

# Instructional Technology

<http://www.esu.edu/gradit>

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Learning in the 21<sup>st</sup> century allows learning designers to customize, be creative and meet high standards. The Instructional Technology degree is intended to facilitate a variety of career options. After completion, students may enter corporate training, instruction design, higher education-instructional technology, teaching, learning technologies, support distance education, edu-business or use greater technology integration within any instructional setting. Candidates could be K-12 classroom teachers who want to support the Common Core Standards. The classes have students from many backgrounds. Typical backgrounds include the following: technology, communications, education, history, sociology, math, science, or the arts. These various perspectives encourage students to refine each other's work in class interactions.

**Program Overview:** There are 4 programs in this guide. There are two M.Ed. Programs (33 credits): **Instructional Technology Master's of Education (M.Ed.)** and **Instruction Technology with a Concentration in Classroom Technology Integration Master's of Education (M.Ed.)**. If you are interested in training K-12 teachers in Pennsylvania's Public schools, you can earn the **Pennsylvania Instructional Technology Specialist Certification (24 Credits)**. If you are interested in teaching online in K-12 setting, you can choose the **Pennsylvania Online Instruction Program Endorsement Program (12 Credits)**. The candidate must maintain a 3.0 GPA and create a digital portfolio showing mastery of knowledge.

**Hybrid Learning or 100% Online:** All required classes may be taken online, and most are also offered onsite allowing for customization to learning styles. Degree completion can be pursued on a part-time or full-time basis. Students choosing online options need to have confidence in their use of online technologies and trouble-shoot issues with a positive outlook toward successfully accomplishing the course goals and objectives.

## **PROCESS for M.ED. (33 Credits) or Certification (24 Credits)**

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The candidate needs to take the courses and pass with a 3.0 GPA. During the courses, there will be a key assessment of a portfolio.

1. **Beginning Courses:** You will begin the program by taking courses that are common core courses, concentration courses or electives.
2. **Complete Plan of Study:** After taking 6-9 credits, schedule to meet with your graduate advisor to complete your plan of study.
3. **Research & Internship:** Toward the end of your program, you do an internship worth 3 credits, which is **120 hours**. The internship is **not** student teaching. You will support instruction, either online or onsite. During the Internship your **Programmatic and Comprehensive Portfolio** will be assessed.

**Internship:** It is recommended that you complete the research and internship course after you have successfully completed most of your course work. Your internship is a key building block for your career. Talk to your professors and your adviser to find an internship that meets your professional goals.

## **PROGRAM for additional Pennsylvania Credentials**

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The candidate needs to take the courses and pass with a 3.0 GPA or better in all courses.

- **Instructional Technology Specialist Certification (24 Credits)** – Can be taken part of the M.Ed. or alone. This is a non-instructional certification permitting the holder to function in a support role for K-12 classroom and school activities in Pennsylvania. (Code: Type = 31; Subject = 1825)
- **Pennsylvania Online Instruction Program Endorsement (12 Credits)** – Can be taken part of the M.Ed. or alone. The holder must have a Level I or Level II Pennsylvania Teaching Certificate. (Code: Type = 58; Subject = 1184)

**Apply:** After successful completion of all the courses, candidates apply to the Pennsylvania Department of Education: <http://www.education.pa.gov/Teachers - Administrators/Certifications/> See Certificate/Endorsement Codes.

**Time for Completion:** If you need more than **six years** to complete your degree, then submit an Extension Plan of Study request, and talk to your adviser. The form will be sent to various administrators.

## **FINANCIAL SUPPORT**

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**Travel Money:** There is financial support to attend conferences. Complete the Student Travel Request.

**Graduate Assistantships/Graduate Student Worker:** Graduate assistantships and graduate student worker positions are intended to provide graduate students with valuable educational and professional experiences related to their degree program. Please see the ESU's Graduate College page for further explanations and talk to your adviser.

**PET Program:** PreK-12 Educator Tuition gives discounts to School districts in the PET Program.

# Course Planning

Instructional Technology is housed within the Department of Digital Media Technologies (DMET). The Instructional Technology Master’s courses are DMET courses that are 500 level and above.

**PROGRAM:** Instructional Technology M.Ed. (33 credits)

**Common Core – (9 Credits)**

DMET 520 \_\_\_\_  
 ELED 570 \_\_\_\_  
 DMET 526 \_\_\_\_

**ELECTIVES - COGNATE COURSES  
 (Any 6 Credits)**

Electives \_\_\_\_  
 Electives \_\_\_\_

**Concentration (9 Credits of DMET)**

DMET \_\_\_\_  
 DMET \_\_\_\_  
 DMET \_\_\_\_

**Capstone Courses (9 Credits)**

**Option A**

DMET 580 \_\_\_\_  
 DMET 581 \_\_\_\_  
 DMET 585 \_\_\_\_

**Or**

**Option B**

DMET 589 (3-6 Credits) \_\_\_\_  
 DMET 585 \_\_\_\_

**PROGRAM:** Instructional Technology M.Ed. – Concentration: Classroom Technology Integration (33 credits)

**Common Core – (9 Credits)**

DMET 520 \_\_\_\_  
 DMET 530 \_\_\_\_  
 DMET 526 \_\_\_\_

**ELECTIVES - COGNATE COURSES  
 (Any 6 Credits)**

Elective \_\_\_\_  
 Elective \_\_\_\_

**Concentration (9 Credits DMET)**

DMET 510 \_\_\_\_  
 DMET 540 \_\_\_\_  
 DMET 542 \_\_\_\_

**Capstone Courses (9 Credits)**

**Option A**

DMET 580 \_\_\_\_  
 DMET 581 \_\_\_\_  
 DMET 585 \_\_\_\_

**Or**

**Option B**

DMET 589 (3-6 Credits) \_\_\_\_  
 DMET 585 \_\_\_\_

**PROGRAM:** Pennsylvania Instructional Technology Specialist Certification ONLY (24 credits)

DMET 520 \_\_\_\_  
 ELED 570 \_\_\_\_  
 DMET 526 \_\_\_\_  
 DMET 510 \_\_\_\_  
 DMET 530 \_\_\_\_

**ELECTIVES - COGNATE COURSES  
 (Any 6 Credits)**

Elective \_\_\_\_  
 Elective \_\_\_\_

**Capstone**

DMET 585 \_\_\_\_

**PROGRAM:** Pennsylvania Online Instruction Program Endorsement Program (12 credits)

The Online Instruction Program can be added to other programs within requirements and electives.

PSED 522 \_\_\_\_ DMET 530 \_\_\_\_  
 DMET 510 \_\_\_\_ PSED 523 \_\_\_\_

**+PROGRAM Addition:** Pennsylvania Instructional Technology Specialist Certification (ITSC)

**Programs can add ITCS. The following DMET Courses must be taken: DMET 510, DMET 520 & DMET 530.**

In addition, ITSC has hourly requirements in ELL and ESOL, dependent on your past course work:

3 credits -ESOL & 3 credits - SPED in undergraduate or graduate course work. If you have fulfilled this requirement, you may take other electives. If not, **take approved course work. Talk to your adviser.**Special

Education options: **SPED 551, REED 520** | English as a Second Language options: **ELED/PSED 524, REED 528**

## Semester Planning

Fall	Fall	Fall
Spring	Spring	Spring
Summer	Summer	Summer
Fall	Fall	Fall
Spring	Spring	Spring
Summer	Summer	Summer

## Instructional Technology Courses and Descriptions

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**DE+:** Usually online and onsite | **DE:** online only | **Onsite:** Onsite – ESU main campus  
Courses are 3 credits unless identified.

**DMET 501 Current Applications** This course will provide an introduction to future and current issues and topics in the application of media communication and technology. To highlight communication issues, students will be exposed whenever possible to varied presentation strategies. The application of media communication and technology to academic and business situations will be demonstrated. This course may be taken for credit more than once if a student wishes to study another current issue.

**DMET 510 Online Tools and Strategies for Learner-Centered Instruction | DE+** In this class, students will increase technological pedagogical content knowledge to create lessons in various online learning environments. Application of digital tools will include but are not limited to CMS and LMS strategies and the collaborative web in order to develop learner-centered lessons by using an understanding of differentiation, extension, and global awareness for the 21<sup>st</sup> century. By collaborating with classmates and in other online environments, the students will extend their personal learning network beyond the class.

**DMET 520 Selection and Application of Learning Technologies | DE+** In this course, students will formulate the skills needed to integrate learning technologies based on understanding an array of technologies, theories and practices. Through discussion, planning, and knowledge of universal design, class participants will acquire the proficiencies needed to create diverse projects that evaluate ideal learning environments and enable incorporation of technology for learners.

**DMET 526 Organization and Administration of Instructional Technology | DE+** This course defines the organization, administrative and management roles, responsibilities and tasks of an instructional technologist. Also this course provides an introduction to and overview of the challenges, opportunities, and issues to instructional technologists who serve as administrators and managers in academic and business/industry settings.

**DMET 530 Instructional Design for Effective Learning | DE+** Instructional design is a systematic process used to analyze learner needs, and then, develop, design, and evaluate instructional materials. In this introductory course, students will create a learning unit based on student identified learning goals.

**DMET 532 Digital Photography and Still Images | Onsite** This course will provide students with an overview of many different methods for selection, production, manipulation, utilization, and presentation of still images for instructional applications. Students will learn varied techniques of locating, acquiring, and producing digital and non-digital still photographic images.

**DMET 534 Video Production | Onsite** This course will cover the aspects of video production used by educators and trainers to produce quality motion media. A review of research, pre-production organization, production techniques, and post-production editing will be included. Students will have the opportunity to produce motion media in this course.

**DMET 536 DE: Internet For Educators | DE** Students will be introduced to the fundamentals of using the Internet to access and share information with emphasis being given to how this technology can be used as a classroom tool. Project design, commercial services, free services, and online procedures will also be emphasized.

**DMET 538 Desktop and Digital Publishing for Learning | DE+** Students will apply the basics of designing print and digital publications for learning. With an understanding of design principles, use of creativity and visual intelligence, students will complete hands-on activities to produce effective media. Topics Include: publication options, use of type in print and digital environments, imagery, visual layout, linear and non-linear progression.

**DMET 540 Multimedia I | DE+** This is the introductory course in the Multimedia series, which provides introductory multimedia production skills within instructional design and learning theory. Students will learn introductory skills while using instructional design principles to plan and produce multimedia for effective classroom instruction. Topics include the integration of media literacy, instructional design implementation, assessment, and media production techniques.

**DMET 542 Multimedia II | DE+** This is an intermediate course in Multimedia series, which increases the skill level of the student in production, and applying learning theory to the instructional materials. The course builds upon the instructional design, learning theory, and skills gained in other courses. Students create multimedia productions using instructional design process and professional tools so that instruction can be delivered on multiple digital devices.

**DMET 543 Multimedia III | DE+** This is an advanced media production that builds upon instructional design and skills gained in Multimedia II. Students will fully integrate digital still, digital motion, digital sound, and digital animation using instructional professional programs. Productions will provide an interactive experience with understanding of learning theory and implementation of unit planning. Focused attention will be given to diversity and learning accommodations. (Prerequisite: DMET 542)

**DMET 545 Interactive Media | Onsite** This course is designed to introduce the student to the technology of interactive media. Special emphasis is placed on the various applications for interactive media. Students will gain practical experience in creating interactive media programs.

**DMET 580 Research Project I: Action Research Design | DE+** Designing appropriate learning opportunities requires the application of research techniques in order to improve resources for learning and productivity in a technology enhanced environment. Using research-based instructional theories and extant data, students create a proactive research action plan.

**DMET 581 Research Project II: Action Research Implementation | DE+** In this second research course, students will implement their action research design in order to make positive change in a learning environment. While doing systematic research, students learn to create an observation tool, analyze the limitations of a study, or do data analysis to interpret the data. The final product will be a research summary based on a synthesis of the student's research and extant data. (Prerequisite: DMET 580)

**DMET 585 Internship | DE+** Students will work in an environment that provides professional experiences related to the student's field of interest and study, be assigned instructional technology tasks, and document the activities of an instructional technology and/or training media professional. An external non-department member media professional and appropriate department faculty member will jointly supervise the students.

**DMET 589 Thesis | DE+** This course consists of thesis topic development, information gathering, material organization, data evaluation, formal thesis report writing, and completion of the thesis. Thesis procedures must adhere to the Thesis Guidelines as defined by the Office of the Graduate School and the Department of Digital Media Technologies. Students register for **either 3 or 6 credits in one semester with approval of adviser.**

**ELED 570 Introduction to Research | DE+** This course is an introduction to the basic principles and major methods used in investigation of educational problems. Attention is given to the significant steps involved in compiling a research proposal. Required of all graduate students in the degree program. In compliance with the Graduate School policies, students are advised to complete this course early in their program.

## **Elective Courses for Education K-16**

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**REED 520 Teaching Reading to Students with Disabilities | DE** This course prepares teachers to use explicit, scaffolded instruction to effectively teach reading to students with disabilities. The course emphasizes research-validated literacy interventions and evidence-based instructional practices. It focuses on the components of reading and writing that pose challenges for students with disabilities.

**REED528 Teaching Content Area Reading to Diverse Learners | DE** This course provides opportunities for graduate students to learn how to respond to the literacy needs of diverse learners in all content areas. There is a focus on formal and informal assessments and appropriate instructional techniques. Pre-service teachers become knowledgeable about literacy issues associated with specific content areas using a variety of types and levels of text.

**SPED 551 Inclusionary Practices | DE+** This course is intended for administrators, counselors, psychologists, curriculum supervisors, all teachers (regular, special), and school nurses concerned with providing appropriate educational experiences for students with special education needs in regular educational setting. Required for special education certification.

**PSED 510 Teacher, School & Community |** This course analyzes a wide spectrum of human relations within the broad area of basic education. Common professional problems are discussed. It also includes an examination of the values and beliefs of the community as related to the public school.

**PSED 516 Learner & the Learning Process |** A review of various views (humanistic, behavioral, cognitive) of the learner and learning theorists (Skinner, Rogers, Bruner, Piaget). Case studies of actual teaching learning problems are brought to the class by the participants for examination and discussion by the group. Completion of PSED 510 is considered preferable prior to enrollment in this course.

**PSED 522 Foundations of Online Learning in K-12 Environments | DE** This course will introduce the emerging pedagogy of online learning to currently certified K-12 teachers and other interested professionals. Students will explore the requirements needed for successful online learning and teaching. After focusing on the unique characteristics of the online learner, students will explore how to create engaging online learning environments. While there will be significant focus on class design, there will also be references to the developing research about current best practices. Finally, the ethical issues associated with online learning will be considered.

**PSED 523 Assessing Students in K- 12 Online Learning Environment | DE** This course presents the key concepts with regard to design and implementation of appropriate assessment in K-12 online learning environments. Students will demonstrate competencies in creating and implementing assessments in online learning which include projects and assignments that assess learning progress by measuring student learning through both formative and summative assessments.

**ELED 582-1/PSED 542 Discipline in the Classroom |** This workshop is designed for participants to take part in learning activities that will enable them to develop positive techniques for preventing and handling student behavior problems.

**ELED 592-1 Curriculum Approaches and Design |** This course will center around a survey of the elementary school curriculum with emphasis on fundamental principles of curriculum development. Historical materials related to the curriculum are used to illustrate trends and innovations. Attention will be given to articulation in curriculum.

## **Elective Courses for Business – Traditional or Edu-business**

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**ENGL 530 Theory and Craft of Writing | DE** This course focuses on the theory and craft of writing in one of the following genres: poetry, fiction, creative nonfiction, journalism, screenwriting, web-based writing, public relations writing, advertising, etc. Emphasis will be on the historical and theoretical underpinnings of craft as they apply to the particular genre or mode of discourse.

**ENGL 532 Public Relations and Organizational Writing | DE** This course will focus on case study analyses of current corporate and non-profit public relations and corporate documents. A major emphasis of the course will be on best practices in public relations and corporate writing.

**ENGL 531 Professional Writing for the Web | DE** This course will focus on web writing, design and site-evaluation and provide students with opportunities to carry out a range of sophisticated web-based writing projects for regional non-profits, from creating entire websites to writing select content or revamping existing websites. The course assumes no prior knowledge of programming languages, but all students within the first month will be expected to gain a working knowledge in HTML, XML, and CSS languages, as well as knowledge of scripting languages.

**ENGL 534 Visual Rhetoric in Professional Writing | DE** This course will cover the history and theory of visual rhetoric and its relationship to print. Students will research, read, analyze, and write about rhetorical images and their social, cultural and political implications. Students will also create visual text for varied rhetorical purposes.

**ENG 542 Currents in American Journalism | DE** This course provides an overview of the history of American journalism in newspaper and magazine writing. The course examines American journalism across several distinct phases: the colonial era; the Revolutionary War and early Republic period; the antebellum and post-Civil War periods; late nineteenth-century and early twentieth-century yellow journalism and muckraking; the twentieth-century syndication of the press; and the evolving multimedia age. The course will discuss the interaction between American journalism and the rise of American Literature and art.

**MGT 501 Organizational Behavior** This course examines the individual and group behaviors that impact organizational performance. Individual processes and attributes such as perception, learning, personality, emotional intelligence, ethics, motivation, and stress are examined in organizational settings. Team processes such as communications, decision-making, power, conflict, and negotiation are also considered. This course concludes with a consideration of the organization-wide processes of learning, change, and structural design.

**MGT 502 Organizational Strategy** This course presents the tools and techniques of organizational strategic planning, including internal organizational analysis of strengths and weaknesses and external scanning of the stakeholders and trends in the environment that the organization inhabits. Students will practice strategic analysis and the formulation of appropriate strategies through comprehensive real organization and/or simulation cases in this capstone course that integrates all the functional areas of management. The course concludes with a consideration of strategy implementation issues and techniques.

**MGT 503 Organizational Leadership** This course presents traditional (trait and behavioral theories) and contemporary models (contingency, participative, charismatic, transformational) of leadership. The course considers the sources and uses of power and influence as well as the phenomenon of leader emergence. The course includes leadership skills assessment and training exercises. Case of effective and ineffective leadership will be utilized extensively throughout the course.

**SMGT 548 Sport Marketing** The course is designed to provide the student with knowledge of sport marketing as it relates to spectator and participant. It will also give the student knowledge and understanding of the marketing considerations of various sport organizations. Fund raising applications will also be discussed.

**POLS 518 Political Communications** This course explores the role of the news media in both domestic and international politics. This course is designed to be accessible to both Political Science and Communications students. An emphasis is placed upon recent research and the exploration of current topics in this area.