



SYLLABUS

LTEC 5200: New Technologies of Instruction

Course Information

- LTEC 5200 - New Technologies of Instruction (3 credit hours)
- There will be no face-to-face campus meetings. Communication will consist primarily of asynchronous discussions. Some online synchronous meetings may be scheduled as needed.

Course Instructor

Dr. Regina Kaplan-Rakowski is an Assistant Professor of Learning Technologies at the University of North Texas. She also serves as the President of Computer Assisted Language Instruction Consortium (CALICO). Dr. Kaplan-Rakowski's research interests include immersive learning environments (virtual reality, augmented reality, mixed reality, gaming environments, virtual worlds), artificial intelligence, computer-assisted language learning, mobile learning, 3D visualizations of learning content, multimedia learning, emerging technologies, second language acquisition, and wellness.

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

No pre-requisites.

Materials – Text, Readings, and Supplemental Readings

No required textbook; readings will be provided in the modules or you will be given the information that you need to search for the article using library skills.

Course Description/Purpose/Goals and Objectives

The purpose of this course is to help students select, use, and evaluate media technologies and techniques used in the instructional programs of education and industry. By the end of the course, students will be able to successfully fulfill the following goals and objectives:

Goal 1. Students will be familiar with emerging technologies for education and industry

- Objective 1.1. Students will select, use, identify, review, and evaluate various emerging technologies
- Objective 1.2. Students will recommend emerging technologies for given instructional purposes

Goal 2. Students will complete tasks using technological collaboration such as sharing information through class forums

- Objective 2.1. Students will participate in class discussions via online discussion boards

every week

- Objective 2.2. Students will participate in class discussions via Zoom as needed

Goal 3. Students will produce a technology-based project to be included in the portfolio

- Objective 3.1. Students will design a technology-based instructional project showcasing their knowledge gained through reading scholarly articles and readings
- Objective 3.2. Students will design a technology-based instructional project showcasing their knowledge gained in class discussions
- Objective 3.3. Students will design a technology-based instructional project showcasing their knowledge gained by writing self-reflections

Goal 4. Students will critique peer projects

- Objective 4.1. Students will share constructive criticism with their peers
- Objective 4.2. Students will use provided forms to critique peer work

Goal 5. Students will engage in metacognitive reflection regarding their individual and group learning processes

- Objective 5.1. Students will write reflections regarding the projects

Format

The course will be offered 100% online in an 8-week format using Canvas as the main platform. Each week will be scheduled with a beginning and ending date, with multiple activities assigned and due within each week. All students will participate, collaborate and progress together within each scheduled week.

Learning Expectations

In order to learn the important concepts, theories and people, the students will be asked to be active learners and take initiative to conduct research and share resources. Students will also be asked to examine their readings and resources critically.

Assessment & Grading

All assignments are due on the date specified in the course materials. Late assignments will **not** be accepted unless prior arrangements have been made with the instructor.

All students are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate superior performance through critical thinking, exemplary products, positive and supportive interactions with colleagues and sustained active participation across course activities.

In most cases, students will receive feedback on their course projects and assignments within 72 hours of the posted due date. If feedback cannot be provided within this timeframe, the instructor will notify students when they should expect to see feedback. Grades will be determined as follows:

Points	Assignments	Details
28	Asynchronous discussions on readings and resources	Weekly forums for a total of 7 weeks (7 x 4 points)
10	Emerging technologies: OPEN presentations	5-minute presentation on any emerging technology
26	Technology exploration and experiment	Weekly reports of technology explorations and experiments
36	Project	Final project evaluated on depth of inquiry, technology selection and use, sources used, and grammar/spelling. See the project rubric in the course modules for specific evaluation guidelines and criteria.
Total = 100 points		

Grading	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Late Work Information

All course-related assignments are expected to be submitted on time. Any assignments not turned in by the stated deadline will be assigned a grade of zero unless the student has made prior arrangements with the instructor. If there are any questions concerning a late policy, please contact your instructor.

Incomplete Grade Information

The department complies with university policy regarding the assignment of an Incomplete Grade in any course. Please see <http://essc.unt.edu/registrar/academic-record-incomplete.html> for information. Per UNT policy, a grade of Incomplete can only be awarded to a student who is 1) passing the course and 2) has a justifiable and documented reason, beyond the control of the student, for not completing the course work on schedule. Notification and submission of documentation must be provided to the instructor at the time of the emergency. Turnitin Notice Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. If your instructor requires you to use this service, please remove your title page and other personal information prior to submitting your assignment to Turnitin.

TECHNICAL REQUIREMENTS

- Hardware and software necessary to use Blackboard Learn:
<http://www.unt.edu/helpdesk/>

- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit. Necessary plug-ins: <http://www.unt.edu/helpdesk/bblearn/>
- Headset/Microphone (if required for synchronous chats)
- Word Processor

ACCESS/NAVIGATION/RESOURCES

Access and Log in Information

This course was developed and is facilitated utilizing the University of North Texas' Learning Management System, Canvas <https://unt.instructure.com>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>

Being a Successful Online Student

- *What Makes a Successful Online Student?*
(<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>)
- *Self-Evaluation for Potential Online Students*
(<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp>)

Student Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Online: <http://www.unt.edu/helpdesk/>

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

This course depends on technology for its delivery. UNT is committed to providing a reliable online course system to all users. When a UNT system is unavailable or down, students should immediately communicate with the instructor and contact the UNT Student Help Desk to report the issue. If the technology failure is local to the student and impacts his/her ability to submit an assignment or complete a quiz on time, the student should contact the instructor during the outage as soon as convenient using e-mail (if available on another device), text message (if available), or phone to request an opportunity to make up the work. Instructors will use their judgment on how best to resolve any technology issues in the course.

Additional Resources

- UNT Portal: <http://my.unt.edu>
- UNT Library Information for Off-Campus Users: <http://www.library.unt.edu/services> •
UNT Computing and Information Technology Center:
<http://citic.unt.edu/services-solutions/students>
- Computer Labs:
General access computer lab information (including locations and hours of operation)

can be located at: <http://www.gacl.unt.edu/>

COURSE COMMUNICATIONS

Please do not underestimate your own ability to encourage and motivate others in this course to learn and discover. Neither should you underestimate the valuable experience you may obtain from dialoguing with your colleagues in this course. One of the greatest advantages of the online learning environment is the greater and equal opportunity for all participants to learn from each other by respecting and challenging their comments and inquiries.

The following are some moves (adapted from Stephen Brookfield's "Discussion as a way of teaching") which are expected to be used by students when responding to each other's postings:

- Ask a question or make a comment that shows you are interested in what another person says.
- Ask a question or make a comment that encourages another person to elaborate on something that they have already said.
- Make a comment that underscores the link between two people's contributions.
- Make a specific comment indicating how you found another person's ideas interesting/useful.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- Make a comment that at least partly paraphrases a point that someone has already made.
- Make a summary observation that considers several people's contributions & that touches on a recurring theme in the discussion.
- Ask a cause and effect question – for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to express appreciation for the enlightenment you have gained from the discussion.

Be specific about what it was that helped you understand something better.

- Disagree with someone in a respectful and constructive way.

The instructor may participate in the discussions as a regular participant. The instructor may not respond to matters of opinion or discussion until others have had a chance to voice their thoughts. The instructor may also occasionally play devil's advocate, to draw out other views that may not be expressed on the discussion board, or to ask you to defend one particular viewpoint. The idea is to have everyone think reflectively and critically about the issues at hand and be able to express the ideas rather than reach the "correct" answer for these discussions.

Resources regarding netiquette:

- http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf .
- <http://online.uwc.edu/technology/onlEtiquette.asp> .

COURSE EVALUATION

Students will be asked to complete the course evaluation found at my.unt.edu at the end of the

semester.

SCHOLARLY EXPECTATIONS

Student Conduct and Academic Integrity

When completing your assignments, you are allowed to use generative AI tools (e.g., ChatGPT, Gemini). However, when doing so, you must make a specific note saying what tool you used and how that tool assisted you in your assignment. Not crediting AI for its assistance may be considered as cheating and may result in unfavorable consequences.

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. You are encouraged to become familiar with the university's Student Standards of Academic Integrity policy:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Of particular interest are the following terms:

- **Cheating** – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism** – the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.
- **Fabrication** – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty** – intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at:

<http://copyright.unt.edu/content/unt-copyright-policies>.

UNT POLICIES

Student Conduct and Discipline

You are encouraged to become familiar with the University Student Code of Conduct maintained by the Dean of Students in the Office of Student Affairs:

<https://deanofstudents.unt.edu/conduct>.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Add/Drop Policy

The department adheres to the add/drop schedule established and published by the UNT Office of the Registrar. See the registration calendar for information (<http://essc.unt.edu/registrar/index.html>).

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov>.

The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document:

<http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus

experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.