Learning Resources

## ADED 7010 D01 Auburn University

Department of Educational Foundations, Leadership, and Technology (EFLT) College of Education

SPRING 2024

**Course Number:** ADED 7010, DO1

**Course Title:** Learning Resources in Area of Specialization

**Credit Hours:** 3 semester hours (Graduate)

**Class Time:** ONLINE

**Location:** Class Materials in Canvas LMS (Learning Management System)

**Professor:** Dr. Sarah Bond

Email: sarahbond@auburn.edu

**Appointments:** Scheduled via Zoom

# REQUIRED RESOURCES:

* Textbook: King, K. P. (2017). *Technology and innovation in adult learning*. Jossey-Bass.
* Additional required readings and learning resources are posted online via the LMS.
* AU Websites - AU Access: A link to AU Access is located at the top right of the AU homepage or directly to auaccess.auburn.edu.

# COURSE DESCRIPTION:

Selecting, developing, utilizing, and evaluating instructional resources and technology for teaching the adult learner.

# COURSE OBJECTIVES:

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

* Explore and apply digital and blended learning core concepts and theories.
* Analyze learning resources essential for the adult learner in the 21st century.
* Review using learning resources and digital technologies in adult and instructional settings.
* Design and integrate digital technologies into adult learning instruction.
* Examine the themes of digital citizenship and intercultural competence for global lifelong learning.
* Utilize a variety of instructional technologies and strategies to develop lifelong learning skills.

# COURSE PHILOSOPHY:

There are approximately 15 weeks of class with various topics related to instructional resources and technology.

* This online course involves self-directed learning, exploration, and discipline with weekly commitments.
* Participants are expected to read and reflect on the assigned readings, review videos, engage and contribute to various course experiences, collaborate and support learning, and submit assignments as self-directed adult learners.
* Various media provided by the LMS (Canvas) are used for communication amongst class members and the instructor, along with technology resources freely available on the web or through Auburn University.
* Interactivity and communication are possible through the LMS, which allows for online discussions, email, web conferencing, and other communication, along with testing (quizzes) and submission of assignments.
* ADED 7010 is a professional graduate course in adult education. Participants:
	+ Are considered adults and are expected to study and practice andragogy by taking responsibility for their learning.
	+ Are expected to participate regularly, contribute to the class setting by engaging in online activities, and be both collaborative and supportive of all learning settings and learners.
	+ Must be self-directed in navigating the online learning environment and technologies with minimal assistance from the instructor.
* Additional course materials, including readings, videos, technologies, and other resources, are available through Auburn University’s learning management system (LMS).
* Technologies outside the LMS are required to complete the course, including Flip Video, Peer Review, and others noted in Canvas and the Course Assignments.
* A student taking this course will need a reliable computer/laptop and a strong INTERNET connection.
	+ Smartphones and tablets are NOT acceptable substitutes for learning as some applications DO NOT WORK OR OPERATE CORRECTLY in the mobile setting.
	+ A reliable Internet connection is critical to completing this class!
	+ Participants need to decide if the online format is a good option for them as they are required to be self-directed learners, as noted above.
	+ If you have questions, contact the instructor during the first week of class to schedule a discussion.

# COURSE SCHEDULE

* Please see the Academic Calendar for Important University Dates at [http://www.auburn.edu/main/auweb\_calendar.html.](http://www.auburn.edu/main/auweb_calendar.html)
* Read and review the Syllabus and Course Outline for specific dates and Assignments; additional information is made in Canvas to support the course syllabus and assignments.
* Check CANVAS regularly (a minimum of 2 – 3x per week) and have your notifications/preferences set up appropriately.
* Review the Course Weekly Announcements and Schedule for specifics and Assignment DUE Dates.
* Download and Print the AU ADED 7010 SPRING 2024 Course Outline and Course Syllabus for reference and clarification during the first week of class!
	+ Course Outline is found at the end of this syllabus.
* Assignments are DUE on TUESDAYS!

# COURSE REQUIREMENTS/EVALUATION:

* Late work is not accepted without ADVANCED OR PRIOR confirmed agreement and in alignment with the AU Student Policy eHandbook.
* Grade penalties apply for late work.
	+ The course is designed with regular weekly commitments and is fully available in Canvas.
		- Thus, students MAY work ahead if they are concerned about managing their time and coursework.
		- The instructor will follow the tentative schedule and is not required to provide grading ahead of schedule.
	+ Make-up work is allowed ONLY if there is an EXCUSED absence as noted in the AU Student eHandbook and with prior approval.
	+ Late assignments generally receive up to 75% of the total points available unless an excused absence is fully documented and notification and prior approval are determined.
	+ Late assignments presented or turned in late after seven calendar days (1 week) will not be accepted and will receive a grade of zero (0).
* For more information, refer to the section Class Policy Statements

## The following GRADING SCALE will be used:

* 90% - 100% = A
* 80% - 89% = B
* 70% - 79% = C
* 60% - 69% = D
* Below 60% = F

# \*SEE CANVAS FOR MORE DETAILS ON ALL ASSIGNMENTS\*

You do not need a title page, but your name, course, assignment, and date should be on ALL submissions. **Spelling and Grammar count towards ALL assignments!**

### \*Team Assignments\*

Team assignments receive grades based on group and individual work. Unsatisfactory participation in team assignments may result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your or your team members' performance on group assignments.

# ASSIGNMENT AREA 1 - INSTRUCTIONAL TECHNOLOGY LESSON

The goal for the Final Project - A lesson on Instructional Technology

* Present a tutorial and lesson plan using instructional technology.
* The timeframe for the tutorial is between 20 and 30 minutes.

## The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learners)

* **\*\*Spelling and Grammar count toward all assignment grading\*\***
* This can be a group project (maximum of 2 team members)

### Remember, you can access free Office 365 and Adobe technologies through your Auburn University Student Account!

* + Part 1 – Selection of Topic for Final Project (5 points)
	+ Part 2 – Outline of Lesson Plan (5 points)
	+ Part 3 and 4: Draft of the Full Lesson Plan Peer Review (15 points)
	+ Part 5 – Digital Assessment for Lesson (5 points)
	+ Part 6 – Final Lesson - Narrative Summary and Lesson Plan (10 points)
	+ Part 7 and 8 - Final Recorded Lesson Peer Review (20 points)
	+ Part 9: Final Recorded Lesson - Submission for Instructor (10 points)

## Part 1 – Selection of Topic for Final Project Instructions:

* Provide approximately a one (1) page summary of the topic that answers the following questions at a minimum:
	+ List and describe the name or topic content area.
	+ Discuss WHY you want to create an instructional unit on this topic/instructional technology.
	+ Who is your intended audience?
	+ Support why you will work as a group or individually on the Final Project assignments.
	+ Technology - Discuss how you will develop your presentation's final lesson recording.
* Format – APA (see Canvas for more information on APA)
	+ One-page summary in APA format (approximately 300 to 500 words)
	+ The document should be in MS Word in 12-point Times New Roman font, 1-inch margins, double-spaced or single-spaced.
	+ Please do not send a PDF, as I like to provide comments and editing in Word.
	+ You do not need a title page, but your name, course, assignment, and date should be on the submission.
	+ Reference/Resource
		- Select at least one academic reference that you will use as a resource to get you started (include at least one resource for the definition or description

on your topic)

* + - Provide the information in APA format at the end of the narrative - [www.apastyle.org](http://www.apastyle.org/)

## Part 2 – Outline of Lesson Plan Instructions:

* + Develop a brief outline and summary narrative of what you plan to cover; **review the Basic Lesson Plan format provided in Canvas** as a minimum of information to deliver on the lesson.
	+ Create at least one to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session - use Bloom's Taxonomy)
	+ Additional areas to include in the outline:
		- **Introduction:** What is the session about? What will the participant learn, and what are the goals? Why is this topic important to Adult Education? How will you start your session? How will you gain their interest in the WHY?
		- What **activities and methods** will be used in the presentation to provide instruction that relates to the principles of adult learning? How will you teach the session? For instance, will you create a course in Canvas? Will you develop another type of website? Will you make a voiceover PowerPoint? Will you use a screen recorder?
		- What are some ideas for **application and practice** for any new skills taught in the session? How will you have your learner practice their skills - either during or after the session?
		- What is the **Conclusion or Summary** - how will you complete the class? How will you include the digital assessment to know that the learner has achieved the session's goal(s) and objectives?
		- Reminder - **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learners)**

**Part 3 and 4: Draft of the Full Lesson Plan Peer Review:**

**STEP 1: Submit Draft of Full Lesson Plan for Peer Review: 5 points, due by 2/20/24, 11:59 pm CST**

* NOTE - You must submit your Draft of the Full Lesson Plan by the due date to be able to participate in the Peer Review.
	+ Therefore, you will receive a 0 (out of 20) for Part 3 and 4 Draft of the Full Lesson Plan Peer Review.

## Peer Reviews will be assigned on 2/21/24 at 8:00 am CST.

* In Canvas, the instructions for uploading your Draft of the Full Lesson Plan for Peer Review.

## STEP 2: Complete Peer Reviews for Draft of the Full Lesson Plan Peer Review: 10 points, due by 3/12/24, 11:59 pm CST

* You will complete 4 Peer Reviews.
* Complete the Rubric for each peer review with comments.
* You are graded on your involvement in the Peer Review Process. Your peers do NOT grade you. Thus, grading is based on your completion of the Peer Review process.
* You will use the information from your Peers to improve your Final Project.
* Review your Select Topic and Outline Assignments and any Feedback - Make sure to INCORPORATE the feedback from the instructor!
* **Review the resources on outlining objectives, the credibility of sources, and structuring a presentation in Canvas.**
	+ If you work in a group, **you may submit duplicate copies, but you must submit them individually to participate in the Peer Review.**
* **Narrative Summary**
	+ Finalize the one-page summary of what you plan to do for your final project, including the following:
		- Title for your presentation
		- Main topic you will cover.
		- The description of the 'need' for the topic aligns with our course objectives (the WHY); discuss who your AUDIENCE is.
		- Provide 1 to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session)
		- List at least five (5) references that you will use or have used to develop the lesson plan; the citations should be in APA format.

## Lesson Plan Outline and Components

* + Finalize an outline of what you plan to cover and how.
		- Use the Basic Lesson Plan format. Download the Basic Lesson Plan format and expand the details.
		- Include timeframes for each component.
	+ At a minimum, include the following (and timelines for each):
		- Introduction
		- Main Points (at least 3)
		- Activities, methods, and resources
		- Application and practice
		- Conclusion or Summary
		- Evaluation and Assessment (what you will do to create a digital assessment - future assignment)

## Part 5 – Digital Assessment for Lesson

* Create an assessment that could be completed before, during, or after your tutorial/lesson/session to assess student learning and accomplishment of the learning objective(s). In addition, digital assessment should contribute to the learner's digital literacy skills and motivate them to continue their technology exploration.
* The assessment may be formative or summative but should be DIGITAL. Please review Comparing Summative and Formative Evaluation Approaches

at https://tomprof.stanford.edu/posting/1623. There are links to an external site.

* Consider the Digital Competencies Wheel assignment when developing the assessment for your lesson.
* This is NOT an assessment of your presentation, but rather an assessment completed by the learner to judge their competency. Do NOT develop a rubric to grade your presentation.
* If you are working as a group, you may provide the same assignment in Canvas.
* You may provide a ‘copy’ of the assignment but must submit it individually for grading to occur in Canvas.

## Part 6 - Final Project (Narrative and Lesson Plan) - Submission to Instructor

* Components: Narrative and Lesson Plan
* Consider any Feedback provided and INCORPORATE the feedback from the instructor and your Peers as appropriate.
* If you are working as a group, you will upload the same assignment in Canvas.
* You must submit it as an individual for grading to occur in Canvas.
* Narrative Summary
	+ Final one-page summary including the following:
		- Title for your presentation
		- Main topic
		- The description of the 'need' for the topic aligns with our course objectives (the WHY); discuss who your AUDIENCE is.
		- One to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session)
		- A minimum of five (5) references should be used to develop the lesson plan; the citations should be in APA format.
* Lesson Plan
	+ At a minimum, include the following (and timelines for each):
		- Introduction
		- Main Points (at least 3)
		- Activities, methods, and resources
		- Application and practice
		- Conclusion or Summary
		- Digital Assessment

## Part 7 and 8: Final Recorded Lesson Peer Review:

* **STEP 1: Submit Final Recorded Lesson for Peer Review: 10 points, due by 4/09/24, 11:59 pm CST.**
	+ NOTE - You must submit your Final Recorded Lesson by the due date to be able to participate in the Peer Review.
	+ Therefore, you will receive a 0 (out of 20) for Parts 7 and 8: Final Recorded Lesson Peer Review.

## Peer Reviews will be assigned on 4/10/24 at 8:00 am CST.

* + Directions for uploading your Final Recorded Lesson Peer Review can be found on Canvas.

## STEP 2: Complete Peer Reviews for Final Recorded Lesson Peer Review: 10 points, due by 4/23/24, 11:59 pm CST

* + You will complete 4 Peer Reviews.
	+ Complete the Rubric for each peer review with comments.
	+ You are graded on your involvement in the Peer Review Process. Your peers do NOT grade you. Thus, grading is based on your completion of the Peer Review process.
	+ As the file will be large, you may need to upload the file to Box, YouTube, Panopto, Google, or another shared Application where you have the final recording hosted - make sure all permissions are granted to view the file.
	+ You only need to provide the final recording for Peer Review (the Narrative Summary and Lesson Plan are submitted for instructor review only in Part 6)
	+ If you are working as a group, you will upload the assignment.
	+ You must submit it individually for grading to occur.

## Part 9: The Final Recorded Lesson – Submission to Instructor:

* A recorded presentation was a tutorial on an instructional technology or learning resource.
* The presentation was 20 - 30 minutes in length.
* Presentation utilized a narrated PPT, video, animation, or other types of online presentation effectively.
* As the file will be large, you may need to upload it to Box, YouTube, Panopto, Google, or another shared application where you have the final recording hosted.

- make sure all permissions are granted to view the file.

* If you are working as a group, you will each upload the assignment. You must submit it individually for grading to occur.

## Introduction Included:

* + What is the session about?
	+ What will the participant learn, and what are the goals?
	+ Why is this topic important to Adult Education?

## Activities and Methods Included:

* + Does the Presentation include activities and methods that provide instruction that relate to the principles of adult learning?
	+ How is the presentation taught?

## Application and Practice Included:

* + What are some ideas for application and practice for any new skills taught in the session?
	+ How will you have your learners practice their skills - either during or after the session?

## Conclusion and Summary Included:

* + Does the Presentation include a conclusion or Summary?
	+ How was the digital assessment incorporated?

**ASSIGNMENT AREA 2: ANNOTATED BIBLIOGRAPHY *(INDIVIDUAL ASSIGNMENT)***

* A bibliography is a list of sources (books, journals, websites, videos, etc.) you will compile to help you research your topic for this course.
* You will prepare an annotated bibliography outlining the background and current research regarding the chosen instructional technology or learning resource. The bibliography must be submitted in APA format and include at least **five resources.**

## Assignment Components

* + Part 1 - Draft Annotated Bibliography Submission to Peer Review
	+ Part 2 - Peer Review of Annotated Bibliography in Peer Review
	+ Part 3 - Final Draft of Annotated Bibliography Submitted to Instructor (10 points)
	+ You will prepare an annotated bibliography outlining the background and current research regarding your chosen instructional technology or learning resource.
	+ The bibliography should be submitted in APA format and include at least five (5) CREDIBLE sources or resources.
	+ This is an INDIVIDUAL assignment.
	+ Although you may work as a group, the annotations should be different or new; thus, a majority (a minimum of three of the five sources) should be different resources for each group member.
	+ This assignment should be submitted separately by each group member in Peer Review.

# ASSIGNMENT AREA 3 – PARTICIPATION/DISCUSSION/REFLECTION

* This is a general overview of the course's participation, discussion, and reflection assignments. This course requires a variety of activities that engage students with the content and other students.
* **Flip Video Assignments** - https://flip.com/983741e7 to an external site.
	+ There are several assignments in Flip Video.
		- Introduction to the Class
		- Progress Report/Reflection 1
		- Progress Report/Reflection 2
	+ You must first download and sign into Flip Video: Step-by-step instructions found in Week 1 - Overview and Introduction: 01/10/24 – 01/16/24.
	+ Download the app or go to https://flip.com/983741e7 to an external site.

## Canvas Peer Review

* + Details regarding the Peer Review Process are found in Week 6 - Neuroscience: Learning Development and Aging: 02/14/24-02/20/24.
	+ **Several assignments utilize Peer Review**
		- **Part 3 and 4: Draft of the Full Lesson Plan Peer Review**
		- **Part 7 and 8 - Final Recorded Lesson Peer Review**
		- **Annotated Bibliography - Peer Review**
* **Digital Assessment Discussion**
	+ You will complete an online survey to analyze your digital competencies in 4 areas.
	+ Once completed, you will respond to the questions posted in Week 2 Discussion - Digital Competences Wheel - Self Assessment.
	+ Make sure to respond to a classmate's posting for full credit.

# \*SEE CANVAS FOR MORE DETAILS ON ALL ASSIGNMENTS\*

**CLASS POLICY STATEMENTS:**

* Familiarize yourself with the AU Student eHandbook and all policies.
* Review the AU Graduate Handbook

## Academic Honesty:

* + The Student Policy eHandbook rules and regulations about Academic Honesty will apply to this class.
	+ All coursework should be appropriately cited using APA format.

## Coursework from other courses cannot be used unless FIRST is discussed with the professor and substantially revised or updated for the class.

* **Absences/Inactivity in Class**
	+ You are expected to log in to the online class resources regularly and participate in all exercises and requirements as scheduled.

## Login access is regularly monitored, including viewing lectures, time of logins, and time online.

* + It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed or late assignments.
	+ When feasible, the student must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence.
	+ Students who are absent for “excused” reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence (7 calendar days).
	+ ALL absences will be “Unexcused” until and unless the instructor has the appropriate documentation for that absence.
		- Please be aware that the instructor may verify any or all medical or other documentation presented for absence verification purposes.
		- The falsification or forgery of medical documentation is considered an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.
	+ **Students who wish to have an excused absence from this class for any other reason must contact the instructor before the absence to request permission;** the instructor will weigh the merits of the request and render a decision based on policy, fairness, and course expectations.
	+ Situations of “extenuating” circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as possible.
		- Students should try to resolve any missing work upon returning to class(es).
		- Appropriate documentation will be required to arrange for special scheduling needs.
	+ Suppose the total number of absences and late or missing assignments equals more than 20 percent of the class. In that case, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy and (2) drop the course and re-enroll when permitted.

## Late/Make-up Assignments: (excused absences ONLY)

* + Students must provide university-approved documentation in cases where the absence should be considered “excused.” Again, please see the AU Student Policy eHandbook for more information on excused absences.
	+ Students with excused absences may turn in assignments up to one week (7 days) after the due date and not be penalized.
		- Late assignments presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).
		- Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 7 calendar days).

# OTHER CLASS POLICY STATEMENTS

* + ***The instructor reserves the right to alter the schedule and content of this syllabus to accommodate the needs of the students and consider university and academic schedule changes.***

## Technology

* + - Additional course materials are available through Auburn University’s learning management system (LMS), Canvas.
		- Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing, chats with the instructor, and testing and submitting assignments.
		- Students taking the online version of the course will need a reliable computer, must understand how to operate various software programs, and must decide if online learning is a good option for them as individuals.
		- Some items DO NOT work in the mobile environment.
		- A student taking this course needs a RELIABLE Internet connection.

## If you have questions, please email me during the first week of class.

* + **Instructor Contact**
		- Students are also strongly encouraged to contact the instructor via email for assistance or clarification.

## The instructor will respond within two business days of email receipt; DO NOT expect an immediate response.

* + - Zoom meetings can be scheduled for additional clarification.

## Email

* + - Auburn University has provided each student with an email account, and it should be used appropriately as the official and professional communication medium between the University and the student.
		- For this reason, students should communicate with the instructor using only their official University account as an email originating from Hotmail,

The instructor may not open AOL, Gmail, or other non-Auburn sources and are not official communications.

## Back-up of Files and Assignments

* + - The students are responsible for maintaining copies of assignments and completing the work on time.
		- Students are strongly encouraged to utilize the public server space provided by Auburn University as one of their backup options. However, this should not be the only option used by students.

## Failure to submit assignments due to data loss is not an acceptable excuse.

* + **Professional Classroom Behavior**
		- As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework.
		- These professional commitments or dispositions are listed below:
			* Engage in responsible and ethical professional practices.
			* Contribute to collaborative learning communities.
			* Demonstrate a commitment to diversity.
			* Model and nurture intellectual vitality

# ACCOMMODATIONS:

Students who need accommodations are asked to submit their approved accommodations electronically through AU Access **to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. An alternate time can be arranged if you have a conflict with my office hours**. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Please visit their website at <http://accessibilityauburn.edu/>

# JUSTIFICATION FOR GRADUATE CREDIT:

Participants in this class must have an advanced knowledge level of the clientele to utilize instructional technology in various learning environments. Participants must demonstrate their ability to integrate instructional technology into teaching and learning with adults based on applying and synthesizing principles associated with this course.

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| --- | --- |
| **AU ADED 7010 Learning Resources - SPRING 2024** |  |
| ***Instructor: Dr. Sarah Bond,*** ***sarahbond@auburn.edu*** |  |
|  |  | **Modules begin Wednesdays 8 am CST** |  | **Assignments due on Tuesdays 11:59 pm CST** |  |
| Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html> |  |
| Week 1 | Overview and Introduction | **01/10/24-01/16/24** |  |  | **Points** |
|  |  |  | ***Read/Review*** | Syllabus, Course Outline |  |
|  |  |  |  | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 01/16/24, 11:59 pm CST** | ***Reflect/DUE*** | Getting Started - FLIP VIDEO video | **10** |
|  |  |  |  |  |  |
| Week 2 | Adult Learning and theEvolution of Technologies | **01/17/24-01/23/24** |  |  |  |
|  |  |  | *Read/Review* | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 1/23/24, 11:59 pm CST** |  | Discussion - Digital Competences Wheel - Self Assessment | **5** |
|  |  |  |  |  |  |
| Week 3 | *Creating Learning Experiences with**Technologies* | **01/24/24-01/30/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 01/30/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 1 - Selection of Topic for Instructional Technology Lesson - Final Project | **5** |
|  |  |  |  |  |  |
| Week 4 | *Critical Thinking and Problem**Solving* | **01/31/24-02/06/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/06/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 2 - Instructional Technology Lesson Outline for Final Project | **5** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Week 5 | *Motivational Learning**Theories* | **02/07/24-02/13/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/13/24, 11:59 pm CST** | ***Reflect/DUE*** | FLIP VIDEO: Progress Report/Reflection 1 | **10** |
|  |  |  |  |  |  |
| Week 6 | *Neuroscience: Learning**Development and Aging* | **02/14/24-02/20/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/20/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 3 - Draft of the Full Lesson Plan - Submission to Peer Review | **5** |
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|  |  |  |  |  |  |
| Week 7 | *Personalized Digital Learning* | **02/21/24-02/27/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/27/24, 11:59 pm CST** | ***Reflect/DUE*** | Annotated Bibliography Part 1 - Submission to Peer Review | **10** |
|  |  |  |  |  |  |
| **SPRING BREAK - MARCH 4-8, 2024** |  |
|  |  |  |  |  |  |
| Week 8 | *Transformative & Connected Learning Techniques* | **02/28/24-03/12/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/12/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 4 - Peer Review - Draft of the Full Lesson Plan | **10** |
|  |  |  |  |  |  |
| Week 9 | *Global & Intercultural Competencies - Ethics &**Digital Citizenship* | **03/13/24-03/19/24** |  |  |  |
|  |  |  | *Read/Review* | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/19/24, 11:59 pm CST** | *Reflect/DUE* | Annotated Bibliography Part 2 - Peer Review | **10** |
|  |  |  |  |  |  |
| Week 10 | *Blended and Online Learning* | **03/20/24-03/26/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/26/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 5 - Digital Assessment for Instructional Technology Lesson | **10** |
|  |  |  |  |  |  |
| Week 11 | *Mind and Body in Learning* | **03/27/24-04/02/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/02/24, 11:59 pm CST****Due: 04/02/24, 11:59 pm CST** | ***Reflect/DUE*** | FLIP VIDEO: Progress Report/Reflection 2Final Annotated Bibliography - Submission for Instructor | **10** |
|  |  |  | **10** |
|  |  |  |  |  |  |
| Week 12 | *Final Presentations* | **04/03/24-04/09/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/09/24, 11:59 pm CST****Due: 04/09/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 6 - Final Project (Narrative and Lesson Plan) | **20** |
|  |  |  | Part 7 - Final Recorded Lesson - Submission for Peer Review | **10** |

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| Week 13 | *The Future of Learning**Technologies* | **04/10/24-04/16/24** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  |  | ***Reflect/DUE*** | **Please continue with the Peer Review of the Recorded Lessons** |  |
|  |  | **Due: 04/16/24, 11:59 pm CST** |  | Part 9 - Final Recorded Lesson - Submission for Instructor | **10** |
|  |  |  |  |  |  |
| Week 14 | *Final Week of Classes* | **04/17/24-04/23/24** |  |  |  |
|  |  |  | ***Read/Review*** | All Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/23/24, 11:59 pm CST** | ***Reflect/DUE*** | Part 8 - Final Recorded Lesson - Peer Reviews | **10** |
|  |  |  |  |  |  |
|  | *Final Exam Period* | **04/29/24-5/3/24** |  |  |  |
|  |  |  | ***Reflect/DUE*** | NO Final Exam in this course as it is Project-Based!! |  |
|  |  |  |  | **TOTAL** | **150** |
| **The instructor reserves the right to modify the course schedule as necessary.** |  |
| **Notification of schedule changes will be made available by email/LMS announcement notification.** |  |