Course Number and Title: IDT G25 Advanced Learning Technologies

Campus Location:
Georgetown, Dover, Stanton, Wilmington

Effective Date:
2018-52

Prerequisite:
IDT G10, IDT G20 or IDT G31

Co-Requisites:
None

Course Credits and Hours:
2.00 credits
2.00 lecture hours/week
0.00 lab hours/week

Course Description:
This course prepares educators to leverage appropriate technologies to promote student-centered, active learning. Participants develop strategies and skills to effectively integrate social media as well as emerging and synchronous technologies into instruction and professional development.

Required Text(s):
Obtain current textbook information by viewing the campus bookstore - https://www.dtcc.edu/bookstores online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:
None

Schedule Type:
Classroom Course
Video Conferencing
Hybrid Course
Online Course

Disclaimer:
None

Core Course Performance Objectives (CCPOs):

1. Design instruction using technology to promote student-centered, active learning. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 5, 6)
2. Develop strategies to use technology to communicate and collaborate with field-specific professionals. (CCC 1, 2, 3, 4; PGC 5, 6)
3. Develop a plan to effectively integrate social media into a lesson. (CCC 1, 2, 4; PGC 1, 2, 3, 5)
4. Develop a plan to use synchronous technology to communicate with and engage learners. (CCC 1, 2, 3, 4; PGC 1, 2, 3, 4, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):
Upon completion of this course, the student will:

1. Design instruction using technology to promote student-centered, active learning.
    1. Discuss the benefits and challenges of using technology to facilitate student learning.
    2. Discuss best practices and key trends in emerging technology.
    3. Evaluate appropriate technology that fosters student success and enhances student learning.
    4. Connect appropriate technology with relevant learning objectives.
    5. Develop a plan to assess implementation of technology.
    6. Discuss accessibility standards for the creation and delivery of digital content.
2. Develop strategies to use technology to communicate and collaborate with field-specific professionals.
    1. Discuss strategies to use social media for continuous learning and professional development.
    2. Identify resources for field-specific online communities.
    3. Reflect on the usefulness of selected technology.
3. Develop a plan to effectively integrate social media into a lesson.
    1. Evaluate the impact of social media on teaching and learning.
    2. Identify and explore social media and collaboration tools that facilitate student learning and engagement.
    3. Discuss meaningful integration of social media into instruction.
4. Develop a plan to use synchronous technology to communicate with and engage learners.
    1. Evaluate the impact of synchronous technology on effective communication.
    2. Identify and explore the use of synchronous technology to communicate and engage learners.
    3. Identify user-support resources for synchronous technology.
    4. Discuss meaningful integration of synchronous technology into instruction.
    5. Design a lesson that incorporates synchronous technology.
    6. Use synchronous technology.

Evaluation Criteria/Policies:
Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	**–**	**100**	**=**	**A**
83	**–**	**91**	**=**	**B**
75	**–**	**82**	**=**	**C**
0	**–**	**74**	**=**	**F**

Students should refer to the Student Handbook - https://www.dtcc.edu/handbook for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:
Calculated using the following weighted average

Evaluation	%
Formative Assessments	15%
Discussion Boards	
Summative Assessments	
Creating Accessible Content	
Technology Lesson Plan - Mapping Objectives	85%
Synchronous Technology Lesson Plan	
Professional Development Plan	

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

Disabilities Support Statement:
The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the disabilities services - https://www.dtcc.edu/disabilitysupport web page or visit the campus Advising Center.