

Robin M. Jackson

IT 755 Web Development

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December 12, 2014

**Instructional Website Project:
Communication in Educational Technology-Revised**

Narrative

Purpose: Communication in Educational Technology (IT 320) introduces educators (current and future) to a wide range of technology-based communication tools to be applied in the classroom. This course introduces two different communication types, examples of their sub-types, and strategies, concepts, and ideas for integrating each tool. Synchronous Communication and Asynchronous Communication are the two technology-based tools that will be studied in this course. Though the emphasis is placed on how to implement these technology-based tools in K-12 classrooms, these strategies are also applicable to the post-secondary education setting as well. Upon completion of this course, students will have gained the required technology skills, applicable for communication, set forth and mandated by the ISTE Standards for Teachers.

Goals & Objectives: Learners will explore and become familiar with both components and how they are in an educational setting, dependent upon the requirement. Learners will observe how each communication tool can be added as a supplement for the teaching/learning process and how you can engage these tools in an educational setting. Learners will also become skilled in some of the many technology-based tools used in today's schools. In addition, they will be exposed to basic theories of communication, selection, evaluation and research, and will be assisted in determining appropriate applications of these theories and techniques in educational settings. Upon completion of IT 320, students will demonstrate introductory knowledge, skills and understanding of concepts related to technology-based communication tools, demonstrate continual growth in technology-based performance, knowledge and skills to stay abreast of current and emerging technologies, plan strategies to manage student learning in a technology-enhanced environment, apply technology-based communication resources to enable and empower learners with diverse backgrounds, characteristics and abilities, apply technology-based communication tools to increase productivity, use technology to communicate and collaborate with peers, parents and the larger community to nurture student learning, and also model and teach legal and ethical practice related to technology use.

Description: This online course features two important components of communication on a technology-based classroom. 1). Synchronous (in real time: e.g. online video chats) and

Asynchronous technologies (not in real time; e.g. email). Both components contain a variety of communication tools that are practical and relevant to educational settings.

Why enroll in this course? This course is specifically designed to attract current educators and/or aspiring educators who are seeking to gain knowledge or obtain additional knowledge in the areas of implementing technology-based communication tools in their classrooms. More importantly this class has been designed to assist educators in meeting the national standards set forth and mandated by International Society for Technology in Education (ISTE) Standards for Teachers, as it relates to effective and efficient communication practices in the classroom.

Course Audience: Unlike other technology communication classes, although all directives and assignments will be presented in English, bilingual learners or learners whose primary language is Spanish will be assisted as well. Our online capacity will consist of 400 learners, 3 professors, and 7 teacher assistants who will work collectively to team teach the learners appropriately. Learners enrolled in this course are seeking introductory instruction on how to implement technology-based tools in their classrooms to enhance digital literacy among their learners and to promote a well-balanced understanding of how technology tools can be implemented into their curriculum.

Course Design: This course design will contain a very basic format that will be suited for learners who are beginners and well as advanced learners. The course navigation will be self-explanatory and contain an easy to follow navigation map which will compliment a diverse population.

Layout:

- I. Home Page**
 - A. Course Introduction/Description/Overview, Requirements, Goals & Objectives
 - B. Course Format and Expectations
 - C. Staff Introductions/Profiles/Contact information
 - D. Course Login
- II. Course Content (Next Page)**
 - A. Course Syllabus
 - B. Communication in Technology
 - C. Synchronous Communication
 - D. Asynchronous Communication
- III. Assignments (Next Page)**
 - A. Assignment List/Expectations
 - B. Assignment Due Dates/Makeup Policy
 - C. Assignment Grading Scale
 - D. Assignment Examples

IV. Course Communication (Next Page)

- A. Discussion Forum
- B. Video Chat Links
- C. Email
- D. Instant Messenger Links

V. Resources

- A. Website Resources
- B. Additional Readings
- C. Disability Statement
- D. Non-discriminatory Statement
- E. Plagiarism/Integrity Statement

Color Scheme: The goal is to manage colors while preventing any color shifts...In doing so I'll use The International Color Consortium (ICC) as a guide. ICC was created in 1993 to establish a platform-independent standard for color management. The goal was to ensure consistent color across all devices, including monitors, scanners and printers.

Structure: The structure of this website will be conducive to that of any introductory-level online course. The navigational tool will be used to navigate throughout the course website with ease and very little difficulty. The structure will include clear and concise measures to ensure optimum performance from various populations.

Concept Map:





Communication in Educational Technology (IT 320) introduces educators (current and future) to a wide range of technology-based communication tools to be applied in the classroom. This course introduces two different communication types, examples of their sub-types, and strategies, concepts, and ideas for integrating each tool. Synchronous Communication and Asynchronous Communication are the two technology-based tools that will be studied in this course. Though the emphasis is placed on how to implement these technology-based tools in K-12 classrooms, these strategies are also applicable to the post-secondary education setting as well. Upon completion of this course, students will have gained the required technology skills, applicable for communication, set forth and mandated by the ISTE Standards for Teachers.



Asynchronous communication and activities take place outside of real time. For example, a learner sends you an e-mail message. You later read and respond to the message. There is a time lag between the time the learner sent the message and you replied, even if the lag time is short. Bulletin board messages can be added at any time and read at your and the learners' leisure; you do not read someone else's message as it is being created, and you can take as much time as you need to respond to the post. Asynchronous activities take place whenever learners have the time to complete them. For example, viewing videos linked to the course site, reading a textbook, and writing a paper are all asynchronous activities.



In contrast, **synchronous, or real-time, communication takes place like a conversation.** If your class uses only writing-based tools to communicate, the only synchronous communication

possible is a chat session. Everyone gets online in the same chat room and types questions, comments, and responses in real time. Synchronous activities may include chat sessions, whiteboard drawings, and other group interactive work. If your class involves multimedia tools, synchronous communication might involve audio or video feeds to the computer. Some “online” courses require learners and teachers to get together at least once (or sometimes several times) in person, by conference call, or through closed-circuit television links.

Assignment List/Expectations



Assignment List

Assignment 1 Respond to forum questions in Blackboard

Assignment 2 Respond to forum questions in Blackboard

Assignment 3 Respond to forum questions in Blackboard

Assignment 4 Written report that represents the effectively implementing communication tools in education

Course Communication



Course Communication

Discussion Forum

Discussion via Blackboard : <https://usm.blackboard.com/>

Video Chat Links

Google Hangouts : <http://www.google.com/hangouts/>

Email

Robin M. Jackson : robin.jackson@eagles.usm.edu

Instant Messenger Links

Skype: [IM @rjackson](#)

Why this course?



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Website Resources



Website Resources

Electronic communication tools

Electronic communication tools send messages, files, data, or documents between people and hence facilitate the sharing of information. Examples include:

- [synchronous conferencing](#)
- [asynchronous conferencing](#)
- [e-mail](#)
- [faxing](#)
- [voice mail](#)
- [Wikis](#)
- [Web publishing](#)
- [revision control](#)

Contacts



Contact

My Personal Wix Site: robinjackson1.wix.com/rowixsite

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Course Audience



Course Audience



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