I. TITLE: Emerging Trends in Instructional Technology

II. CATALOG DESCRIPTION:
A study will be made of trends in industrial technology affecting career and technical education, including competency-based education, management by objectives, objectives exchange systems, information storage and retrieval, instructional models, etc.

III. PURPOSE:
The purpose of this course is to provide knowledge of emerging instructional technology trends in the field of Career and Technical Education.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS) and the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) addressed by that objective. Upon successful completion of this class, students will be able to:

A. Describe technology and its effectiveness in the learning environment. (ETS III, V, IX, X; NETS-T I, II)
B. Synthesize instructional technology innovations toward future implementation in the learning environment. (ETS X; NETS-T II, VI)
C. Develop methods to apply instructional technology into a learning environment. (ETS III, IV; NETS-T II, III, IV, V)
D. Describe policies, standards, and issues concerning instructional technology in the classroom. (ETS I, X; NETS-T VI)

V. CONTENT OUTLINE:
A. Effective Technology Based Learning Environments
   a. Instructional Design and Pedagogy/Androgy
   b. Redefining Instructors’ and Students’ Roles
   c. Collaborative Learning Communities
   d. Assessment and Evaluation
B. Innovation and Future Implementation in Instructional Technology
   a. Faculty/Student Innovations
   b. On the horizon
C. Shaping a Transformative Learning Environment
   a. Leadership Issues in Information Technology
b. Infrastructure Demands
   c. Supporting Faculty and Students
   d. Support Resources
D. Policies, Standards, and Issues
   a. Intellectual Property
   b. Academic Integrity
   c. Copyright
   d. Privacy
   e. Accessibility
   f. Legal/Ethics

VI. INSTRUCTIONAL ACTIVITIES:
   A. Lecture
   B. Demonstration
   C. Discussion
   D. Group problems and activities using appropriate instructional technologies
   E. Student projects and presentations using appropriate instructional technologies

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:
   None

VIII. RESOURCES:
   A. Waterfield Library at Murray State University
   B. RACERtrak, ERIC, and the Internet
   C. Self-selected books, articles, and activities
   D. MSU Computer Centers
   E. Educational Media/Resource Room – 341 Alexander Hall
   F. Public library

IX. GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook and Myspace</td>
<td>100</td>
</tr>
<tr>
<td>Web Page Design</td>
<td>100</td>
</tr>
<tr>
<td>Producer Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Review Game</td>
<td>100</td>
</tr>
<tr>
<td>Grant Proposal and Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

X. ATTENDANCE POLICY:
   This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
   This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.
Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. TEXT AND REFERENCES:
Blackboard.com Course Site

XIII. PREREQUISITES:
None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.
June 14 - Overview of Course, Syllabus Review, What do we know? Assignment of Presentations, Introduction to the basics, Introduction to all Assignments

- Room 1005

June 18 - Web-Page Design Development, Introduction to Microsoft Producer, and Audacity
- Room 1005

June 19 - Curriculum Development and video research

June 21 - Grant Research

June 22 - Development of a Producer classroom lesson and the transfer of video clips
- Room 210

June 25 - Finalize the production of a Producer classroom lesson and Web-Page Design
- Room 210

June 26 - The power of a Review Game, Copying a CD, Preparing a Review Game
- Room 1005

June 28 - Finalize all remaining details, Presentations

June 29 - Finalize Presentations and Review Grant Applications

United Streaming Passcode - 1F53-B38D