditional classroom with the emerging role of teachers as mentor and guide in a technology-rich environment.
2. Compares and contrasts the role of the student as passive learners in a traditional classroom with the emerging role of students as self-directed learners and “knowledge seekers” in a technology-rich environment.
3. Explicates the role of technology in the classroom as an approach for global, interactive communication, collaboration, information access, and for efficient, professionally developed instructional materials.

**Topic: Planning for Technology Integration**

1. Applies principles of instructional systems design to evaluate and select software, multimedia, and web sites appropriate to a given grade level, subject, or varying exceptionality.
2. Discusses national and state models for technology integration.
3. Discusses national and state standards that will establish the direction of technology in area school districts including ISTE guidelines, Accomplished Practices for Technology, and Florida’s Sunshine State Standards.
4. Discuss the competencies for the field of instructional design and the implications for e-learning specialists, performance support designers, information architects, and more.
5. Compare and contrast several learning architectures for designing and developing a reasonable architecture for technology integration into the work environment and into the “classroom.”

**Course Requirements:** All students will be required to complete assignments in the time frame suggested in course.

**Technology Integration Web Site (50%)**

This is your culminating activity for this course. Your goal is to build a customized Technology Integration Portal for all of the resources, information, ideas, tutorials, high-tech companies, educational ideas, etc. that reflect your specific needs. If you are in K-12, you may want your portal customized to accommodate your classroom teaching needs, professional development
needs, etc. If in industry, you may be most interested in training strategies, new products on the market, etc. The "portal" should be comprehensive enough to be considered a "portal!" We will begin constructing the framework for the portal in Session 2 of the course and will maintain an ongoing dialogue throughout the semester.

Weekly Content Interactions & Class Participation (50%)
Each week, you will be asked to interact with peers and to reflect on what you have learned. To do that, you will each week:

- Respond to a Poll (usually one question - posted under Survey in the course 10%)
- Discuss via the Discussion Board the Issue of the Week (20%)
- Complete your entry into the Reflections Journal (via the Discussion Board - think of your journal as a blog, everyone in this class will be able to read your posts 10%)
- Participate in the email game DEPOLARIZER (10%)

You will need to stay on track for each of these items by logging on a minimum of three times during the week to participate. Polls will be up at the beginning of each week (Wednesday/Thursday). Be sure to respond to get counted in the final tally each week. Just be sure to log on several times a week and stay tuned to what’s going on in the class. We always strive to build the learning community and class participation/interaction is a key element in doing this! The following scale will be used to determine final grades for the course.

Grading Formula (UWF Standard)

- A : 93-100
- A-: 90-92
- B+: 87-89
- B : 83-86
- B-: 80-82
- C+:77-79
- C-: 70-72
- D+:67-69
- D :63--68
- D-: 60-62
- F - 59 or lower

Academic honesty is highly valued at UWF online just as it is at each UWF campus. A student must always submit work that represents his or her own original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source online, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. Academic dishonesty in an online learning environment could involve:
• Having a tutor or friend complete a portion of your assignments
• Having a reviewer make extensive revisions to an assignment
• Copying work submitted by another student to a public class meeting
• Using information from online information sources without proper citation.

**Instructor Contact:** It will be my pleasure to facilitate and guide you through EME 6408. As we work and get to know one another better, you will be amazed by how many everyday situations in your professional as well as personal life have armed you with many tools. During our Sessions together we will be "sharpening" your existing tools and introducing many new ones. Please feel free to contact me via email if you have questions about the assignments, how to complete them, timing, personal issues, whatever. I check my email several times a day and it is the best way to reach me. In the event we need to talk, you may also call me - but I may not be in the office when you call - so we'll plan on a time (Central Time Zone).

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