Oregon State University
Ecampus

Course Name: Instructional Technology II
Course Number: AHE 523
Credits: 1 Credit

For more information, contact: COLLEGE OF EDUCATION, FURMAN 301, 541-737-4661;
askcoed@oregonstate.edu

Course Catalog Description: AHE 523. INSTRUCTIONAL TECHNOLOGY II (1).
An overview of best practices in digital-age learning design, including implementation of backward design principles. PREREQS: AHE 522 [D-]

Course Description
An overview of best practices in digital-age learning design, including implementation of backward design principles. **Prerequisite:** AHE 522

This course is part of the 4-term Instructional Technology series: AHE 522, AHE 523, AHE 524, and AHE 525.

Instructional Technology Focus
Instructional Technology: Objectives, Assessment, Alignment, and Digital-Age Learning

Measurable Student Learning Outcomes
After successful completion of this course, you will be able to:

- Articulate and implement best practices in the design of technology-based learning
- Apply backward design principles in aligning objectives, learning activities, and assessments
- Implement best practice principles for maximizing learner engagement

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 30 hours of instruction, online activities, and assignments for 1 credit.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
GETTING STARTED

Learning Resources

All learning resources will be provided in the course site in Canvas.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found **HERE**.

Evaluation of Student Performance

- Weekly Assignments: 60 points x 9 – 540 points
- Online Discussion Participation: 30 points x 9 – 270 points
- Final Project & Presentation – 190 points
- **Total – 1000 points**

Grading Scale
An A in this course is earned if a student earns 930-1000 points; 900-929 A-; 880-899 B+; 830-879 B; 800-829 B-; 780-799 C+; 730-779 C; 700-729 C-; 600-699 D; and 0-599 F.

Weekly Assignments
This course is grounded in constructivist and constructionist learning theory. The weekly assignments are aligned to the weekly learning objectives and course learning outcomes. Through your work on these assignments you will construct your own understanding and skills through construction of digital artifacts, the construction of which both mirrors and facilitates construction of mental schemas. Each weekly assignment also includes development of metacognitive practices through reflection and self-assessment aspects. The work you produce in these assignments will be shared with the entire class.

Online Discussion Participation
Weekly online discussions are central learning activities in this course. Although there will be some weeks in which the format will focus on “discussion”, in most weeks the discussions will focus on providing in-depth constructive feedback to peers regarding their weekly assignments. This is crucial to the learning process in this course because it provides multiple weekly opportunities to carefully analyze work done by peers, thereby enabling deeper understanding and critical evaluation of your own work.

Final Project & Presentation
Throughout the term you will be collecting the work you did in the weekly assignments in digital portfolios. Near the end of the term your final project will be to take the constructive feedback you received from classmates and your instructor to improve the artifacts of which the portfolio is comprised. You will also edit the navigation, functioning, and appearance of your portfolio. Finally, you will present your finalized portfolio to your classmates.

Course Content

Week	Topic	Learning Activities	Due Dates
1	Backward Design	Use backward design to create a technology-based learning module. Provide in-depth feedback to peers.	Week 1 Fri. 11:59pm Week 1 Sun. 11:59pm
2	Learning Objectives in Online Learning	Create a set of course-level and module-level learning objectives for a multi-module training/course. Provide in-depth feedback to peers.	Week 2 Fri. 11:59pm Week 2 Sun. 11:59pm
3	Alignment	Create an aligned learning module including an assessment, an assignment, content, and objectives. Provide in-depth feedback to peers.	Week 3 Fri. 11:59pm Week 3 Sun. 11:59pm
4	Principles of Technology-facilitated Engagement	Create a set of your own “principles” for maximizing engagement in technology-facilitated learning. Provide in-depth feedback to peers.	Week 4 Fri. 11:59pm Week 4 Sun. 11:59pm
5	Designing Project-Based Online Learning	Create a multi-module set of staged assignments for an online project (individual assignments). Provide in-depth feedback to peers.	Week 5 Fri. 11:59pm Week 5 Sun. 11:59pm
6	Designing Collaborative Online Learning	Create a multi-module set of staged collaborative learning assignments. Provide in-depth feedback to peers.	Week 6 Fri. 11:59pm Week 6 Sun. 11:59pm
7	Designing for Creativity in Learning with Technology	Create an online narrated presentation outlining your own set of “principles” for maximizing creativity in technology-facilitated learning. Provide in-depth feedback to peers.	Week 7 Fri. 11:59pm Week 7 Sun. 11:59pm
8	Models for Instructional Design with Technology	Compare, contrast, and critique two models for instructional design with technology. Provide in-depth feedback to peers.	Week 8 Fri. 11:59pm Week 8 Sun. 11:59pm
9	Learning Theories and Instructional Design with Technology	Create an online narrated presentation describing how aspects of at least three learning theories or paradigms can be effectively implemented in technology-facilitated learning. Provide in-depth feedback to peers.	Week 9 Fri. 11:59pm Week 9 Sun. 11:59pm
10 + Finals	Final Project, Presentations	Edit digital portfolio (Final Project) to implement feedback received this term. Create a screencast presentation overview of your final project work. Provide in-depth feedback to peers.	Week 10 Sun. 11:59pm Week 11 Wed. 11:59pm

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university's policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48

hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.