Wayland Baptist University

2. UNIVERSITY MISSION STATEMENT
Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

3. COURSE NUMBER & NAME:
EDIT 5344 Advanced Multimedia and Video Technology

4. TERM:
Fall 1 2023

5. INSTRUCTOR:
Dr. Gene Whitfill

6. CONTACT INFORMATION:
Cell Phone: 806-296-7013

whitfillg@wbu.edu

7. OFFICE HOURS, BUILDING & LOCATION:
Since this is a virtual course, please feel free to contact me any time by email or phone. Unless it is family or golf buddies, I tend to ignore most phone calls. So, if you call, please leave a message. I will always try to respond within 12 hours or less.

8. COURSE MEETING TIME & LOCATION:
Virtual Class – Through Blackboard

9. CATALOG DESCRIPTION:
Designed for those who are currently in the classroom in a teaching or instructor position; development of a teaching portfolio in a purposeful, organized, self-reflective collection of evidence used to demonstrate professional growth and achievement of competence in teaching knowledge and skills; based on the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC); integration of the National Educational Technology Standards for Teachers (NETS•T) into a series of lesson plans for the classroom. Prerequisite(s): This course is designed for those who are currently in the classroom in a teaching position.

10. PREREQUISITE:
None

11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

No textbook assigned. In addition to research-based peer-reviewed articles, The following are freely available resources needed for this class:

- ISTE Standards for Educators
- ISTE Standards for Students and Teachers
- Resources available through WBU and Online libraries
- Access to WBU Learning Resources www.wbu.edu/lrc

12. REQUIRED MATERIALS: Camera and Mic enabled computer/tablet/phone. Ability to access the Internet.

13. COMPETENCY OUTCOMES ISTE Standards

Standard I: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

Standard II: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

Standard III: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Standard IV: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

Standard V: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Standard VI. Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Standard VII. Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

Since this is an online class, you are expected to check weekly for modules as they are opened. Late work may be accepted, but not without prior permission from me. In addition, points will be deducted for late work.

All assignments are to be completed. I wouldn't assign them if I didn't want you to do

them. If corrections are required, I will show you how to make corrections and ask you to make the corrections and submit the assignment again. If you do all the assignments to my expectation, you will receive an A. I will post individual assignments weekly and expect it to be loaded to the digital dropbox within 7 days from the assignment.

15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Link to Statement on Academic Integrity

16. DISABILITY STATEMENT:

Disability statement - In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

17. COURSE REQUIREMENTS and GRADING CRITERIA:
Grading Criteria:

Participation & Attendance	(30%)
Research Studies	(30%)
Web Applications	(20%)
Discussion Board Responses	(20%)
Total	**100%**

Grading Scale:

100-90	A	W	Withdrawal
89-80	B	WP	Withdrawal Passing
79-70	C	WF	Withdrawal Failing
69-60	D	I	Incomplete
Below 60	F		

18. Grade Appeal Statement: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate

grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

19. TENTATIVE SCHEDULE

Due Date/Time Assignments Due

Week 1: Discussion Board 1, Application 1 with Research Study

Week 2: Discussion Board 2, Application 2 with Research Study

Week 3: Discussion Board 3, Application 3 with Research Study

Week 4: Discussion Board 4, Application 4 with Research Study

Week 5: Discussion Board 5, Application 5 with Research Study

Week 6: Discussion Board 6, Application 6 With Research Study

Week 7: Discussion Board 7, Application 7 With Research Study

Week 8: Summary and Final Discussion

As the instructor, I reserve the right to make any changes I deem necessary.