

Learning Technologies Requirement

The purpose of the Learning Technologies requirement is to prepare participants to successfully select and integrate appropriate learning technology into a course or other teaching situation. At the core of this requirement is the belief that technologies can only be used effectively when they are rooted in one's philosophy of teaching and learning, and are chosen intentionally, to meet specific learning objectives.

Guidelines

To complete this requirement, you must:

1. **Complete the required pre-requisites, Teaching Philosophy and Course Design online courses**
2. **Complete the Learning Technologies online course;** and
 - a. **Revise your philosophy of teaching statement** to communicate **how and why** technology matters for you as an instructor by offering concrete examples from your teaching.
 - b. **Include information in your course syllabus** about the role of learning technologies in your course, align the learning technology used with learning objectives and course content. Ideally, your revised syllabus should communicate **how and why** you will use technology in your course.

About the Online Course

"Learning Technologies" is a two-week, asynchronous online course, offered each semester and in the summer. In this course, you will complete a series of short readings and activities; revise your teaching philosophy statement and course design to include the role of learning technology, and engage in peer review with other participants (to see how they integrate learning technologies and to receive feedback on your own materials). The course will not teach you how to use specific technologies; rather, it will prepare you to make good decisions about when and how to integrate learning technologies into your teaching.

Certificate Online Course

Participants enrolled in the Principles Certificate are required to take three online courses in the following sequence:

1. Teaching Philosophy
2. Course Design
3. Learning Technologies

The sequencing of the courses intentionally builds upon the other and serves as a foundation for a statement of teaching philosophy, syllabus development, and the creation of activities and assessments. The course sequence is offered once each semester and once over the summer. Participants are not required to take the courses in a single semester. For example, a participant could take the Teaching

Philosophy in the fall semester and Course Design and Learning Technologies in the spring. All courses are two-weeks long and offered asynchronously. Each course utilizes peer interaction, reflection, and writing as teaching strategies.