Instructor: Lyndsay Smanz  Location: NWQ 3484
E-mail: ljsmanz@uwm.edu  Phone: 414-229-6929
Fax: 414-229-6699
Office Hours: Tues 10-11 am, Thursday 2-3:15 pm. Available other times by appointment.

Meeting Times & Location: Online

CATALOG DESCRIPTION:

Traditional technologies, multimedia formats, and computer-based technologies for instructional purposes. 3 credits. U/G.

OBJECTIVES:

Upon completion of the course, students will be able to:

1. Understand principles and theory behind instruction and technologies used for instruction.

2. Use instructional technologies for effective communicating, informing, and learning.

3. Demonstrate and facilitate effective use of current and emerging digital tools to support teaching and learning.

4. Evaluate and reflect on current research and professional practice to make effective use of existing and emerging tools.

ALA COMPETENCIES:

• 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

• 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
• 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

• 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

**METHOD:**
This course is conducted online using D2L. Each week (which runs from Tuesday-Monday) will have a new topic and include required readings and presentations processed through class discussion. This means that active participation is at the heart of our interaction. Please read or view all materials in advance so that your contributions for the week are thoughtful and well-supported.

Students requiring special accommodations should contact the instructor as early as possible for accommodations. See the Secretary of the University’s website for complete policies (http://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf).

**TEXTS:**
All required readings for this class will be made available on D2L.

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic (s)</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction and Defining instructional technology</td>
<td>Syllabus and Introduction Video</td>
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<td>Stagna, C. (2014) Instructional Technology Definition. (Video)</td>
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<td></td>
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<td>A visual primer on learning theory (infographic)</td>
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(Optional) Instructional design website by Richard Caclutta (http://www.instructionaldesign.org)—Good resource if you’re new to instructional design |
Choose one of the following two articles:  
*(optional):* Edutopia has compiled a number of resources on flipping the classroom: http://www.edutopia.org/blogs/tag/flipped-classroom

**Due (suggested): First tech tool review** |
| --- | --- | --- |
| Week 7 | Multimedia learning and design | 12 Principles of Multimeda Learning (handout)  

**Due: Topic Selection for Updated Literature Review (G) or Annotated Bibliography (U)** |
<table>
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<tr>
<th>Week 9</th>
<th>Technology, physical space, and active learning</th>
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<tr>
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<td>BYOD in the 21\textsuperscript{st} Century: <a href="https://www.youtube.com/watch?v=SSXyfX8ABhA">https://www.youtube.com/watch?v=SSXyfX8ABhA</a> (Video)</td>
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<tr>
<th>Week 10</th>
<th>Google/Learning Management Systems</th>
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**Due (suggested): Second tech tool review**

(Optional): Google for Education website [https://www.google.com/edu/](https://www.google.com/edu/) (Look around to find out more information about the tools Google markets and offers for education.)

|         | Find an example of how a library or information setting of your choosing is using Google for |
Educause Learning Initiative (2015). 7 things you should know about universal design for learning. Educause.edu/ELI  
Read the following article, or find another resource to read that discusses how UD is being applied in libraries or other information center settings for instructional purposes.  
(Optional Website for more on UD: Universal Design for Library Instruction by Melissa Fortson Green at http://melissafortson.com/professional/ahg15-udl-library-instruction/)  
Due: Technical Documentation and End Product for Learning Object/Tool |
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<tr>
<td>Week 12</td>
<td>THANKSGIVING BREAK</td>
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| Week 13 | Ethical/legal concerns and OERs | UWM Libraries: Open Educational Resources (OER): Introduction to OER http://guides.library.uwm.edu/oers (Look over this guide to learn what are open education resources)  
Privacy Technical Assistance Center (Dept. of Education) (2014). Protecting student privacy while using online educational services: requirements and best practices. |
Copyright and Fair Use: Education, Digital Media, and Beyond (Video)
https://www.youtube.com/watch?v=rVoooo5a4xD
Due: Presentation on Learning Object/Tool

| Week 14 | Course Wrap up and presentations | Your readings this week will be your classmates presentations  
Due: Updated Literature Review (G) or Annotated Bibliography (U) |

**COURSE POLICIES:**
Rules of academic conduct require that you not use the work of others without clearly indicating it as such. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course. It is expected students will consult and appropriately cite the research and professional literature where merited. This means citing a variety of sources.

Assignments are due on the specified date, uploaded to the appropriate D2L dropbox by 11:59 pm CST. Due date extensions may be granted for extraordinary circumstances, but contact with me should be initiated BEFORE the due date. Grades will be reduced for late submission. Papers are to be double-spaced using a 12-point font with 1” margins. Rely on a commonly used style manual for your submissions (e.g. Turabian, Chicago, APA, MLA).

**E-Mail:**
Please feel free to contact me with questions via email. Please allow at least 24 hours for a response. Be professional and identify yourself and the course in any email correspondence. Failure to do so will result in a delay in my response.

**Technology Requirements:** In order to complete coursework, students will need to have access to a computer that runs either a Windows or Mac Operating System, an internet browser (Chrome, IE, Firefox, or Safari) and the following software: Adobe Acrobat Reader, Adobe Flash, Microsoft Office OR LibreOffice. For graduate students, it is expected that you have met SOIS’s MLIS Computer Literacy requirements as defined at http://www4.uwm.edu/sois/programs/graduate/mlis/complitreq.cfm. If you need technical help, you can contact the UWM Help Desk at 414-229-4040, help@uwm.edu, or visit GetTechHelp.uwm.edu

**Work Load**
Although you will be assessed on your performance, a minimum of 144 hours of work is expected for the course. This time will be met by doing the course readings, assignments, research, and class discussion.

**ASSIGNMENT DESCRIPTIONS**

Brief descriptions of assignments are below. More detailed instructions will be available on D2L.

**CLASS PARTICIPATION:**

Weekly discussion work will require students to participate in online discussions with each other about each week’s topic. These will take place on D2L Discussion boards. Posts should be substantive and include such things as responses to readings, questions to clarify concepts, pertinent examples, and responses to classmate’s posts. Post at least three times a week. More posting is okay, but respect the time of others and do not post excessively and avoid the brief “I agree” or messages that do not add to the conversation. In order to facilitate a discussion, it’s expected that you read postings made by your classmates, and one of your weekly discussion posts must be in response to another post.

Discussion prompts will be posted each week to help start the discussion. Postings should be made during the assigned week and completed by Monday night. Discussion forums will remain open, but hopefully late postings are minimized. Discussion posts will be assessed throughout the semester. See the rubric posted on D2L.

**INSTRUCTIONAL TECHNOLOGY TOOL REVIEW:**

The goal of this assignment is that as a class we’ll be creating a spreadsheet with a variety of instructional technology tools for your future reference. Each student will be responsible for investigating and reviewing 2 technology tools or resources and contributing to the spreadsheet. There are suggested deadlines for completing these found on the course schedule, but they MUST be finished by the end of the course.

**LEARNING TOOL/OBJECT CREATION:**

This project will be broken down into 4 parts:

1. Proposal for what you would like to create, what you’ll use to create it, and for what purpose it will be used for (learning objective)
2. Technical Documentation which will include your plan for sustainability, accessibility, testing, and maintenance
3. End product—actually create it!
4. Presentation—Create and share a short presentation (either a podcast or video 5 minutes long) for your classmates introducing what you created, how you created it, and 2 things you learned during this project
UPDATED LITERATURE REVIEW (GRADUATE STUDENTS ONLY)
Students will find a review article on an instructional technology topic written at least 5 years ago, research recent developments on the topic, and update the information presented in the original review article.

A literature review is a survey of scholarly articles, books and other sources relevant to a particular issue or area of research. A literature review provides a description, summary, and critical evaluation of each work examined. The purpose is to offer an overview of significant literature published on a topic. It is not a book review.

Successful completion of this assignment entails:
• Finding one literature review article related to instructional technology that is at least 5 years old.
• Find newer scholarly sources that trace recent developments on the topic since the publication of the located review article.
• Write a review article that address the following questions:
  1. What is the research question that the original article addresses?
  2. How does the information reviewed in the original article compare and contrast with that in the more recent articles?
  3. What new major developments, information, or ideas evolved as the topic continued to be researched?
  4. How are the recent publications related (Do they agree or disagree on certain issues? Do they address the same issue from different perspectives? Which make the most convincing arguments and why?)
  5. Are the conclusions of the research discussed in the original review article significantly different from recent findings and how?

ANNOTATED BIBLIOGRAPHY (UNDERGRADUATE STUDENTS ONLY)
Students will select and explore a topic or issue related to instructional technology, and create an annotated bibliography. A list of potential topics is provided, but there are a lot of possibilities for your research. The hope is that you will choose a topic that is meaningful to your own life, experience as a student, job, or potential future career. After choosing your topic, you will have to locate, read, and write annotations for 5 sources that helped inform you on the topic.
EVALUATION:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Instructional Technology Review (2)</td>
<td>20 points total (10 points each)</td>
<td>20 points total (10 points each)</td>
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<tr>
<td>Learning Tool/Object Creation</td>
<td>40 points total</td>
<td>40 points total</td>
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<tr>
<td>- Proposal</td>
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<tr>
<td>- Technical Documentation</td>
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<td>10 points</td>
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<tr>
<td>- End Product</td>
<td>15 points</td>
<td>15 points</td>
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<tr>
<td>- Presentation</td>
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<td>10 points</td>
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<tr>
<td>Updated Literature Review</td>
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GRADING SCALE:

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<th>Graduate Students</th>
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<tbody>
<tr>
<td>A: 94-100</td>
<td>90-93</td>
<td>B+: 87-89</td>
</tr>
<tr>
<td>B: 84-86</td>
<td>80-83</td>
<td>C+: 77-79</td>
</tr>
<tr>
<td>C: 74-76</td>
<td>70-73</td>
<td>D+: 67-69</td>
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<tr>
<td>D: 64-66</td>
<td>60-63</td>
<td>F: 59 or below</td>
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UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students.

http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www4.uwm.edu/dos/student-handbook.cfm).

For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the Graduate Student and Faculty Handbook: http://www.graduateschool.uwm.edu/students/policies/expanded/.

The following link will take you to pages/links which contain SOIS policies affecting all SOIS students.

http://www4.uwm.edu/sois/resources/formpol/policies.cfm