MIT 512 Instructional Design
Syllabus

Instructor: Jeff Ertzberger, Ed. D.
Office: ED Building Rm 227
Office Phone: 910-962-7670
E-Mail: Through Course web site or ertzbergerj@uncw.edu
Course web site – http://learn.uncw.edu

COURSE OVERVIEW

This course is designed to provide K to 12 pre- and in-service teachers, computer resource teachers, and instructional technology coordinators the knowledge and skills on how to apply computer and information technologies to educational environments and how to integrate these technologies into teaching and learning. It is important to note that the emphasis of this course is on how to design learning environments and learning experience using computer and information technologies rather than on how to operate computer hardware and software.

In this class, students will locate, evaluate, and select educational resources; design technology-supported learning environments; use computer productivity tools to plan and develop technology-enhanced learning materials and activities; and create a technology resource kit and electronic portfolio. Students will also make informed decision when encountered social, ethical, legal, and human issues while applying technology to teaching and learning.

This course will use Blackboard Learning System, a web-based online learning management system, to provide students an interactive online learning environment and experiences and to manage their learning activities. Students who registered for this class should have prior experience in working with computers and the Internet. They also must have regular access to these technologies in order to participate in the class activities. Students who registered for the course will receive the instruction on how to get started with the course as well as get access to Blackboard from the instructor when the class begins.

This course will be fully online. We will use Wimba as our synchronous learning tool of choice.
Course Goals

1. TL-1A Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS-T standards)

2. TL-VIB Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

3. TL-IVC Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

4. TL-VIA Model and teach legal and ethical practice related to technology use.

5. TL-IIIA Facilitate technology-enhanced experiences that address content standards and student technology standards.

Course Objectives

1. Locate, evaluate educational resources on Internet

2. Develop tech enhanced learning activities and materials – (which might include but not be limited to electronic portfolios, web quest, interactive learning materials).

3. Design a classroom for teaching and learning

4. Create form and guidelines for determining quality of a web site

5. Examine and become familiar with assistive tech tools.

6. Examine and take reasoned positions on social, ethical, legal, and human issues facing education.

7. Write a lesson plan, which incorporates computer and other technologies into your teaching. The plan can be for a completely online module or a technology-enhanced unit.

8. Create a problem-based web quest unit that involves learners in interacting with web and non web based information.

Contacting Professor:

• Office Location:
  Education Building Rm 227
•Office Phone: 910-962-7670

• E-Mail for Personal Questions and Issues:
  Use erzbergerj@uncw.edu if you have general course content questions or general assignment questions please post those to our discussion board under the questions and answers topic.

•For Course Questions: Please first go to our discussion board and look at the questions and answers topic, someone may have already had your same question, and the answer may be there. If not, you are asked to post your question in that discussion topic. You are encouraged to answer other participants questions, correctly answering another participants question before I do can result in your receiving extra credit points per instructor discretion.

•Online Office Hours: Please contact to set up a specific office meeting. I am in the office most every day Monday through Friday, but it is easiest to catch me when I know you are coming and we have a meeting.

Attendance/Class Participation:

1. Your active participation in this class is crucial to its success. Therefore, active participation is required of all participants. Because of its interactive, group nature, I depend on you to build and shape the course.

   Active participation includes, but is not limited to:

   • Logging into the course on a regular basis
   • Checking course email and announcements regularly
   • Asking questions in a timely manner (not the night before the assignment is due.)
   • Turning in assignments on time
   • Attending all Wimba synchronous sessions.
   • Checking the Questions and Answer section of our discussion board on a regular basis.
   • Not waiting until 11pm on the night the assignment is due to begin reading!

Remember I can monitor your activity while in the course. Course participants who are not displaying active participation will need to have a conference with the professor in order to determine their standing in the course.

2. Assignments must be completed on time. Assignments submitted after the due date will result in a lower grade or may not be accepted at all per instructor's discretion.

Technology/Web Access:

This course is designed as a fully online class. The class web site, located in blackboard is your
sole link to all content and assignments for the course. You are expected to check the web page on a regular basis for updated information.
You have access to the course at http://learn.uncw.edu

You are responsible for having for an internet service provider (ISP) that offers a stable and non-interrupted connection into our course website, and for having computer access that is stable and easily obtained.

I also ask that you have a backup plan. What will you do when your computer or internet is not working and a synchronous class is about to start, or the paper is due at midnight.

For problems and computer help or assistance contact the UNCW ITSD Computer Help Desk at http://www.uncw.edu/itsd/ or visit

<table>
<thead>
<tr>
<th>Location:</th>
<th>Hoggard Hall Addition, Room 131</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>(910) 962-4357</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:tac@uncw.edu">tac@uncw.edu</a></td>
</tr>
</tbody>
</table>

**Special Needs:**
If for any reason you have needs for special accommodations to fulfill class requirements and succeed in this class, contact me within one week of the beginning of the course, by phone, or email. Your special needs may be related to physical disabilities, learning disabilities, or any other special need you may have. If you would need special accommodations due to unexpected events in your personal life during the course of the semester, contact me as soon as possible. Refer to [Student Support Offices and Services](http://www.uncw.edu/itsd/) section of the university's Student Catalogue.

**Plagiarism:**
I expect that you complete your own work. If you use ideas and excerpts from other people and/or resources you must cite and properly reference them in your work. Review the university's policy with respect to plagiarism. If the policy is not clear to you, please ask me for an explanation or examples. Click [here](http://www.uncw.edu/itsd/) to view the [Code of Student Life](http://www.uncw.edu/itsd/).

**Academic Honor Code:**
The UNCW Provost has asked all UNCW faculty to make reference -in course syllabi - to the "Academic Honor Code" which can be found in the [Student Handbook of Student Life, Section V](http://www.uncw.edu/itsd/). All UNCW. -Academic Honor Code. Please regard this as a reminder that all UNCW students and faculty are held to the terms of the Academic Honor Code.
UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184, or Wilmington Police at 911. For University or community resources visit [http://uncw.edu/wrc/crisis.htm](http://uncw.edu/wrc/crisis.htm).

**Course Materials**

1. Access to computer and Internet

2. **REQUIRED TEXTs:**

   1. The Book of Learning and Forgetting [Paperback]
      Frank Smith (Author)

   2. The Highly Engaged Classroom - Marzano

   3. The Tipping Point - by Malcolm Gladwell

3. Must have Microsoft Word and Microsoft PowerPoint. If you do not have these programs you can purchase a student edition at a greatly reduced price (contact the UNCW Technology Assistance Center) or download the free Open Office. When requested, all documents must be submitted in Microsoft Word format.

**The Course Modules at a Glance:**

Module 1 – Introduction and Where is it going?

Module 2- Copyright, Plagiarism, Ethics, relating to technology issues in schools

Module 3 - Locating and Evaluating resources on the web.

Module 4 – Assistive Technologies

Module 5 - Engagement & Gaming

Module 6 - Use of Video in Classrooms
Module 7 – Webquest - Integrating for final project

Module 8 – Book Reviews

Module 9 – Final Project

The Course Requirements at a Glance:

<table>
<thead>
<tr>
<th>Course Projects, Activities, and Quizzes</th>
<th>Must Be Completed By</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module One</strong> – Introduction to Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Board Posting – Get to Know You-Information Assignment</td>
<td>Aug. 30\textsuperscript{th}</td>
<td>5</td>
</tr>
<tr>
<td>Module One – Classroom of the Future</td>
<td>Sept. 6\textsuperscript{th}</td>
<td>10</td>
</tr>
<tr>
<td><strong>Module Two</strong> – Copyright, Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Board Posting - Ethics</td>
<td>Sept. 20\textsuperscript{th}</td>
<td>10</td>
</tr>
<tr>
<td><strong>Module Three</strong> – Evaluating Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Assignment</td>
<td>Sept. 27\textsuperscript{th}</td>
<td>20</td>
</tr>
<tr>
<td><strong>Module Four</strong> – Assistive Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistive Technology Assignment</td>
<td>Oct. 18\textsuperscript{th}</td>
<td>10</td>
</tr>
<tr>
<td><strong>Module Five</strong> – Engaging the Learner &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games review - Make your Own Game</td>
<td>Oct. 25\textsuperscript{th}</td>
<td>20</td>
</tr>
<tr>
<td><strong>Module Six</strong> – Use of Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of video discussion – voice thread.</td>
<td>Nov. 1\textsuperscript{st}</td>
<td>10</td>
</tr>
<tr>
<td><strong>Module Seven</strong> – Webquests-Digital Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webquest-Digital Story Assignment</td>
<td>Nov. 8\textsuperscript{th}</td>
<td>15</td>
</tr>
</tbody>
</table>
Module Eight

Module Eight – Book Reviews
Book Review Assignment
Nov. 8th or Nov. 15th

Module Nine

Module Nine – Final Project
Final Project – Unit Development
Dec. 1

Class Participation

Total = 20

Grade Breakout

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Total = 200</th>
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<tbody>
<tr>
<td>A = 181-200</td>
<td></td>
</tr>
<tr>
<td>B = 161-180</td>
<td></td>
</tr>
<tr>
<td>C = 141-160</td>
<td></td>
</tr>
<tr>
<td>D = 121-139</td>
<td></td>
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<tr>
<td>F = 120 and below</td>
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</tr>
</tbody>
</table>

Course Schedule at a Glance: (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Synchronous or A-Synchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction = Introduction to the course, Module 1</td>
<td>Sync</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>Module 1 Where is it going? – Look at educational technologies and a state of the state so to speak.</td>
<td>Sync</td>
</tr>
<tr>
<td>Sept. 6th</td>
<td>Holiday – No Class</td>
<td>No Class</td>
</tr>
<tr>
<td>Sept. 13th</td>
<td>Module 2- Copyright, Plagiarism, Ethics</td>
<td>Sync</td>
</tr>
<tr>
<td>Date</td>
<td>Module/Activity</td>
<td>Type</td>
</tr>
<tr>
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</tr>
<tr>
<td>Sept. 20th</td>
<td>Module 3 – Evaluating Resources.</td>
<td>A-Sync</td>
</tr>
<tr>
<td>Sept. 27th</td>
<td>Module 3 - Sharing</td>
<td>Sync</td>
</tr>
<tr>
<td></td>
<td>Module 4 - Assistive Tech intro</td>
<td></td>
</tr>
<tr>
<td>Oct. 4th</td>
<td>Holiday No Class</td>
<td>No Class</td>
</tr>
<tr>
<td>Oct. 11th</td>
<td>Module 4 - Assistive Tech</td>
<td>A-Sync</td>
</tr>
<tr>
<td>Oct. 18th</td>
<td>Module 5 - Games and Engagement - Finalize picking of books.</td>
<td>Sync</td>
</tr>
<tr>
<td>Oct. 25th</td>
<td>Module 6 - Use of video</td>
<td>Sync</td>
</tr>
<tr>
<td>Nov. 1st</td>
<td>Module 7 - Webquests</td>
<td>Sync</td>
</tr>
<tr>
<td>Nov. 8th</td>
<td>Module 8 - Presentation of book reviews</td>
<td>Sync</td>
</tr>
<tr>
<td>Nov. 15th</td>
<td>Module 8 - Presentation of book reviews</td>
<td>Sync</td>
</tr>
<tr>
<td>Nov. 22nd</td>
<td>Final project development time.</td>
<td>A-Sync</td>
</tr>
<tr>
<td>Nov. 29th</td>
<td>Final project development time.</td>
<td>A-Sync</td>
</tr>
<tr>
<td>Classes end on Dec. 1st</td>
<td>Final project must be turned in by midnight of Dec. 1st.</td>
<td></td>
</tr>
</tbody>
</table>

A copy of all work submitted during the semester may be kept by the instructor. This work may be reviewed for departmental accreditation purposes. It may also be alerted to conceal identity and used as examples or test items in future courses.

**Reference Materials**

- Supplemental Texts
- Conceptual Framework for UNCW
- Standards of Professional Conduct for Watson School of Ed
- Bibliography
**Conceptual Framework**

Watson School of Education Develops **Highly Competent Professionals** to serve in Educational **Leadership** Roles.

*Key words:*

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Professionals</th>
<th>Leadership</th>
</tr>
</thead>
</table>
| *Core descriptors:*
| Informed data driven decision making |
| Reflective practice |
| Commitment to ethical and professional standards |
| Knowledgeable in academic content and pedagogy |
| Technologically competent |
| Ability to meet needs of diverse learners |
| Knowledge and use of appropriate communication strategies |

*Outcome:*

Educational practice that positively impacts learning

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**Standards of Professional Conduct**

**Watson School of Education**

**University of North Carolina at Wilmington**

*Preamble*
Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator’s initial association with the Watson School of Education and continues after their admission as a candidate for licensure. All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply.

The WSE Standards of Professional Conduct incorporate the following:

- the Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 (Section 0.600; [www.ncpublicschools.org/teachereducation/conductcode.htm](http://www.ncpublicschools.org/teachereducation/conductcode.htm)); and
- the Watson School of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

Adherence to these professional standards is expected during all aspects of students’ matriculation and career with the WSE, including practica and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practica) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the UNCW Code of Student Life.

**Commitment to the Education Profession**

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;

2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.
3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional educator, such as the following:

- attire appropriate to the setting,
- punctuality,
- attendance,
- professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
- development and use of appropriate professional language in oral and written communications, and
- adherence to institutional policies and procedures.

4. Provides accurate and truthful credentials and information regarding admission, requirements for licensure, and in all interactions with faculty and staff.

Commitment to Schools and School Systems

1. Contributes to a classroom climate conducive to learning.

2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practica.

3. Acknowledges and supports diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
4. Participates positively, collegially and cooperatively in campus-based coursework, school/community-based work and in other professional decision-making processes.

5. When acting in a professional capacity:

A. Acts fairly, consistently, and prudently in the exercise of authority.

B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of their rights protected by law.

6. Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson School of Education and its programs.

Commitment to Students

1. Supports, acknowledges and respects diversity among individuals in all educational settings.

2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.

3. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.

4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students’ dignity;
5. Assesses students and assigns grades based upon the students’ demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.

6. Holds in confidence information learned in professional practice and contained in educational records except when disclosure is required by pertinent regulations or statutes.

7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

   a. Speech that is considered abusive, profane, vulgar, demeaning or obscene

   b. Acts of child abuse, as defined by law

   c. Any provision, sale or supply of alcohol or drugs

   d. Any act of harassment based on sex, race, religion, disability, age, and national origin as defined by policy and law and

   e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term “romantic relationship” shall include dating any P-12 student.