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American Public University System

The Ultimate Advantage is an Educated Mind

**Education
ADHE611**

Technology, Curriculum, and Instruction for the Online Campus

Credit Hours: 3

Length of Course: 8 weeks

**Prerequisites: ADHE601 Introduction to Higher Education
Administration**

Course Description (Catalog)

Recognizing the constantly-morphing role that technology and innovative online campus platforms play in the landscape of education requires higher education administrators to stay in tune with current trends and emerging modalities. This course explores emerging trends with regard to classroom management systems and best practices in curriculum and instruction for the online institution of higher education. Students will discuss topics involving innovative online and classroom technologies, course management tools, cyber-ethics, instructional practices, curriculum development, classroom support services, and integration of various adjunct platform applications that support student learning in an online campus.

Course Scope

This course provides an overview of technology, curriculum, and instruction for the online campus. Students will have an opportunity to explore the latest technology associated with online teaching and learning along with curricular approaches for courses offered in the online format.

ISTE Educational Leader Standards

The standards are based on the following organization: International Society for Technology in Education. (2019). *ITSE Standards*. Retrieved from <https://www.iste.org/standards/for-education-leaders>

Standard 1 - Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices.

Standard 2 - Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.

Standard 3 - Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.

Standard 4 - Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

Standard 5 - Connected Learner

Leaders model and promote continuous professional learning for themselves and others.

ADHE Program Objectives Addressed in this Course

PLO1 – Integrate higher educational theories, history, philosophy, values, governance, economics, and policies, into the professional practice of administration of higher education;

PLO4 - Evaluate the use of educational technology to promote student learning and extend communication among stakeholders;

PLO5 - Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities;

PLO7 - Assess faculty performance and institutional alignment to ensure fulfillment of the overall mission and vision of the institution.

Course Objectives

After successfully completing this course, you will be able to:

1. Evaluate theories/systems related to the development of technology for higher education organizations and for learning management systems (LMS) in online campus use.
2. Critique theory and methods regarding curriculum development for the online campus.
3. Analyze curriculum development process including assessment, evaluation, and new strategies for increased student achievement.
4. Differentiate usefulness of various instructional techniques and technologies for the enhancement of online teaching and learning effectiveness.
5. Examine ethical standards and practices related to students in an online classroom environment.
6. Diagram the essential classroom support services for the online campus.
7. Assess best practices for instruction and classroom management for online classrooms

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Course Required Readings: See the Week Course Breakdown.

Recommended readings for the degree program:

Council for the Advancement of Standards in Higher Education

<http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

Chronicle of Higher Education

Inside Higher Education

Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following:

How to Start an Online Learning Program: A Practical Guide to Key Issues & Policies

<http://www.onlineprogramhowto.org/>

The International Association for Online Learning Publications & Reports

<http://www.inacol.org/resources/overview>

The International Association for Online Learning Research Database

<http://www.k12onlineresearch.org/>

Keeping Pace with Online Learning: An Annual Review of Policy & Practice <http://kpk12.com/>

The Sloan Consortium Survey Reports

<http://sloanconsortium.org/publications/annual-surveys>

AMERICAN JOURNAL OF DISTANCE EDUCATION (AJDE)

<http://www.ajde.com/index.htm>

Contemporary Issues in Technology and Teacher Education (CITE)

<http://www.citejournal.org/>

Other journals include:

[*International Journal of Educational Technology in Higher Ed*](#)

[*ISTE: Journal of Digital Learning Teacher Education*](#)

[*ISTE: Journal of Research on Technology in Education*](#)

[*Journal of Computer Assisted Learning*](#)

[*Research in Learning Technology*](#)

[*Tech Trends*](#)

Evaluation Procedures

Paper

Write a 5-page paper on copyright, fair use and ethical decision making as it relates to instructional design, and decisions that need to be made when using online technology and multimedia in an online course. Title page, references/citations, and APA formatting required.

Online Course Activity

Create a learning activity built for an online experience using two different types of media to teach that activity.

a. Choose a learning environment (online platform or learning management system). It should be built for an environment outside the traditional classroom (ex. Social media, Edmodo, website, blog, you tube, mobile learning, etc.) Be creative! You are creating an activity based on a theme. You must have objectives and content that integrates multiple technology enhanced learning strategies to support the theme you are teaching. PowerPoint is not allowed.

b. Consider two multimedia/web 2.0/3.0 technologies that allow for best teaching theories/models to teach this activity. This technology should be used to teach, for students to interact with, or to assess the content.

c. The learning activity will be visual (not just written about in a lesson plan, but actually created in the online platform/LMS and able to be visually shown and presented to classmates.)

d. Considerations for ease of use, navigation, and student friendliness should be made to organize and represent the activity in the online platform. There should be a visual map created that could be used by students to develop full understanding of the activity expectations; this visual can be static, i.e. just seen by everyone like a map, or can be interactive, i.e. something that moves like a video, interactive website, etc.

e. The activity/training and the multimedia should allow for interactivity between the students and the content (this means no lecture, needs to be student-centered; consider multimedia or web 2.0 applications that allow for strategies such as problem solving, project development, web quests, scavenger hunts, online field trips, game, etc.)

Signature Assignment: Write a 12-15 page working document as an initial comprehensive manual that details key elements unique to online course development, including preferred technologies and format for the online classroom, curriculum development techniques (OER?), ethical standards, expected instructional practices, required support services, etc. This document serves to present the essential areas of online campus management expectations (ILO.AL.M.1 & DL.M.6).

Forum: Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Grade Instruments	% of Final Grade
Weekly forum discussions	20%
Paper: Copyright, Fair Use	20%
Online Course Activity	30%
Manual	30%
Total	100%

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)
[Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

[http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic Dishonesty](http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do

so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects may not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
<u>Grade</u>	<u>GPA / Percent</u>	<u>Description</u>
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60	Failing
F	0.0 / 59-0	Failing

Week Course Outline

<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	<p>Course Introduction</p> <p>Foundations of curriculum, changes in delivery, use of technology</p> <p>Curriculum and technology theories that support change</p> <p>ILO-SK.M.1 ILO-BI.M.1 LO-IS.M.2 ILO-SK.M.1 SK.M.2 BI.M.1</p>	<p>SLO: Evaluate online classroom platforms for use in higher education.</p> <p>Examine instructional standards for use in an online context.</p> <p>PO: Integrate higher educational theories, history, philosophy, values, governance, economics, and policies into the professional practice of administration of higher education.</p> <p>Evaluate the use of educational technology to promote student learning and extend communication among stakeholders.</p> <p>CO1: Evaluate theories/systems related to the development of technology for higher education organizations and for learning management systems (LMS) in online campus use.</p> <p>CO2: Critique theory and methods regarding curriculum development for the online campus</p>	See eReserves for Readings and Resources	<p>Forum 1: The Technology Contribution</p> <p>Forum 2: Curriculum Philosophy and Practice</p>
2	Models in Instructional Design and Curriculum Development	SLO: Create an effective learning environment that results in student success	See eReserves for Readings and Resources	Forum 3: ASSURE verses ADDIE

	<p>Cyber Ethics</p> <p>LO-IS.M.2 ILO-DL.M.2 ILO-DL.M.4 ILO-DL.M.5 ILO-DL.M.6</p>	<p>while honoring social and cultural diversity.</p> <p>Design instructional standards for use in an online context.</p> <p>PO: Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities.</p> <p>CO: Evaluate theories/systems related to the development of technology for higher education organizations and for learning management systems (LMS) in online campus use.</p> <p>CO5: Examine ethical standards and practices related to students in an online classroom environment.</p>		<p>Forum 4: High Quality Technology</p> <p>Assignment 1: Copyright and Fair Use</p>
3	<p>Innovative online and classroom technologies</p> <p>Integration of various platform applications that support student learning in an online campus</p>	<p>SLO: Evaluate online classroom platforms (LMS—Learning Management Systems) for use in higher education.</p> <p>Differentiate different types of media for use in online higher education.</p> <p>PO: Evaluate the use of educational technology to promote student learning and extend communication among stakeholders.</p>	See eReserves for Readings and Resources	<p>Forum 5: Multimedia Assessment</p> <p>Forum 6: LMS Analysis</p>

	ILO-AL.M.1 DL.M.6 ILO-IS.M.1 ILO-AL.M.1	CO3: Analyze curriculum development process including assessment, evaluation, and new strategies for increased student achievement.		
4	Course management tools ILO-DL.M.3 ILO-BI.M.2	SLO: Evaluate online classroom platforms for use in higher education. Evaluate the use of educational technology to promote student learning and extend communication among stakeholders. PO: Create a functioning team and organizational structure to house or to extend a college or university onto an online campus. CO4: Differentiate usefulness of various instructional techniques and technologies for the enhancement of online teaching and learning effectiveness	See eReserves for Readings and Resources	Forum 7: Course Management Tools Forum 8: Communication and Retention
5	Instructional practices Classroom support services, and support ILO-IS.M.3 ILO-IS.M.2 ILO-CL.M.1	PO: Evaluate the use of educational technology to promote student learning and extend communication among stakeholders. Assess performance-based data regarding organizational effectiveness and student success, and implement appropriate intervention plans that effectively address diverse learner needs. CO1: Evaluate theories/systems related to the development of technology for higher education	See eReserves for Readings and Resources	Forum 9: Web or Media Applications Forum 10: Online Support Services Assignment 2: Online Learning Activity

		<p>organizations and for learning management systems (LMS) in online campus use.</p> <p>CO6: Diagram the essential classroom support services for the online campus.</p>		
6	<p>Curriculum development in the online environment</p> <p>ILO-SK.M.4 ILO-AL.M.1 DL.M.6</p>	<p>PO: Appraise compliance and accrediting standards in relation to their application to an online institution of higher education.</p> <p>Create an effective learning environment that results in student success while honoring social and cultural diversity.</p> <p>Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities.</p> <p>CO2: Critique theory and methods regarding curriculum development for the online campus. CO7: Assess best practices for instruction and classroom management for online classrooms.</p>	See eReserves for Readings and Resources	<p>Forum 11: Curriculum. Development</p> <p>Forum 12: Online Accreditation</p>
7	<p>Instructional practices: Assessment of student learning online</p> <p>ILO-DL.M.2 ILO-DL.M.3</p>	<p>CO3: Analyze curriculum development process including assessment, evaluation, and new strategies for increased student achievement</p> <p>Assess the benefits of the use of ePortfolio</p>	See eReserves for Readings and Resources	Forum 13: Using ePortfolio
8	Preferred Online Management	Develop institutional policies that align with ethical and legal	See eReserves for Readings and Resources	Forum 14: Course Reflection

	ILO-IS.M.5 ILO.AL.M.1 DL.M.6	standards in response to current societal and cultural realities. Create a living document that addresses the unique context, specialized technologies, effective standards, and appropriate support for higher education in an online context CO3, 4, 6, 7		Assignment 3: Online Manual
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References