

IWU Syllabus

TECH-504: Technology for Learning Communities

Winter/Spring II, 2/27/24-4/22/24 (Online, Asynchronous)

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Course Description

Students in this course will explore the varied ways in which digital technology can serve a valuable role in the creation and maintenance of learning communities, in the collection of data, in communication with stakeholders, and in the facilitation of personal and institutional change.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: N/A

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Analyze data on the nature and extent of identified deficiencies in the availability of digital resources and user skill sets.
 2. Create a plan of action designed to address identified deficiencies in the availability of digital resources and necessary skill sets.
 3. Describe strategies and processes used to build effective collaborative relationships with potential participants impacted by technology implementation or change.
 4. Determine appropriate data collection mechanisms for the purpose of evaluating the impact of technology implementations.
 5. Examine technology implementation research, and describe relevant applications.
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Major Course Resources

Wenger, E., White, N., & Smith, J. D. (2009). *Digital habitats: Stewarding technology for communities*. Portland, OR: CPsquare.

Course Technology

- [Online Campus Library Services \(OCLS\)\(new tab\)](#)
 - Computer
 - Internet access
 - Audio/speakers
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Workshop Resources

Workshop One

- Bible: *NIV Stewardship Study Bible*
- Textbook: *Digital Habitats: Stewarding Technology for Communities*
- Video: [Solution Tree: Richard DuFour PLC Keynote\(new tab\)](#)
- Article: [Researching Hybrid Learning Communities in the Digital Age Through Educational Ethnography\(new tab\)](#)
- Article: [We're All Connected: The Power of the Social Media Ecosystem\(new tab\)](#)
- Article: [Twenty-first Century Learning: Communities, Interaction and Ubiquitous Computing\(new tab\)](#)
- Presentation: [Professional Learning Communities\(new tab\)](#)

Workshop Two

- Textbook: *Digital Habitats: Stewarding Technology for Communities*
- Video: [Conducting Needs Assessments\(new tab\)](#)
- Article: [A Case Study of Enabling Factors in the Technology Integration Change Process\(new tab\)](#)
- Article: [An Interactive Communication Technology Adoption Model\(new tab\)](#)

Workshop Three

- Bible: *NIV Stewardship Study Bible*
- Textbook: *Digital Habitats: Stewarding Technology for Communities*
- Video: [Three Ways People React to Change\(new tab\)](#)
- Article: [Addressing First and Second-Order Barriers to Change: Strategies for Technology Integration\(new tab\)](#)
- Article: [The Emotions of Change\(new tab\)](#)
- Article: [Senior Teacher's Implementation of Technology Integration\(PDF document\)](#)

- Video: [Models of Change, with Lorne Oke\(new tab\)](#)
- Blog: [Crossing the Chasm\(new tab\)](#)
- Website: [Interactive Technology Integration Matrix\(new tab\)](#)
- Website: [Hype Cycle for Emerging Technologies, 2017\(new tab\)](#)
- File: [The Change Curve\(PDF document\)](#)
- File: [Understanding Gartner's Hype Cycles\(PDF document\)](#)
- Presentation: [Resistance to Change\(new tab\)](#)
- Article: [Implementing New Technology\(new tab\)](#)

Workshop Four

- Textbook: *Digital Habitats: Stewarding Technology for Communities*
- Article: [A Case Study of Enabling Factors in the Technology Integration Change Process\(new tab\)](#)
- Video: [Needs Analysis, with Lorne Oke\(new tab\)](#)
- File: [School Technology Needs Assessment\(PDF document\)](#)
- Website: [Determining Your Technology Needs\(new tab\)](#)
- Website: [Technology Assessment\(new tab\)](#)
- Website: [Educational Technology Needs Assessment\(new tab\)](#)
- Article: [Using Pre-Needs Assessment for Effective PD\(new tab\)](#)
- Website: [Technology Innovation\(new tab\)](#)

Workshop Five

- Bible: *NIV Stewardship Study Bible*
- Textbook: *Digital Habitats: Stewarding Technology for Communities*
- Video: [The Search for God's Will – Basketball\(new tab\)](#)
- Article: [Toward Technology Integration in the Schools: Why it isn't Happening\(new tab\)](#)
- Article: [Technology Road-mapping—A Planning Framework for Evolution and Revolution\(PDF document\)](#)
- Article: [Understanding Technology Adoption: Theory and Future Directions for Informal Learning\(new tab\)](#)
- Website: [Learning from Case Studies of Technology Integration\(PDF document\)](#)

Workshop Six

- Bible: *NIV Stewardship Study Bible*
- Video: [Project Management and Execution\(new tab\)](#)
- Article: [Learning from Case Studies in Technology Integration\(PDF document\)](#)
- File: [Technology Integration Abstract\(Word document\)](#)

Workshop Seven

- Bible: *NIV Stewardship Study Bible*

- Video: [If You Give a Little Love You Can Get a Little Love of Your Own\(new tab\)](#)
- File: [A Collection of District Technology Resources\(PDF document\)](#)
- Website: [Techplan\(new tab\)](#)
- Article: ["Writing a Technology Plan"\(new tab\)](#)
- File: [Technology Plan Template\(Word document\)](#)
- Video: [Project Execution \(Lorne Oke\)\(new tab\)](#)
- Website: [Kaltura Capture Space\(new tab\)](#)

Workshop Eight

- File: Your completed Technology Integration Plan
- File: Technology Plan Rubric

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale			
Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A–	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate level courses, a grade of C– or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog\(new tab\)](#).

Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Check out the [video explanation of the Letter Grade Equivalencies table\(new tab\)](#).

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make

Letter Grade Equivalencies

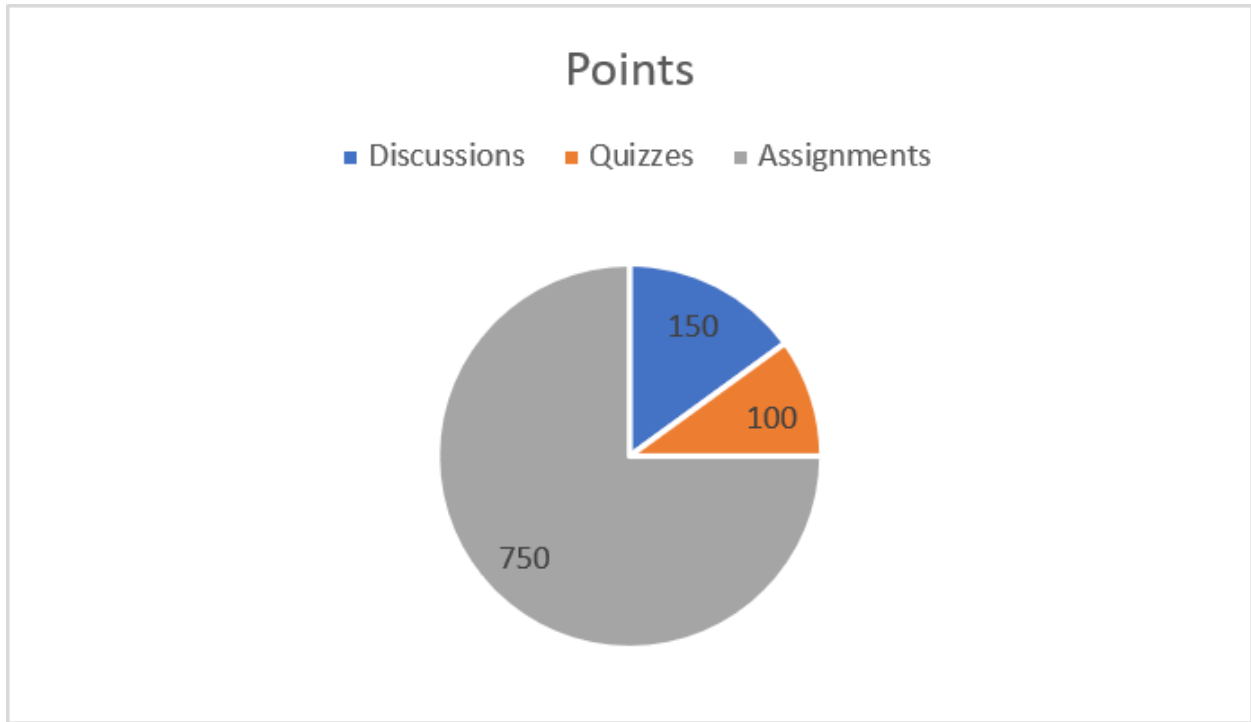
The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Check out the [video explanation of the Letter Grade Equivalencies table\(new tab\)](#).

Grade	Category	Description
		helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

Note: In graduate level courses, a grade of C– or below will require the course to be repeated.

Grade Summary



Workshop Overviews

Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Define the parameters of a digital learning community.
- Articulate the positive features and challenges of digital learning communities.

Workshop One Outline			
Title	Due Dates	Time	Points
1.1 Discussion: Faith Integration: Living and Working in a Community	Initial post due by the end of the fourth day of the module; two responses due by the end of the module.	30 minutes	0

Workshop One Outline			
Title	Due Dates	Time	Points
1.2 Exercise: A Frame of Reference: Learning Communities	Due by the end of the module	2 hours	0
1.3 Exercise: Professional Learning Communities Presentation	Due by the end of the module	30 minutes	0
1.4 Discussion: Personal Reflections on Participation in Digital Learning Communities	Initial post due by the end of the fourth day of the module; two responses due by the end of the module.	2.5 hours	25
1.5 Quiz: Check for Understanding	Due by the end of the module	1 hours	20
Totals		6.5 hours*	45

*These times are only estimates. Actual completion times will vary.

Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Identify varied strategies for communicating with differing stakeholder audiences.
- Reflect on the varied audiences that are part of their educational organizations.

Workshop Two Outline			
Title	Due Dates	Time	Points
2.1 Exercise: A Frame of Reference: 21st Century Communication with Differing Audiences (Social Media, Personal Data, GPS)	Due by the end of the module	4.5 hours	0

Workshop Two Outline			
Title	Due Dates	Time	Points
2.2 Assignment: Impact of Media on Differing Audiences	Due by the end of the module	1 hour	75
2.3 Discussion: Changes in the Concept of Digital Technology "Innovation"	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	2.5 hours	25
2.4 Quiz: Check for Understanding	Due by the end of the module	1 hour	20
Totals		9 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Describe various models of organizational change.
- Review and interpret personal experiences with organizational change as related to the presented models.

Workshop Three Outline			
Title	Due Dates	Time	Points
3.1 Discussion: Faith Integration	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	30 minutes	0
3.2 Exercise: A Frame of Reference: Technological Integrations	Due by the end of the module	3.5 hours	0
3.3 Exercise: Resistance to Change Presentation	Due by the end of the module	30 minutes	0

Workshop Three Outline			
Title	Due Dates	Time	Points
3.4 Discussion: Change and Time	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	2.5 hours	25
3.5 Assignment: Change Models	Due by the end of the module	1.5 hours	75
3.6 Quiz: Check for Understanding	Due by the end of the module	1 hour	20
Totals		9.5 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Articulate varied strategies for the assessment and delineation of needs and resources.

Workshop Four Outline			
Title	Due Dates	Time	Points
4.1 Exercise: A Frame of Reference: Needs/Resources Analysis	Due by the end of the module	3 hours	0
4.2 Assignment: Needs/Resources Analysis	Due by the end of the module	6 hours	75
4.3 Quiz: Check for Understanding	Due by the end of the module	1 hour	20
Totals		10 hours*	95

*These times are only estimates. Actual completion times will vary.

Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Argue effectively for the value of data in organizational decision-making.
- Delineate data-driven experiences by making instructional decisions at the classroom level.

Workshop Five Outline			
Title	Due Dates	Time	Points
5.1 Discussion: Faith Integration	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	30 minutes	0
5.2 Exercise: A Frame of Reference: Data-Driven Change Management	Due by the end of the module	3 hours	0
5.3 Discussion: Personal Observations/ Experiences with Data-Driven Change Management	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	2.5 hours	25
5.4 Assignment: Meta-Analysis of Case Studies and Results	Due by the end of the module	6 hours	75
5.5 Quiz: Check for Understanding	Due by the end of the module	1 hour	20
		Totals 13 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

Upon successful completion of this workshop, students will be able to:

- Define the elements of a technology integration plan.
- Identify potential pitfalls and challenges of the technology integration planning process.

Workshop Six Outline			
Title	Due Dates	Time	Points
6.1 Discussion: Faith Integration: What We Say and What We Do	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	30 minutes	0
6.2 Exercise: A Frame for Reference: Plan Development	Due by the end of the module	2 hours	0
6.3 Discussion: Case Studies of Technological Integration	Initial post due by the end of the fourth day of the module; two responses due by the end of the module	2.5 hours	25
6.4 Assignment: Classroom and School-Wide Change Plans	Due by the end of the module	6 hours	150
Totals		11 hours*	175

*These times are only estimates. Actual completion times will vary.

Workshop Seven Outcomes

Upon successful completion of this workshop, students will be able to:

- Effectively integrate and apply learned concepts in the creation of a technology integration plan.

Workshop Seven Outline			
Title	Due Dates	Time	Points
7.1 Discussion: Faith Integration: Serving Others	Due by the end of the module	30 minutes	0
7.2 Assignment: Expanding and Formalizing a	Due by the end of the module	12 hours	150

Workshop Seven Outline			
Title	Due Dates	Time	Points
Technology Integration Plan			
7.3 Assignment: Selling Technology Use	Due by the end of the module	4 hours	150
Totals		16:30 hours*	300

*These times are only estimates. Actual completion times will vary.

Workshop Eight Outcomes

Upon successful completion of this workshop, students will be able to:

- Critique the elements of technology integration plans.

Workshop Eight Outline			
Title	Due Dates	Time	Points
8.1 Discussion: Peer Review of Technology Integration Plans	Initial post due by the end of the first day of the module; two responses due by the end of the module	2.5 hours	25
8.2 End-of-Course Survey	Due by the end of the module	30 minutes	10 Extra Credit
Totals		3 hours*	25

*These times are only estimates. Actual completion times will vary.

Outline Totals	
Total Time	Total Points
78.5 hours*	1,000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Pacing Guide

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Orientation Module	Learning Studio Email Setup Autobiography Computer Skills Practice Quiz Academic Honesty					
Module 1	1.1-1.5					
Module 2		2.1-2.4				
Module 3		3.1-3.6				
Module 4			4.1-4.3			
Module 5			5.1-5.5			
Module 6				6.1-6.4		
Module 7				7.1-	7.1-	7.1-

										7.3	7.3	7.3
Module 8												8.1-8.2
	Orie ntati on Modu le	Mo dul e 1	Mo dul e 2	Mod ule 3	Mo dul e 4	Mo dul e 5	Mo dul e 6	Mod ule 7	Mo dul e 8			
W ee k 1	Learn ing Studio Email Setup Autobi ograp hy Comp uter Skills Practic e Quiz Acade mic Hones ty	1.1 -1.5										
W ee k 2			2.1 -2.4	3.1-3.6								
W ee k 3					4.1 -4.3	5.1 -5.5						

W e e k 4							6.1 -6. 4	7.1- 7.3	
W e e k 5								7.1- 7.3	
W e e k 6								7.1- 7.3	8.1 -8. 2

Week 1

- **Orientation Module**
 - Learning Studio
 - Email Setup
 - Autobiography
 - Computer Skills
 - Practice Quiz
 - Academic Honesty
- **Module 1:** 1.1-1.5

Week 2

- **Module 2:** 2.1-2.4
- **Module 3:** 3.1-3.6

Week 3

- **Module 4:** 4.1-4.3
- **Module 5:** 5.1-5.5

Week 4

- **Module 6:** 6.1-6.4
- **Module 7:** 7.1-7.3

Week 5

- **Module 7:** 7.1–7.3

Week 6

- **Module 7:** 7.1–7.3
- **Module 8:** 8.1–8.2

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student’s responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	DeVoe School of Business, Division of Liberal Arts, School of Services and Leadership Review School/Division Expectations, Policies, and Student Information(new tab)
School of Educational Leadership	School of Educational Leadership Review School/Division Expectations, Policies, and Student Information(new tab)
Wesley Seminary @ IWU	Wesley Seminary @ IWU Review School/Division Expectations, Policies, and Student Information(new tab)
School of Nursing	School of Nursing Review School/Division Expectations, Policies, and Student Information(new tab)

Course References

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