

**CJT 656: Instructional Communication and Technology  
Tuesdays**

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Instructional communication, like other contexts of communication, often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication with emerging technologies to explore the landscape of teaching and learning. Through readings, technology demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

**Prerequisites**

Graduate student standing.

**Student Learning Outcomes**

By the end of this course, you should be able to:

- Examine principles of instructional communication as they affect the implications of technology;
- Critically evaluate technological innovations and their potential instructional applications;
- Conduct systematic inquiry about questions concerning the relationship between technology, teaching, and learning;
- Engage in the principled and informed application of technology within your own teaching training, & development.

**Course Materials**

We will utilize a variety of readings in the course. Most of the readings are available through your UK Library access; anything not available through the Library or freely available online will be provided through Canvas.

The only “textbook” you need for this class is your 6<sup>th</sup> edition *Publication Manual of the American Psychological Association*

Given this course focuses on technology, I ask that you bring your computer to the classroom every week. If you have any difficulties with access to technology, please let me know. There may be times when I will ask you to get an account for particular technologies—most of these we will set up during class. **To start, you will need a blog account on a blog site of your choice.**

**Course Policies****Attendance and Participation**

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work **only** if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison.

Students are encouraged to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

### **Incompletes**

If you have extenuating circumstances that may warrant extending your work for the course beyond the scheduled end of the semester, the University of Kentucky does allow for an “incomplete” to be assigned. However, incompletes are for circumstances beyond your control (e.g., getting very ill in the last two weeks of the semester) and come with a firm deadline for completing the work. Incompletes are not meant to extend your work time because you simply did not meet scheduled deadlines. A grade of incomplete will only be assigned at the instructor’s discretion and should not be presumed to be an option.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Disability Resource Center**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center.

### **Assignments**

You will have four major assignments in the course. Below you will see a synopsis for each assignment.

#### ***1. Research Project (50%)***

The bulk of your grade for the course will come from a research project. The exact nature of this project has some flexibility, in accordance with the professional interests and goals of the class. You may choose from the following options (and adapt in consultation with me):

- A. A research project (under 20 pages) within the scholarship of teaching tradition—which involves systematic inquiry of questions about your teaching and your students'

- learning. The scholarship of teaching and learning moves beyond good teaching or scholarly teaching (teaching grounded in disciplinary scholarship on the topic) and involves a focused inquiry process and reflective practice about one's own teaching as it is related to student learning—with an eye towards public dissemination, peer review, and iterative improvement. This option is particularly appropriate if you are currently teaching, have IRB certification, and have specific questions you want to answer about your own teaching and technology.
- B. A research project that adheres to the general format and style of a journal article; you should select a specific journal/chapter call (either the general call for papers or a call for a special issue) that your paper can address. In this option, you would seek to address some question/hypothesis regarding instructional communication and technology. You may choose to work with existing data (e.g., data collected regarding assessment), may participate in a small data collection with IRB approval, or may collect data that does not fall under the purview of IRB (e.g., an analysis of websites).
  - C. A two-part project of an area of interest that intersects instructional communication and technology. This option requires a thorough literature review written in the conventions of academic writing, as well as a practical application of the literature in this area. The practical application may take the form of a created resource that draws on scholarship to inform instructors' teaching, to inform policy decisions, or to serve some other specific purpose. You should consult with me as you develop the idea to ensure that you are taking the project in an appropriate direction.

All versions of the assignment will be due at the end of the semester. To pave the way, early in the semester, I will ask for you to identify which project you are interested in pursuing and what your likely focus will be. We will also allow time to discuss ideas in class whenever possible. The final project will be graded based on content, organization, and style (see rubric). During our final exam time, we will celebrate the end of the semester by sharing our projects.

### ***2. Techno-teaching Philosophy (15%)***

Your task is to create a teaching philosophy that is technologically manifested in the medium and form of your choice. This techno-teaching philosophy should be no longer than five minutes long (or should take your reader/viewer no longer than 5 minutes to get through) and should provide insight into who you are as a teacher, what your beliefs are about teaching and learning, your style of classroom interaction, and your commitments in terms of assessing student learning. This project will allow you to experiment with using technologies in order to convey a message and will provide you with an opportunity to engage (as a learner) in a technological innovation process. Your end product should be a link that you can put on a professional website for future job prospects. Your philosophy will be posted online (through the forum of your choice) and linked to your blog and a Canvas submission. After the submission deadline, we will periodically take a few minutes in class to view these philosophies in class.

### ***3. Teaching Technology Activity (20%)***

You will have the opportunity to teach the class about a particular technological innovation and its potential educational uses. You will have 30 minutes to teach the class about this technology. In your teaching time, you should provide the class with a clear description of the technology, describe and provide concrete examples of its potential instructional and pedagogical uses, and engage the class in a critical analysis of the technology. Your product—the teaching activity—should provide new teachers with insight and instruction on potential technology tools for classroom use as well as

an understanding of how that technology intersects with instructional communication research. During your presentation, you should address the background of the technology (e.g., history; original purpose), relevant exemplars of use, and critically analyze the technology (e.g., what do our readings suggest about the technology?).

Early in the semester, we will discuss the technologies that we are interested in learning more about and you will have your choice of technologies. The date on which you present will be determined by the course topic most pertinent to your technology. These dates will be designated in class.

#### ***4. Weekly Reading Blogs and Responses (15%)***

To enhance and spark our discussions about the readings, we will use a blog to post responses and questions about class readings and topics. You can choose whichever blog site you would like to host your blog, but should link it within Canvas. Your reading responses should be approximately 500 words in length. Blogs can be traditional (written texts) or you might also want to experiment with other ways of responding that could include podcasting or other types of media. You will need to complete a total of **ten** blog entries during the course of the semester. You should read and respond to the blog entries of your classmates, fostering an ongoing discussion that can continue outside of the classroom. This product, your blog, should be considered part of your scholarly development (and hence should be able to be linked on your professional website).

#### **Grading**

Final grades will be assigned using the following scale, with no rounding:

90-100% = A

80-89.9% = B

70-79.9% = C

There are no opportunities for make-up work or extra credit. You are expected to be responsible for your own work and for ensuring that you understand the assignments.

If you have questions about how a grade was determined, we can schedule an appointment to discuss the grading. Out of respect for the time spent grading your assignments, please take at least 24 hours after a grade is returned to you before requesting a meeting. Be sure to read all comments thoroughly and also look at the grading criteria. If you then have questions or concerns, email me to schedule a meeting. I expect you to come to the meeting prepared with specific questions and concerns rather than a general disagreement about the grade. If we meet to discuss your grade, please keep in mind that I will not make an immediate decision about any potential changes, and changes are not guaranteed – the squeaky wheel may get grease but it's not automatic. After the grade has been returned to you for seven days, no further changes will be made to grades.

#### **Tentative Schedule**

The schedule of readings is posted in the "Syllabus" portion of Canvas, accessible via <http://www.uky.edu/canvas>.