

# ITEC 6/77438 Instructional Applications of the Internet

Instructional Technology Program  
Kent State University

## Fall 2017 Course Syllabus

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**Course week** starts Monday 12:00 PM and ends the following Monday 12:00 PM. All weekly discussions and activities are scheduled according to these times.

### GOAL OF THE COURSE

In this course, we will explore how to effectively use Internet technologies for teaching and learning. There are many Internet technologies for developing and delivering engaging learning experiences – with many being developed all the time, and old favorites being continuously updated. This course focuses on underlying skills, principles, and theories that should guide your use of Internet technologies, regardless of which tool you use. We will evaluate, critique, and use various Internet technologies to create effective and engaging learning experiences.

This course also aims to enhance your design thinking, which is referred as ‘acting with creative confidence’. You might be interested in finding out that Stanford University has established an Institute of Design (“d.school”) [HTTP://DSCHOOL.STANFORD.EDU/](http://dschool.stanford.edu/) to encourage innovative thinking. They believe that creativity and innovation can be taught through a design process. In this course, we will emphasize technology specialists’ and educators’ leadership skills as creators of new educational content and new learning technologies to help their future students become innovators and problem-solvers in the 21<sup>st</sup> century.

### COURSE OBJECTIVES

At the end of this course, students will be able to:

- Design and develop an audio podcast.
- Design and develop a WebQuest.
- Design and develop a learning mobile app prototype.
- Develop a research plan (PhD students only)
- Create and use a blog as a communication tool.
- Use Twitter for communication.
- Use RSS to subscribe to professional sites
- Identify and use learning theories to design effective learning experiences using the discussed Internet technologies.
- Work collaboratively using Internet-based technologies, including twitter, wikis and blogs.

## COURSE OUTLINE

1. Getting started
2. Twitter, Blogs, Wikis, and RSS
3. Audio Podcasting
4. Webquest
5. Mobile App Design and Development
  - 5.1. Problem Pitch
  - 5.2. Make a Mod
  - 5.3. Elevator Pitch
  - 5.4. Mobile App Prototype

## READINGS

The following textbook will cover the first three course topics (see the course outline):

Richardson, W. (2010). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms* (3rd Ed.). Corwin Press.

The rest of the course topics will be covered by additional readings available on the course website.

## TECHNOLOGY REQUIREMENTS – **IMPORTANT! PLEASE READ**

Please review a full list of Kent State hardware and software technology requirements for online learning <http://www.kent.edu/onlinelearning/technology-requirements>. Here are a few major software requirements:

1. Windows 7 or newer system operating software for PC computers
2. Mac OS X 10.6 Snow Leopard or newer system operating software for Apple Mac computers
3. Microsoft Office Suite (Word, Excel, PowerPoint)
4. Antivirus for Windows OS, [Microsoft Security Essentials](#)
5. Antivirus for Mac OS, [Sophos](#)
6. Adobe [Acrobat Reader](#)

A list of available free and/or discounted software downloads for students is available at [support.kent.edu](http://support.kent.edu).

Active, full-time, and part-time students who are registered for classes are provided with [free access to Office 365](#) (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access (PC Only)). Additional software such as Windows 10, can be purchased for a discount at the [Kent State University Microsoft site](#).

In addition, we will use a 30-day free trial of WebQuest technology. Given that the trial version will be active for only 30 days after you register with WebQuest, do NOT register until instructed to do so.

## Course Expectations

### CLASS PARTICIPATION

In the class activities and discussions, we will apply the theories and concepts covered in the readings to practical situations or to expand on them with instructional applications of Internet technologies. You are expected to have read required assignments prior to or while participating in the weekly class discussions and activities. Your active participation in class is essential for facilitating your own understanding of the course material and for building an effective learning community in class. Students are required to participate in online discussions, study and create on their own, and work collaboratively. If something is unclear or difficult, the instructor cannot know about the problems unless a student makes contact. So please do not hesitate to contact the instructor. The entire course demands that each student takes responsibility for her or his own learning.

A series of practice activities, asynchronous discussions with instructor, and peer feedback that will give you the opportunity to apply core concepts covered in the course. Student responses will be required on a variable schedule based on other requirements during the weeks within specific modules. Please note that posts will have variable due dates and that full credit for this component of the course will only be given by following the schedule. *The intention is to try to prevent all required posts being submitted on the last day of the module. You will be notified of the grading criteria ahead of time. There will be no makeups for practice activities and discussions. If you have missed a deadline, the instructor will not review your work.*

### LATE ASSIGNMENTS

- Any report/assignment that is submitted late will receive no higher than a B grade.
- There will be a 10% grade reduction for each day the assignment is late.
- You will not be allowed to resubmit any assignment that is submitted late.
- Any assignment that is not submitted by the last day of class will receive an F grade.

### COURSE REQUIREMENTS

You are expected to complete and reflect upon the required readings, participate in class activities on a weekly basis. Your grade will be based on the following assessments, each described briefly below. Specific details for each assignment will be posted electronically to Blackboard and discussed in class.

Assignment*	Weight
<b>Twitter</b> All class members should obtain a Twitter account and post your Twitter address on the designated discussion board. Then you should follow the other members of the class (and anyone else you want to), and send tweets at least once every two weeks	40 pts
<b>Blogging</b> You will be expected to write to a Weblog (blog) at least once every two weeks with reflections on the course content and projects. You should use an online service such as blogger.com or wordpress.com and provide the URL to the class. You should read and comment on one another's postings as well.	100 pts
<b>Audio Podcast</b> You will create and post a podcast of your very own on a topic of your own choosing. Expected length, production values, and other characteristics will be discussed in class. The topic could be related to the topic of various other projects, so that you have a unified set of products at the end of the course. You should have in mind a continuing series of these productions, because that is part of the definition of a podcast.	200 pts
<b>WebQuest</b> This is a team-based activity. You will work in groups of 3-4 people to create a WebQuest on a topic of your choice and for an audience that you are familiar with.	200 pts
<b>Instructional Mobile App Design and Development</b> You will work on a series of assignments that will result in a "product pitch" for a well-designed and pedagogically-sound educational mobile app. You are not going to develop the actual app - that would be a project much larger in scope than this assignment. What you'll have is a package of materials that clearly describes your idea for a learning app, what its merits are, and some logical backing for your claims. We will use a variety of Internet-based technologies to accomplish these tasks.	350 pts
<b>Participation</b> Participation in online groups, collaborations, and discussions is vital to the success of this course. It is part of the grade. Most of the participation will take place in asynchronous discussion boards, but we may schedule several synchronous meetings in various online settings.	410 pts
<b>Research Plan (PhD students only)</b> PhD students will develop a research plan to explore how mobile app intervention can improve learning and engagement.	100 pts
<b>Professionalism</b>	50 pts
<b>Total:</b>	<b>1,380 pts</b> <b>1,480 pts (PhD students only)</b>

## GRADING PARTICIPATION

Your instructor will be looking for thoughtful contributions that reflect your understanding and analysis of the course materials. For each scheduled activity, you are required to meet the minimum number of posted messages.

**PROFESSIONALISM (50 pts)** (determined by non-scored activities)

In addition to course assignments, a portion of your final grade will be based on professionalism including the following (but not limited to): self-motivation, respect, participation, attitude, and accountability.

The amount of professionalism/ participation points earned will depend upon the following standards being met:

- Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- Failure to upload project reports to Blackboard on the required date will result in losing all professionalism points.
- The student is to post only original work.
- Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.
- Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.
- The student will make every effort to be a contributing member of the ITEC 6/77438 online learning community in order to experience optimal educational and professional growth.

**GRADING**

According to the policies of the School of Lifespan Development and Educational Sciences, the modal grade for a graduate-level course should be a B. This matches the graduate catalog of Kent State University, which states that a B indicates average attainment, while an A denotes superior attainment. If you meet all the goals and objectives for this course, you will receive a B. To receive an A, you must go beyond the basics and show excellence in your work.

A = 94% - 100%;	A- = 90% - 93.9%	
B+ = 87% - 89.9%;	B = 84% - 86.9%;	B- = 80% - 83.9%
C+ = 77% - 79.9%;	C = 74% - 76.9%;	C- = 70% - 73.9%
D+ = 67% - 69.9%;	D = 60% - 66.9%	
F = below 60%		

**COURSE WEBSITE**

The class is supported by a course website that provides students with access to various course materials and will serve as a means of teacher-communication.

**COMMUNICATION**

- The best way to reach me is via email. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When sending emails to your instructor please use the following format: ITEC 67438. Your topic
- Some questions cannot be best answered in an e-mail, please in that case schedule a face-to-face or online appointment.

- Written communication is an important aspect of this course. The ability to communicate clearly and effectively is critical to success as an instructional designer/developer. For this reason, it is expected that adequate attention will be given not only to what you write but how you write it. Your assignments will be evaluated from this perspective. Proofread written assignments carefully. Assignments containing errors in spelling, punctuation, syntax, etc. will receive a score reduction.
- Please keep your instructor informed of personal situations that limit your participation in the class.

## **SUGGESTIONS**

**Get ahead of schedule.** Some of the course assignments may take you longer than the others. You will want to start working on your course major assignments as much as you can before the assignments are due.

**Front load your readings.** The reading courses are not difficult to read and you should be able read each of the books chapters and activities in a few hours. It is best to read the sources early in the semester. If you have the information prior to our discussions it will greatly facilitate your understanding.

**Continuing series of course projects.** In this course, you will engage with various Internet technologies to design your course projects including blogs, audio podcast, WebQuest, learning mobile app prototype on a topic of your choice. You may want to create your projects on topics that could be easily related to each other, so that you have a unified set of products at the end of the course.

*The instructor reserves the right to make changes or modify the course as deemed appropriate or necessary.*