

EDLT-EDUCATIONAL TECHNOLOGY

EDLT 2110. Integrating Technology with Teaching 3 Credits (3)

Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

Prerequisite: ENGL 1110G.

Learning Outcomes

1. Students will demonstrate a sound understanding of technology operations and concepts.
2. Students will plan and design effective learning environments and experiences supported by technology.
3. Students will implement curriculum plans that include methods and strategies for applying technology to maximize learning.
4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Students will use technology to enhance their productivity and professional practice.
6. Students will better understand the social, ethical, legal, and human issues surrounding the use of technology on PreK-12 schools and apply that knowledge into future practice.

EDLT 3110. Integrating Technology with Teaching 3 Credits (3)

Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach. May be repeated up to 3 credits.

Learning Outcomes

1. Students will demonstrate a sound understanding of technology operations and concepts.
2. Students will plan and design effective learning environments and experiences supported by technology.
3. Students will implement curriculum plans that include methods and strategies for applying technology to maximize learning.
4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Students will use technology to enhance their productivity and professional practice.
6. Students will better understand the social, ethical, legal, and human issues surrounding the use of technology on PreK-Twelve schools and apply that knowledge into future practice.

EDLT 5110. Foundations of Learning Design & Technology 3 Credits (3)

This course covers how to access, use, design, and evaluate instructional resources on the Internet, for blended and online learning environments. May be repeated up to 3 credits.

Learning Outcomes

1. Provide a rationale for using a systematic approach to learning design. Identify and summarize the major elements commonly included in instructional development models.
2. Define terms used to describe the phases and strategies of the learning design process. Conduct a needs assessment.
3. Demonstrate the following competency in the completion of an instructional development project: a) identify an instructional problem, b) analyze learners and learning contexts, c) plan and

implement a goal analysis, d) specify terminal and enabling learning objectives, e) design criterion measures, f) prepare appropriate testing instruments and procedures, g) select appropriate instructional strategies, h) select appropriate instructional media (delivery systems), i) construct a prototype product, j) plan and conduct formative evaluations, and k) specify revisions resulting from formative evaluation.

4. Compare and contrast various instructional design perspectives and philosophies. Develop effective and efficient instructional products.

EDLT 5120. Critical Digital Literacy 3 Credits (3)

Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. May be repeated up to 3 credits.

Learning Outcomes

1. Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

EDLT 5130. Technology and Language Learning 3 Credits (3)

Use of technology to enhance second language and dual language programs. Organized around technology enhanced communicative and interactive language learning environments. May be repeated up to 3 credits.

Learning Outcomes

1. Considers use of technology to enhance second language and dual language programs. Organized around technology enhanced communicative and interactive language learning environments

EDLT 5140. Fostering Online Learning Communities 3 Credits (3)

Examines theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings. May be repeated up to 3 credits.

Learning Outcomes

1. Examine theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings.

EDLT 5210. Social Media in Blended and Online Learning Environments 3 Credits (3)

This course will explore the role of social media in online and blended learning environments through practical hands-on activities, critical dialogue, and collaborative projects which will prepare you to utilize social media personally and pedagogically. May be repeated up to 3 credits.

Learning Outcomes

1. Describe and give examples of social media for use in your blended and online learning environments.
2. Actively engage, communicate and collaborate using social media, both inside the classroom and in appropriate social media-based learning environments.
3. Evaluate, analyze, and synthesize readings, research, and other information about social media in education.
4. Access, utilize, design, evaluate, and assess learning activities using social media.

EDLT 5220. Culturally Responsive Teaching with Technology**3 Credits (3)**

This course explores the use of critical pedagogy, culturally sustaining pedagogy, and project-based learning supported by computer-based applications. May be repeated up to 3 credits.

Learning Outcomes

1. Explain the primary concepts of critical pedagogy based on the writing of Paulo Freire.
2. Describe theories and practices that support culturally responsive and sustaining pedagogies.
3. Evaluate the connections and tensions between critical pedagogy, culturally sustaining pedagogies, and the use of technology.
4. Plan a culturally sustaining project-based unit of study using digital technology.

EDLT 5230. Designing and Organizing Online Learning Environments**3 Credits (3)**

Explores the theories, models, approaches, technologies, and methods of online teaching and adult learning. Provides a foundation for examining the roles and characteristics of the online teacher and learner for those teaching adults in higher education, business, or government settings. May be repeated up to 3 credits.

Learning Outcomes

1. Design and organize effective online learning.

EDLT 5240. Online Teaching and Learning**3 Credits (3)**

This course provides a survey of theories, models and methods used to design and deliver online education through the use of technologies in K-12, higher education, business/industry, and continuing education. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate an awareness of equity social justice issues related to online education.
2. Critique and reflect upon diverse design frameworks,
3. Develop online resources for use in your professional and personal educational pursuits,
4. Explore and participate in the use of emerging technologies for online education.
5. Identify and discuss the impact of different technological innovations on society with particular emphasis on education,
6. Analyze and evaluate the use of technologies for teaching and learning in culturally relevant and responsive ways.

EDLT 5250. Tools and Techniques for Online Teaching**3 Credits (3)**

Examines the theoretical and practical implications of various asynchronous and synchronous tools and their impact on teaching and learning through research and hands-on experience. May be repeated up to 3 credits.

Learning Outcomes

1. Implement effective online teaching.

EDLT 5310. Design and Implementation of Synchronous Online Instruction**3 Credits (3)**

This course provides hands-on experiences as well as the theoretical and research basis for synchronous online instruction including web conferencing. May be repeated up to 3 credits.

Learning Outcomes

1. Evaluate best practices, based on research and theoretical foundation, of interaction and engagement in the design and delivery of synchronous online instruction.
2. Demonstrate the skillful use of the technology tools and strategies for synchronous online instruction.
3. Design, develop, and implement the delivery of a web conference event, first with a partner or team and then individually by the end of the course.
4. Use self- and peer-evaluation for continuous improvement of synchronous online instruction with a focus on web conferencing events.

EDLT 5320. Universal Design in Online Course Design**3 Credits (3)**

Examines theory, practical application of strategies, and global and policy implications of universal design (UD) in online learning environments. May be repeated up to 3 credits.

Learning Outcomes

1. Understand and implement universal design.

EDLT 5330. Emerging Technology Tools and Techniques**3 Credits (3)**

This course examines the theory, research, and practice of emerging technologies for educational practice and their impact on online teaching and learning. May be repeated up to 3 credits.

Learning Outcomes

1. Implement effective techniques.

EDLT 5992. Directed Study**3 Credits (3)**

Supervised academic work. Consent of Instructor required. May be repeated up to 3 credits.

Learning Outcomes

1. Engage in the study of an EDLT topic.

EDLT 5999. Capstone**3 Credits (3)**

The capstone course provides an opportunity to demonstrate teaching and learning in blended and fully online environments. Demonstrate competencies with best practices in culturally responsive teaching, learning/educational technology, online pedagogy, portfolio creation, and curriculum development for blended and online delivery using emerging technologies. May be repeated up to 3 credits.

Learning Outcomes

1. Apply teaching and learning standards to review blended or online courses for learning environments.
2. Demonstrate proficiency using the tools of learning management systems.
3. Apply best practices in instructional design for blended/online courses
4. Explain how research and practice inform your course instructional design decisions.
5. Create a blended or online learning course that meets online teaching standards
6. Demonstrate participation in an online learning community.

EDLT 6110. Foundations of Learning Design & Technology**3 Credits (3)**

This course covers how to access, use, design, and evaluate instructional resources on the Internet, for blended and online learning environments.

Includes a theoretical and research component for doctoral students. May be repeated up to 3 credits.

Learning Outcomes

1. Provide a rationale for using a systematic approach to learning design. Identify and summarize the major elements commonly included in instructional development models.
2. Define terms used to describe the phases and strategies of the learning design process. Conduct a needs assessment.
3. Demonstrate the following competency in the completion of an instructional development project: a) identify an instructional problem, b) analyze learners and learning contexts, c) plan and implement a goal analysis, d) specify terminal and enabling learning objectives, e) design criterion measures, f) prepare appropriate testing instruments and procedures, g) select appropriate instructional strategies, h) select appropriate instructional media (delivery systems), i) construct a prototype product, j) plan and conduct formative evaluations, and k) specify revisions resulting from formative evaluation.
4. Compare and contrast various instructional design perspectives and philosophies. Develop effective and efficient instructional products.

EDLT 6120. Emerging Models for Learning Design & Technology

3 Credits (3)

Integration of technology into content areas. May be repeated up to 3 credits.

Learning Outcomes

1. Understand emerging EDLT models.

EDLT 6210. Current Research in Learning and Technology

3 Credits (3)

Explores models and methods for examining and researching the impact of technology on learning and education. May be repeated up to 3 credits.

Learning Outcomes

1. Understand current technology research.

EDLT 6220. Multimedia, Authoring and Curriculum Design

3 Credits (3)

Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Includes additional theoretical research component for doctoral students. May be repeated up to 3 credits.

Learning Outcomes

1. Facilitate effective technology learning environments.

EDLT 6230. Technology, Society, and Education

3 Credits (3)

Investigates models of the change process, examines speculations related to the directions and dynamics of change in an era of electronic technologies, explores shifts in the cultural and personal activities and relations of humans, and speculates on concomitant educational implications. May be repeated up to 3 credits.

Learning Outcomes

1. Understand technology and pedagogy.

EDLT 6240. Online Teaching and Learning

3 Credits (3)

This course provides a survey of theories; models and methods used to design and deliver online education through the use of technologies in K-12, higher education, business/industry, and continuing education. Topics covered include accreditation, assessment, culturally responsive course design, current trends and best practices, hybrid and blended

learning, learning management systems, online support services, social justice issues in online education, learner engagement, and retention.

Learning Outcomes

1. Implement effective digital pedagogy.

EDLT 6998. Advanced Fieldwork

3 Credits (3)

Fieldwork in learning technologies provides opportunities to integrate theory and practice through research, teaching and/or development. May be repeated up to 3 credits.

Learning Outcomes

1. Examine the historical figures in early childhood education that have influenced current practices and discourses. Identify theoretical, scientific, and philosophical foundations in early childhood education that have defined childhood learning and development. Critically examine the history of institutions and federal policies of early childhood education within the context of multiculturalism