MEDT 2401-01D: Introduction to Instructional Technology

Semester/Year                 Spring 2013
Time/Location                75% Online in CourseDen-D2L
                             25% Face-to-face with 5 on-campus class sessions:
                             • Wednesday, January 16, 6 p.m. – 9 p.m., Room 204, Ed. Center
                             • Wednesday, January 30, 6 p.m. – 9 p.m., Room 204, Ed. Center
                             • Wednesday, February 27, 6 p.m. – 9 p.m., Room 204, Ed. Center
                             • Wednesday, March 27, 6 p.m. – 9 p.m., Room 204, Ed. Center
                             • Wednesday, April 10, 6 p.m. – 9 p.m., Room 204, Ed. Center

Instructor                   Dr. Yun-Jo An
Office Location              135 Education Annex
Office Hours                 Wednesdays & Thursdays 11:00 a.m. – 3:00 p.m. or by appointment
Online Hours                 Mondays 1:00 p.m. – 3:00 p.m.
Telephone                    Direct Line: (678) 839-6065
                             Department Line: (678) 839-6558
Email                        yan@westga.edu
Fax                          678-839-6153

Online Support
CourseDen-D2L Home Page
https://westga.view.usg.edu/

CourseDen-D2L Help (Student Help)
http://uwgonline.westga.edu/students.php

UWG ONLINE
http://uwgonline.westga.edu

Information Technology Services
http://www.westga.edu/its/index_5035.php

Ingram Library
http://www.westga.edu/library

University Bookstore
http://www.bookstore.westga.edu
COURSE DESCRIPTION:

(No prerequisites) is an introduction to basic instructional theories, computer utilization, and selected instructional technologies. Selection and utilization of technology resources will also be addressed.

Hands-on technology integration techniques are provided scaffolding from the student’s basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia’s Performance Standards for Curriculum (http://www.georgiastandards.org/), (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. (http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp?technology=yes)

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (ISTE, AECT, PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course uses a combination of direct and constructivist pedagogical approaches.

"This course will be delivered approximately 73% online. This requires the online equivalent of 1642.5 minutes of instruction (seat-time) and an additional 3285 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Assignments (50%) 2250 minutes
Discussions (20%) 890 minutes
Assessments (5%)  225 minutes
Text/Audio/Video Instruction (25%)  1125 minutes

Additionally, it is anticipated that students could need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. **Identify the components and demonstrate functions of a computer system** (Baule, 2001; Mills, Roblyer, Edwards 2003; Vermaat, 2003) *(D8 Knowledgeable; INTASC 1,2,4,5,6,7,8; ISTE I. A., B.)*

2. **Demonstrate competencies in using productivity tools for word processing, spreadsheets, database management, presentation, and multimedia** (Caughlin, 2002; Mills, Roblyer, 2003; Gunter, 2002) *(D1 Decision Makers, D3 Lifelong Learners, D5 Collaborative; INTASC 2, 5, 6, 7, 9, 10; ISTE V, A., B., C., D.)*

3. **Demonstrate competencies in using on-line resources for locating, accessing, and retrieving information through Galileo and other Internet tools such as e-mail, listservers, and the World Wide Web.** (Lever-Diffy, 2003, Provenzo, 1999; Mills, Roblyer, 2003) *(D3 Lifelong Learners, D5 Collaborative, D9 Proactive, D10 Reflective, D8 Knowledgeable; INTASC 2, 4, 5, 6, 7, 9, 10; ISTE V, A., B., C., D.)*

4. **Investigate current social, ethical, legal and human issues, assessment and evaluation practices, and materials in the area of technology integration.** (Baule, 2001; Mills, Roblyer, 2003; Gunter, 2002) *(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D10 Reflective; INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10; ISTE IV, A., B., C.; ISTE VI, A., B., C., D., E.)*

5. **Plan and design effective learning experiences supported by technology.** (Dodge, 2004; March, 2004,); *(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D10 Reflective; INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10; ISTE II, A., B., C., D., E.)*

6. **Implement plans that include methods and strategies for applying technology to maximize student learning.** (Dodge, 2004; March, 2004, Mills, Roblyer, 2003) *(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive; INTASC 2, 3, 5, 7, 8, 10; ISTE III, A., B., C., D.)*

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): None
Required Instructional Resources:

- Daily Computer Access—All students at UWG are required to have access to a computer that is up to the specs posted in *The Scoop* (go to MyUWG \(\rightarrow\) My Courses to find most recent *Scoop*). You need to have a plan for what you will do if your computer crashes. How will you continue to engage in the course? Perhaps you could use the computers at your local library in an emergency situation.

- Computer with minimum specifications as follows:
  - PCs—XP, Vista, Windows 7 or later; 256 MB RAM or greater; 500 MHz Processor or higher; Broadband internet (DSL, Cable, LAN)
  - Macs—Mac OS X or later; 500 MHz Processor or higher; Broadband internet (DSL, Cable, LAN)

- MS Word, Excel, Publisher & PPT (2007 or 2010)

- Flash or thumb drive (at least 1 GB)

- Speakers or headphones

- Tk20 Subscription
  These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Online Discussions & F2F Group Activities**: Students are expected to participate in all online discussions and face-to-face activities. (Course objectives #1, #2, #3, #4, #5, #6)

2. **Educational Technology Explorations**: Students will explore web resources related to educational technology. (Course Objectives #3, #4)

3. **Flyer & Brochure**: Students will create a flyer and a brochure using Microsoft Word and Publisher. (Course Objective #2)

4. **Spreadsheet**: Students will create an educational spreadsheet, which could be used with students. (Course Objective #2)

5. **Internet Scavenger Hunt**: Students will complete the scavenger hunt designed to provide strategies in effectively using search engines and directories. (Course Objective #3)

6. **PowerPoint**: Students will develop a multimedia presentation using Microsoft PowerPoint. (Course Objective #2)

7. **Lesson Plan Analysis**: Students will select a lesson plan and analyze it using the Lesson Plan Analysis Worksheet. (Course Objective #5)

8. **Adaptive/Assistant Tech Project**: Students will explore assistive technology resources and create a PowerPoint presentation. (Course Objectives #2, #4, #6)

9. **Web-Based Lesson**: Students will develop a web-based multimedia lesson. (Course Objectives #2, #3, #5, #6)

10. **Ethical Use of Technology**: Students will develop a multimedia presentation on the ethical use of technology. (Course Objectives #2, #4)

11. **Reflection**: Students will write a reflection paper.
### Evaluation Procedures

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignments/Activities</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>10</td>
<td>January 22, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Educational Tech Explorations</td>
<td>30</td>
<td></td>
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<td></td>
<td>Group Activity</td>
<td>20</td>
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<tr>
<td>2</td>
<td>Flyer</td>
<td>30</td>
<td>January 29, 11:59 p.m.</td>
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<td></td>
<td>Brochure</td>
<td>30</td>
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<tr>
<td>3</td>
<td>Spreadsheet</td>
<td>40</td>
<td>February 5, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Online Discussion</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Internet Scavenger Hunt</td>
<td>40</td>
<td>February 12, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Online Discussion</td>
<td>10</td>
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<tr>
<td>5</td>
<td>PowerPoint</td>
<td>40</td>
<td>February 26, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Online Discussion</td>
<td>10</td>
<td></td>
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<tr>
<td>6</td>
<td>Lesson Plan Analysis</td>
<td>40</td>
<td>March 12, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Group Activity</td>
<td>20</td>
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<tr>
<td>7</td>
<td>Adaptive/Assistive Tech Project</td>
<td>50</td>
<td>March 26, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Online Discussion</td>
<td>10</td>
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<tr>
<td>8</td>
<td>Web-Based Lesson</td>
<td>50</td>
<td>April 9, 11:59 p.m.</td>
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<tr>
<td>9</td>
<td>Ethical Use of Technology</td>
<td>50</td>
<td>April 21, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Reflection Paper</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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### Grading

A = 90 - 100% (540 – 600 points)
B = 80 - 89% (480 – 539 points)
C = 70 - 79% (420 – 479 points)
D = 60 – 69% (360 – 419 points)
F = Below 60% (0 – 359 points)

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Class Participation**

F2F: Students are expected to attend all face-to-face classes and to participate in class activities and discussions. If extenuating circumstances prevent you from attending class, it is your responsibility to contact the instructor before class and document circumstances.
Online: Students must check CourseDen (D2L) at least 3 times per week – during summer semesters every day is recommended. If students have any problems they are to contact UWG ONLINE for assistance and the instructor immediately (see contact info on page 1). Do not wait to ask for help with CourseDen. Seek assistance immediately.

Late Assignment Policy

Students are expected to submit assignments on time. All components must be completed to receive a grade. It is the student’s responsibility to contact the professor when extenuating circumstances take place. Late assignments will not receive full credit. Ten percent (10%) of the grade will be deducted for each day the assignment is late. Assignments received more than three days after the due date will not be accepted. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. If you have a valid reason for missing assignment deadlines, please contact the instructor in advance.

- 1 day late: 10% deduction
- 2 days late: 20% deduction
- 3 days late: 30% deduction
- More than 3 days late: No work will be accepted and a grade of zero will be given.

Professionalism

Students are expected to conduct themselves professionally. Professionalism includes, but is not limited to, the following:

- Participating in class activities in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Treating class members and colleagues with respect

Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disability

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect
accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:  [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Student Email Policy**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

**CLASS OUTLINE**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignments/Activities</th>
<th>F2F Meetings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>• Introduction (10 points)</td>
<td>1/16</td>
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<tr>
<td></td>
<td></td>
<td>• Educational Technology Explorations (30 points)</td>
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<td></td>
<td>• Group Activity (20 points)</td>
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<td>2</td>
<td>Word &amp; Publisher</td>
<td>• Flyer (30 points)</td>
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<td>• Brochure (30 points)</td>
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<tr>
<td>3</td>
<td>Spreadsheet</td>
<td>• Spreadsheet (40 points)</td>
<td>1/30 (Optional)</td>
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<td></td>
<td>• Online Discussion (10 points)</td>
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<tr>
<td>4</td>
<td>Internet Search</td>
<td>• Internet Scavenger Hunt (40 points)</td>
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<td>• Online Discussion (10 points)</td>
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<td>5</td>
<td>PowerPoint</td>
<td>• PowerPoint (40 points)</td>
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<td>• Online Discussion (10 points)</td>
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<td>6</td>
<td>Lesson Plan</td>
<td>• Lesson Plan Analysis (40 points)</td>
<td>2/27</td>
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<td>• Group Activity (20 points)</td>
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<td>7</td>
<td>Adaptive and Assistive Technology</td>
<td>• Adaptive/Assistive Tech Project (50 points)</td>
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<td></td>
<td>Spring Break: 3/18 – 3/24</td>
<td>• Online Discussion (10 points)</td>
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<tr>
<td>8</td>
<td>Web-Based Lesson</td>
<td>• Web-Based Lesson Development – Group Project (50 points)</td>
<td>3/27</td>
</tr>
<tr>
<td>9</td>
<td>Ethical Use of Technology &amp; Reflection</td>
<td>• Ethical Use of Technology – Group Project (50 points)</td>
<td>4/10</td>
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<td></td>
<td></td>
<td>• Reflection Paper (10 points)</td>
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