Southern New Hampshire University

# Graduate Course Syllabus

## IDT 530: Technology for Learning

Center: Online

**Course Prerequisites**

None

**Course Description**

The one constant within instructional design is change—especially when it comes to technology. In this course, students explore how technological innovation has evolved and transformed instructional design approaches. Students consider how cutting-edge digital technologies can be applied to sound design and weigh how their applications align with contemporary approaches to learning within various settings.

**Course Outcomes**

- Analyze the evolution and transformation of learning technologies for their impacts on instructional design practices
- Justify the selection and application of learning technologies to achieve specific objectives using relevant research and established theories
- Evaluate the capabilities of existing and emerging technologies to support the authoring of engaging learning content
- Evaluate the potential of existing and emerging technologies to effectively deliver and manage learning content
- Evaluate existing and emerging technologies to aid learners in their coursework

**Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, MBS Direct, rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Media Literacy*

W. J. Potter

Sage Publications

7th Edition

2014

ISBN: 978-1-4833-0667-4

In this course, one of your learning resources, the *Handbook of Research* textbook, is available through [AECT](#), Association for Educational Communications and Technology. The digital textbook is accessible through the AECT membership, which should have been obtained in the IDT 510: Instructional Design and Technology as a Profession course. If you do not have access to AECT, please see the AECT Membership section of the syllabus.

*Handbook of Research on Educational Communications and Technology*
**(available online through AECT membership)**
J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (eds.)
Springer
4th Edition
2014
ISBN: 978-1-4614-3184-8

**Additional AECT Resources**
Association for Educational Communications and Technology. (2007). Code of professional ethics. Retrieved from [http://aect.site-ym.com/?page=code_of_professional](http://aect.site-ym.com/?page=code_of_professional)

Richey, R. C. (2013). *Encyclopedia of terminology for educational communications and technology*. New York, NY: Springer. Retrieved from [http://aect.site-ym.com/?encylopedia_ed_tech](http://aect.site-ym.com/?encylopedia_ed_tech)

**Recommendations for Your Professional Library**
Garrison, D. R. (2011). *E-learning in the 21st century: A framework for research and practice.* New York, NY: Routledge. Retrieved from [http://resolver.ebscohost.com.ezproxy.snhu.edu/openurl?sid=EBSCO%3acongale&genre=article&issn=08873763&ISBN=&volume=26&issue=4&date=20110801&spage=&pages=&title=Reference+&atitle=E-learning+in+the+21st+century%3b+a+framework+for+research+and+practice%2c+2d+ed&aulast=&id=DOI%3a&site=ftf-live](http://resolver.ebscohost.com.ezproxy.snhu.edu/openurl?sid=EBSCO%3acongale&genre=article&issn=08873763&ISBN=&volume=26&issue=4&date=20110801&spage=&pages=&title=Reference+&atitle=E-learning+in+the+21st+century%3b+a+framework+for+research+and+practice%2c+2d+ed&aulast=&id=DOI%3a&site=ftf-live)

**[AECT Membership](#)**
AECT membership should have been obtained in the IDT 510: Instructional Design and Technology as a Profession course. If not, please follow the [instructions](#) provided to purchase membership.

**Chalk & Wire Account**
With your mySNHU account, you will have access to obtain a Chalk & Wire account. This online platform will be used throughout the MSIDT program for building your professional portfolio. Your Chalk & Wire account and portfolio design should have been set up in the IDT 510: Instructional Design and Technology as a Profession course. If you currently do not have a Chalk & Wire account, please see the [Creating Your Chalk and Wire Account](#) document for set-up instructions.

**Instructor Availability and Response Time**
Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to

communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

| Assignment Category | Number of Graded Items | Point Value per Item | Total Points |
|---|---|---|---|
| Discussions | 13 | 15 | 195 |
| Journals | 4 | 15 | 60 |
| Reflection Paper | 1 | 20 | 20 |
| Final Project 1 | | | |
|    Milestone Journals | 2 | 35 | 70 |
|    Final Submission | 1 | 240 | 240 |
| Final Project 2 | | | |
|    Milestone Journal | 1 | 35 | 35 |
|    Final Submission | 1 | 200 | 200 |
| | | **Total Course Points:** | 820 |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

**University Grading System: Graduate**

| Total Points: | | 820 | | |
|---|---|---|---|---|
| **Grade** | **Numerical Equivalent** | **Points** | **Points Equivalent** | |
| | | | *Lower* | *Upper* |
| A | 93-100 | 4.00 | 763 | 820 |
| A- | 90-92 | 3.67 | 738 | 762 |
| B+ | 87-89 | 3.33 | 713 | 737 |
| B | 83-86 | 3.00 | 681 | 712 |
| B- | 80-82 | 2.67 | 656 | 680 |
| C+ | 77-79 | 2.33 | 631 | 655 |
| C | 73-76 | 2.00 | 599 | 630 |
| F | 0-72 | 0.00 | 0 | 598 |
| I | Incomplete | | | |
| IF | Incomplete/Failure* | | | |
| W | Withdrawn | | | |

*Please refer to the policy page for information on the incomplete grade process.

**Grading Guides**

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

**Weekly Assignment Schedule**

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

| Module | Topics and Assignments |
|--------|------------------------|
| 1 | Bridging Theories to Technology |
| | 1-1 Final Project 1, Milestone 1: Technology Readiness Journal |
| | 1-2 Final Project 2, Milestone 1: Review Final Project Guidelines |
| | 1-3 Reading: *Media Literacy,* Preface (pp. xvii–xx) |
| | 1-4 Reading: *Handbook of Research on Educational Communications and Technology,* Foreword (pp. vii–xi), Chapters 1, 2, and 3 |
| | 1-5 Discussion: Learning Theories and Technologies |
| | 1-6 Discussion: Instruction and Designer Perspectives |
| 2 | Media Literacy and Technology Evaluation |
| | 2-1 Reading: *Media Literacy,* Chapters 1 and 2 |
| | 2-2 Reading: *Evaluation of Technology* and *Handbook of Research on Educational Communications and Technology,* Chapters 9, 26, and 67 |
| | 2-3 Optional Recommended Reading: *Handbook of Research on Educational Communications and Technology,* Chapter 5 |
| | 2-4 Discussion: Media Literacy and Instructional Design |
| | 2-5 Wiki: Finding Learning Technologies |
| | 2-6 Final Project 1, Milestone 2: Technology Evaluation Journal |
| 3 | Influence of Technology on Instructional Design |
| | 3-1 Reading: *Media Literacy,* Chapters 3, 4, and 5 |
| | 3-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 4, 7, and 8 |
| | 3-3 Discussion: Technology and Instructional Designers |
| | 3-4 Activity: Learning Technologies Evaluation Matrix |
| 4 | Technology Development Stages |
| | 4-1 Reading: *Media Literacy,* Chapters 6 and 7 |
| | 4-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapter 10 |
| | 4-3 Discussion: Ethics in Design |
| | 4-4 Wiki: Finding Learning Technologies |
| | 4-5 Discussion: Technology Life Cycles |
| | 4-6 Activity: Learning Technologies Evaluation Matrix |

| | 4-7 Activity: Practice Justification |
|---|---|

| | |
|---|---|
| 5 | Learning Technologies Research<br><br>5-1 Reading: *Media Literacy,* Chapter 8<br><br>5-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 11 and 12<br><br>5-3 Additional Readings: *Handbook of Research on Educational Communications and Technology,* Chapters 13, 14, 15, and 16 (select two); Chapters 17 and 18 (optional)<br><br>5-4 Discussion: Research Methods<br><br>5-5 Final Project 1: Learning Technologies Evaluation Matrix Submission |
| 6 | Assessment and Evaluation<br><br>6-1 Reading: *Media Literacy,* Chapters 9 and 10<br><br>6-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 19, 20, 21, 22, and 24<br><br>6-3 Final Project 2: Instructional Plan Requirements Activity<br><br>6-4 Discussion: Benefits and Costs of Technology<br><br>6-5 Discussion: Technology in Informal and Problem-Solving Environments<br><br>6-6 Journal: Reflection on Assessment and Evaluation<br><br>6-7 Wiki: Finding Learning Technologies |
| 7 | Technologies for Instructors<br><br>7-1 Reading: *Media Literacy,* Chapters 11 and 12<br><br>7-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 29, 30, 31, and 32<br><br>7-3 Discussion: Evaluating Instructor Technologies<br><br>7-4 Journal: Reflection on Evaluating Instructor Technologies<br><br>7-5 Final Project 2, Milestone 2: Course Specification Plan Review and Technology Selection Journal |
| 8 | Technologies for Learners<br><br>8-1 Reading: *Media Literacy*, Chapters 13 and 14<br><br>8-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 55, 62, 63, and 65<br><br>8-3 Discussion: Evaluating Learner Technologies<br><br>8-4 Journal: Reflection on Evaluating Learner Technologies<br><br>8-5 Journal: Reflection on Open Education |
| 9 | Technologies for Designers<br><br>9-1 Reading: *Media Literacy,* Chapter 15; Chapters 16 and 17 (skim)<br><br>9-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 48, 49, 50, and 51<br><br>9-3 Discussion: Technology Policies<br><br>9-4 Discussion: Evaluating Designer Technologies<br><br>9-5 Final Project 2: Instructional Design Plan Submission |

| 10 | Technology Integration |
|---|---|
| | 10-1 Reading: *Media Literacy,* Chapters 18 and 19 |
| | 10-2 Reading: *Handbook of Research on Educational Communications and Technology,* Chapters 27, 66, 68, 69, and 70 |
| | 10-3 Wiki: Finding Learning Technologies |
| | 10-4 Short Paper: Reflection |

**Attendance Policy**

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the full attendance policy.

**Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

**SNHU College of Online and Continuing Education Student Handbook**

Review the student handbook.

**Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)
(866) 305-9430
(877) 520-8916 (fax)
drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664
(603) 645-9717 (fax)
adacompliance@snhu.edu

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic honesty policy.

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

**SNHU College of Online and Continuing Education Withdrawal Policy**

Review the full withdrawal policy.

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the policy page.

**Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See this document for more information.