This course supports the assessment for TET1. The course covers 7 competencies and represents 2 competency units.

**Introduction**

**Overview**
Issues in Technology Integration focuses on the legal and ethical practice of technology, some personal uses of electronic resources, the need for protection of information, the foundations of media and technology, what electronic learning communities are, and the adaptive technologies for special populations.

**Getting Started**
This course is designed to prepare you for a performance assessment focused on topics regarding the latest technology in education. The content in this domain will help you analyze and discuss concepts that are most relevant in education today; including copyright issues, security, netiquette, and other factors affected by the use of media and technology in schools. As you learn about these issues and gain a deeper understanding of key concepts, professional workshops and discussions with colleagues will become more meaningful, and your value in the workplace will increase.

Note: To download this video, right-click the following link and choose "Save as...": [download video]

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions].

**Course Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Competencies and Objectives**
This course provides guidance to help you demonstrate the following 7 competencies:

**Competency507.1.1: Legal and Ethical Practice**

The graduate understands and implements ethical and legal strategies related to the use of technology.

Objectives

- Recognize the basic criteria for applying the principle of fair use of copyrighted materials.
- Identify examples of proper and improper application of copyright law.
- Identify unique copyright guidelines for the music industry.
- Identify what U.S. copyright law permits users to do with a single copy of computer software.
- Define the penalty for intentional violation of copyright under U.S. law.

**Competency507.1.2: Personal Use of Electronic Resources**

The graduate develops policies for the personal use of electronic resources.

Objectives

- Identify commonly accepted policies for the appropriate use of electronic resources.
- Identify common threats to electronic resources.
- Recognize why a firewall is necessary.
- Apply commonly accepted informal rules of "netiquette" to specific situations.

**Competency507.1.3: Protection of Information**

The graduate understands the need for and appropriate methods of maintaining the confidentiality of protected information.

Objectives

- Identify appropriate methods of maintaining confidentiality of official records and personal information in the online environment.
- Identify the fundamental provisions of the laws protecting personal records and individual's information.
- Identify threats to the security of official records and personal information in electronic resources.

**Competency507.2.1: Media and Technology Foundations**

The graduate describes the use of media and technology for learning and is able to evaluate the environment for the implementation of technology.

Objectives

- Select appropriate media or technology tools for given instructional situations.
- Recognize how media and technology can accommodate learning differences.
- Recognize how media and technology can support different learning styles.
- Recognize criteria for evaluating specified technology tools or resources.
- Select appropriate media or technology tools for given instructional situations.
• Evaluate a technology tool or resources using given evaluation criteria.

**Competency 507.3.1: Electronic Learning Communities**
The graduate develops and critiques technology-supported learning environments to address instructional goals and provide a rationale based on the needs analysis, research, and theory.

**Objectives**

• Use the results from analysis and evaluation of specific technology tools or resources to inform the design of instruction.
• Use the results from analysis and evaluation of specific technology tools or resources to inform the development of instruction.
• Use the results from analysis and evaluation of specific technology tools or resources to inform the production of instruction.
• Use the results from analysis and evaluation of specific technology tools or resources to inform the delivery of instruction.
• Identify learning situations for which distance learning technology is an effective solution.
• Identify characteristics of learning environments that encourage and motivate learners.
• Identify characteristics of learning environments that support student learning, innovation, design, and risk-taking.
• Identify strategies for the facilitation of innovation in learning communities.

**Competency 507.3.2: Adaptive Technologies for Special Populations**
The graduate identifies and selects a variety of adaptive technologies for special populations and diverse backgrounds.

**Objectives**

• Recognize how adaptive technologies enhance instruction for disabled learners.
• Recommend adaptive/assistive hardware and software for learners and instructors with special needs.
• Identify technology resources that will enable and empower learners with diverse backgrounds, characteristics, and abilities.
• Identify technology systems, resources, or services to meet specified learning needs.

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.
Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSourceE-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

ASCD
You will access ASCD materials at the activity level within this course. These courses are online independent study learning resources provided by the Association for Supervision and Curriculum Development (ASCD).

Books 24/7


Other Learning Resources

You will use the following learning resources for this course.

WGU Library E-Reserves
This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.
The following e-reserve materials will be used in this course:


**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1**

- Introduction
- Preparing for Success
- Legal and Ethical Uses of Technology
- Performance Task 1 - Complete the interview

**Week 2**

- Legal and Ethical Uses of Technology, Part 2
- Complete Performance Task 1 - Ethics

**Week 3**

- Privacy Issues
- Watch Performance Task 2 video

**Week 4**

- Privacy Issues (cont'd)
- Complete Performance Task 2 - Privacy
- Evaluating Distance Learning Strategies
- Evaluating Technology
- Watch Performance Task 3 video

**Week 5**
• Evaluating Technology (cont'd)
• Complete Performance Task 3 - Evaluating Technology

Week 6

• Special Populations
• Watch Performance Task 4 video
• Complete Performance Task 4 - Special Populations

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Ethics

In this subject, you will identify the guidelines and policies that are necessary for learners to interact effectively within a technology-rich environment. Confidentiality of personal information has become a critical issue in the digital age. In this section you will discuss the ethical and legal reasons for confidentiality of personal information and examine how your organization's records are protected.

This subject is perhaps one of the least understood and most underappreciated in education. Copyright laws may seem complicated and confusing. However, these issues are real and relevant to all of us, and they can be made clear and understandable.

After completing this section, you should be able to communicate guidelines for legal and ethical use of technologies to a given audience in a given situation, describe appropriate protective measures for safeguarding electronic resources in a given threat situation, describe safe practices and procedures in the use of instructional technology tools, and discuss how to establish student behavioral expectations that support an effective teaching and learning environment. In addition, you will be able to recognize ethical and logical reasons for maintaining confidentiality of official records or personal information in the online environment.

Watch the following video for more information on ethics:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Legal and Ethical Uses of Technology

Your study of legal and ethical uses of technology in education includes resources from textbooks and e-reserves. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topics you will need to master in order to pass the TET1 performance assessment.
Ethics: Readings

Read

- Chapter 7, pages 217-219(“Distance Teaching and Learning and the Role of the Internet”) in *Integrating Educational Technology into Teaching*

Visit

- Guidelines and Resources for Internet Safety in Schools

Read

- Copyright guidelines, Chapter 1. in *Instructional media and technologies for learning* (pp. 1-19).

These readings provide an important overview of fair and legal use of copyrighted materials. You should pay attention to how to be in compliance with the guidelines and what areas you are more likely to fall out of compliance with.

Interview and Reflection

In preparation for your second task on privacy, schedule an appointment with the person responsible for maintaining confidentiality in your organization. Ask some open-ended questions, such as:

- What are the biggest challenges in maintaining confidentiality?
- How does your organization handle confidentiality and infringements on confidentiality?

Reflect on the responses to the interview and write down your own thoughts in your personal study journal for future reference.

Ethics Performance Task

Complete

- TET1: Ethics in Taskstream. It is recommended that you use the Ethics Template to help you complete this task.

For details about this performance assessment, see the "Assessment" tab in this course.

Privacy

This subject continues the ethics discussion to include privacy issues. Have you ever had second thoughts about the information you share through the Internet? Do you have concerns about how protected you are on the Internet? These questions will be explored in this subject.
Watch the following video for more information on ethics:

Note: To download this video, right-click the following link and choose "Save as...": download video

Privacy Issues

Your study of privacy issues in education includes resources from textbooks, e-reserves, Books 24/7, and ASCD. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topics you will need to master in order to pass the TET1 performance assessment.

Privacy: Readings

Read and study

- Confidentiality and disclosure: A lesson in sharing. (pp. 40-43)
- The good, the bad, the ugh. (pp. 46-47)
- How does the family rights and privacy act affect you? (pp. 61-65)
- ASCD Modules or Book 24/7 Readings based on your interest (see below):

For education-focused readings, complete

- Module 2: Bridging the Digital Divide in the ASCD course Technology in Schools: A Balanced Perspective
- Module 5: Teaching Media Literacy in the ASCD course Technology in Schools: A Balanced Perspective
- Module 6: Teaching Balanced Use of Technology in the ASCD course Technology in Schools: A Balanced Perspective

For business-focused readings, complete

- Part III - Analysis in Instructional Systems Design Revisited: A Compendium of Performance Improvement Articles
- Chapter 11: Leadership and People Management in High-Tech, Networked and Virtual Organizations in Maximum performance: A practical guide to leading and managing people at work
- Chapter 1: ("An Introduction to Legal Issues in Human Resources Management") in Legal and regulatory issues in human resources management

Reflect
Reflect on the following questions and write down your thoughts in your personal study journal for future reference:

Education-focused reading questions:

- What are your feelings about the FERPA laws? Do they go far enough or too far in your opinion?
- Are students in your school regularly advised of their FERPA rights? How?

Business-focused reading questions:

- Are clients in your organization regularly advised of their privacy rights? How?
- What are your feelings about equal opportunity laws? In your opinion, do they help or hinder businesses?

**Privacy Performance Task**

Complete

- TET1: Privacy in Taskstream. It is recommended that you use the Privacy Template to help you complete this task.

For details about this performance assessment, see the "Assessment" tab in this course.

**Distance Learning**

Needless to say, distance learning is a growing phenomenon in education in America. Distance learning is now widely recognized as an appropriate delivery medium. As a distance education student, you have likely looked at the quality of your program and how you might improve on distance delivery modalities. In this section you will look at the evaluation of distance learning strategies, and it is hoped that what you learn here will help you find ways to improve practice in your professional experience.

**Evaluating Distance Learning Strategies**

Your study of distance learning methods and strategies includes resources from your textbooks and e-reserves. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topics you will need to master in order to pass the TET1 performance assessment.

**Distance Learning: Readings**

Read
In the assigned readings (both the textbook and the e-reserves), you will want to pay particular attention to best practices and limitations. Later in this topic, you will be asked to evaluate your choice of software or technology resource. These readings will provide you with the basis upon which to make your evaluation.

**Review**

- Rubrics and checklists section (pp. 227-229) of *Chapter 7 ("Distance Teaching and Learning and the Role of the Internet")* in *Integrating Educational Technology into Teaching*

**Reflect**

- What are the common elements in the rubrics and checklists provided by the authors? What would you consider important characteristics or features to assess when evaluating software or technology resources?

**Technology Evaluation**

Before using media and technology with any group of learners, you should evaluate it for its appropriateness to your audience and purpose, its overall effectiveness, and its use as a tool for learning. If you use media and technology that do not measure up to these criteria, you may not adequately address your instructional problem. In this section, you will research evaluation tools and choose one to evaluate your choice of software or technology resource.

Unfortunately, many organizations spend most of their time developing and implementing new systems and programs and very little time evaluating them. This may happen because of time constraints or lack of personnel with evaluation skills. This does not have to be the case in your organization because you are currently developing the skills of an evaluator. Once you have completed this section, you should be able to evaluate a technology tool or resource based on given evaluation criteria.

Watch the following [video](#) for more information on evaluating technology:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).
Evaluating Technology

Your study of technology evaluation includes resources from ASCD, Books 24/7, the Internet, and your textbooks. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topics you will need to master in order to pass the TET1 performance assessment.

Technology Evaluation: Readings

Read

- Chapter 3 ("Instructional Software for 21st Century Teaching") in *Integrating Educational Technology into Teaching*
- Chapter 5 ("Engaging Learners with Digital Devices") in *Instructional Technology and Media for Learning*

Reflect

- What are various software functions used in teaching/training?
- Do you know of any integrated learning systems used in your organization?
- What are some advantages of using computers and media in teaching/training?
- What are some limitations of using computers and media in teaching/training?

ASCD Modules and Books 24/7 Readings

For education-focused readings and activities, complete

- Module 3: Technology As a Collaborative and Motivational Tool (ASCD course *Technology in Schools: A Balanced Perspective*)
- Module 4: Using Technology to Differentiate Instruction, Enhance Understanding Evaluation Examples (ASCD course *Technology in Schools: A Balanced Perspective*)
- View the following online software evaluation forms for ideas on how to evaluate software in an educational setting:
  - Software Evaluation Form from Monticello School District
  - Children's Software Evaluation Instrument

For business-focused readings and activities, complete

- Chapter 11: ("The Learner - What We Need to Know") in ASTD handbook for workplace learning professionals. (pp. 213-232)
- Chapter 1: ("The 36,000-foot view") in *The new social learning: A guide to transforming organizations through social media*
- View the following online software evaluation forms for ideas on how to evaluate software in a business setting:
  - NCDA Software Evaluation Criteria
Technology Evaluation Performance Task

Complete

- TET1: Technology Evaluation in Taskstream. It is recommended that you use the Technology Evaluation Template to help you complete this task.

For details about this performance assessment, see the "Assessment" tab in this course.

Special Populations

Technology can help make things equal for all different types of learners. Assistive and adaptive technologies and modifications can enable and empower learners with diverse backgrounds and disabilities. Special populations often require special learning tools. One generic instructional plan can often be modified through assistive or adaptive technologies to support and scaffold students with many different types of learning disabilities.

Inclusion and mainstreaming are common terms in education. One of the challenges is becoming familiar with adaptive technologies and resources and staying informed about new tools that are available. Once you have completed this section, you should be able to adapt an instructional event to meet the needs of people with different learning styles and the needs of a given special population; identify technology resources available for learners with disabilities, advanced learners, and bilingual learners; and discuss how and why it is important to choose technology resources that enable or empower learners with diverse backgrounds.

Watch the following video for more information on special populations:

Note: To download this video, right-click the following link and choose "Save as...": download video

Special Populations

Your study of special populations includes resources from your textbooks. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topics you will need to master in order to pass the TET1 performance assessment.

Special Populations: Readings

Read and study
In this topic you are asked to consider the needs of special populations. These readings and the other activities will help prepare you for that. In your reading you will want to pay attention to different technologies (or different technology uses) for different student populations.

**Learning Activity: Internet Activity/Resource Specialist**

**Visit**

- Assistive Technology Basics

**Do**

From the website above, click on the following links to view the content on learning disabilities and assistive technologies:

- 8 Examples of Assistive Technology and Adaptive Tools
- At a Glance: How the IEP Team Decides on Assistive Technology
- Video: Universal Design for Learning Basics

Explore the general information provided on the main website and additional pages provided. Use the Tech Finder tool on the main Assistive Technology Basics website to explore different technologies you can use for a variety of learners and populations. Then make a two-column chart in your personal study journal. In the first column, list different disabilities learners may have in your organization/institution. In the second column, list possible assistive technologies you could use to help bridge the gap for individuals with these disabilities so they can meet the same learning goals from your instruction as other learners. Discuss your thoughts with the resource specialist in your organization, if possible, to get feedback about the feasibility of your selections based on cost and availability to your organization.

**Reflect**

- Do all learners learn the same?
- Can you recall examples when you presented information in multiple ways to help a learner understand the concepts you were presenting?

**Special Populations Performance Task**

**Complete**

- TET1: Special Populations in Taskstream. It is recommended that you use the Special Populations Template to help you complete this task.
For details about this performance assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.