### MEDT 6401-N01: Instructional Technology

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Location</td>
<td>Online</td>
</tr>
<tr>
<td>Instructor</td>
<td>Dr. Yun-Jo An</td>
</tr>
<tr>
<td>Office Location</td>
<td>135 Education Annex</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Wednesdays &amp; Thursdays 11:00 a.m. – 3:00 p.m. or by appointment</td>
</tr>
<tr>
<td>Online Hours</td>
<td>Mondays 1:00 p.m. – 3:00 p.m.</td>
</tr>
</tbody>
</table>
| 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/](https://westga.view.usg.edu/)  
CourseDen-D2L Help (Student Help)  
[http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)  
UWG ONLINE  
[http://uwgonline.westga.edu](http://uwgonline.westga.edu)  
Information Technology Services  
Ingram Library  
[http://www.westga.edu/library](http://www.westga.edu/library)  
University Bookstore  
[http://www.bookstore.westga.edu](http://www.bookstore.westga.edu) |
COURSE DESCRIPTION:

An overview of communication and technology as it relates to teaching and learning; including the design, production and utilization of materials and operation of audiovisual equipment and microcomputers.

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 will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>700 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1150 minutes</td>
</tr>
</tbody>
</table>

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

Students will:

1. Increase their understanding of technology operations, concepts, and the factors that impact the effective integration of technology into the classroom setting and apply those techniques to facilitate the successful infusion of technology in the curriculum (Bitter & Pierson, 2002; Fewell & Gibbs, 2003; Heinich, Molenda, & Russell, 2002; Lamb, 2002; Newby, Stephich, Lehman & Russell, 1996; Roblyer, 2003)
   (D8 Knowledge; NBPTS Propositions 1, 2, 3, 4; ISTE IA, B);

2. Examine a variety of technology planning and instructional design techniques that are supported by technology and apply those techniques that are appropriate to make program improvements. (Heinich, Molenda & Russell, 2002; Jossey-Bass, 2000, Lamb, 2002; Roblyer, 2003)
   (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE II A,B,C,D,E);

3. Become familiarized with a variety of strategies and techniques for evaluating technology-related activities in the classroom and apply those techniques that are appropriate to make improvements in the integration of technology in the curriculum. (Bitter & Pierson, 2002; Heinich, Molenda, & Russell, 2002; Lamb, 2002; Roblyer, 2003)
   (D1 Decision Makers, D2 Leaders, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D10 Reflective, NBPTS Propositions 1,2,3,4,5; ISTE III A,B,C,D);

4. Design, use, and evaluate instructional technology to enhance their productivity and professional development (Forcier, 2000; Lamb, 2002; Heinich, Molenda, & Russell, 2002)
   (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE V A,B,C,D);

5. Understand the social, ethical, legal, and human issues that surround the use of technology in the classroom and develop programs that demonstrate that understanding (Bitter & Pierson, 2002; Heinich, Molenda, & Russell, 2002; Jossey-Bass, 2000; Lamb, 2002; Reksten, 2000, Roblyer, 2003)
   (D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE V A,B,C,D,E);

6. Increase their awareness of the importance and the role of instructional technology in the teaching/learning process and apply successful technology integration strategies in the curriculum (Bitter & Pierson, 2002; Heinich, Molenda, & Russell, 2002; LeBaron & Collier, 2001; Roblyer, 2003; Picciano, 2002; Reksten, 2000)
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE II A,B,C,D,E, III A,B,C,D, IV A,B,C;)

7. Become familiar with professional organizations and publications focusing on leadership, instructional technology and media (Heinich, Molenda, & Russell, 2002; Lamb, 2002; technology websites) (D4 Adaptive, D5 Collaborative, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE VI A);

8. Model effective instructional technology management and supervision techniques in the school setting (Heinich, Molenda, & Russell, 2002; Lamb, 2002; Picciano, 2002, Simpson, 1997) (D1 Decision Makers, D2 Leaders, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic; NBPTS Propositions 4, 5; ISTE VI A, B);

9. Locate and synthesize literature in instructional technology from a multitude of sources (Bitter & Pierson, 2002; Heinich, Molenda, & Russell, 2002; Lamb, 2002; Roblyer, 2003; Piccano, 2002; Reksten, 2000; online resources) (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1,2,3,4,5; ISTE I B, V A, VI, A B)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):


Required Instructional Resources:

• 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.

• Flash or thumb drive (at least 1 GB)
• High Speed Internet Access
• MS Word, Excel & PPT (2007 or 2010)
• Free applications: Prezi, Wikispaces, SpiderScribe, Photo Story
• Microphone
References:


Academic Writing Resources


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Online Discussions and Quizzes**: Students are expected to participate in all online discussions and to complete two quizzes. (Course objectives 1, 2, 3, 5, 6, 7, 8, 9)

2. **WebQuest**: Students will create a WebQuest on a chosen topic. (Course objectives 1, 2, 3, 4, 6)

3. **Design-Based Learning**: Students will design a lesson in which learners engage in design activities. (Course objectives 1, 2, 3, 6)

4. **Prezi Presentation**: Students will create and share Prezi presentations. (Course objectives 1, 2, 4, 5, 6)

5. **Wikis**: Students will collaboratively develop web-based guidelines using Wikispaces. (Course objectives 1, 2, 4, 5, 6)

6. **Concept Mapping**: Students will select a topic they are familiar with and create a concept map for the topic. (Course objectives 1, 4, 6)

7. **Excel**: Students will calculate sums and averages, analyze data, and create charts in Excel. (Course objectives 1, 4, 6)

8. **Digital Storytelling**: Students will create a digital story using Microsoft Photo Story 3 or iMovie. (Course objectives 1, 2, 4, 6)

9. **Reflection**: Students will write a reflection paper. Reflection questions will be provided. (Course objectives 1, 2, 3, 5, 6, 7)

Evaluation Procedures

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>20</td>
<td>January 15, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>WebQuest</td>
<td>50</td>
<td>January 29, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Design-Based Learning</td>
<td>40</td>
<td>February 5, 11:59 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>Prezi Presentation</td>
<td>50</td>
<td>February 19, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wikis</td>
<td>50</td>
<td>March 5, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Points</td>
<td>Due Date</td>
</tr>
<tr>
<td>---</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>6</td>
<td>Concept Mapping</td>
<td>40</td>
<td>March 17, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Excel</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Digital Storytelling</td>
<td>50</td>
<td>April 7, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Quiz</td>
<td>30</td>
<td>April 14, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reflection</td>
<td>20</td>
<td>April 21, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
<td></td>
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</tbody>
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**Grading**

A = 90 - 100% (450 – 500 points)
B = 80 - 89% (400 – 449 points)
C = 70 - 79% (350 – 399 points)
F = Below 70%

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Class Participation**

Students must check CourseDen-D2L at least 3 times per week – during summer semesters every day is recommended. Students are expected to participate in all class activities and to submit assignments on time. 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. Remember, there are computer labs on campus for student use.

**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. 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.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/9 – 1/15</td>
<td>Goal of Technology Integration: Meaningful Learning</td>
<td>• Chapter 1&lt;br&gt;• Learner-centered technology integration (An, 2012)</td>
<td>• Introduction (20 points)&lt;br&gt;• Discussion (20 points)</td>
</tr>
<tr>
<td>2 1/16 – 1/29</td>
<td>Inquiring and Experimenting with Technologies</td>
<td>• Chapters 2 - 3&lt;br&gt;• <a href="http://webquest.org/index.php">http://webquest.org/index.php</a>&lt;br&gt;• IBL &amp; technology integration</td>
<td>• WebQuest (50 points)&lt;br&gt;• Quiz (20 points)</td>
</tr>
<tr>
<td>3 1/30 – 2/5</td>
<td>Designing with Technologies</td>
<td>• Chapter 4</td>
<td>• Design-Based Learning (40 points)</td>
</tr>
<tr>
<td>4 2/6 – 2/19</td>
<td>Communicating with Technologies</td>
<td>• Chapter 5&lt;br&gt;• <a href="http://prezi.com/">http://prezi.com/</a></td>
<td>• Prezi Presentation (50 points)&lt;br&gt;• Discussion (20 points)</td>
</tr>
<tr>
<td>5 2/20 – 3/5</td>
<td>Community Building and Collaborating with Technologies</td>
<td>• Chapter 6&lt;br&gt;• EDUCAUSE Learning Initiative (2005). 7 things you should know about…Wikis.</td>
<td>• Wikis (50 points)&lt;br&gt;• Discussion (20 points)</td>
</tr>
<tr>
<td>6 3/6 – 3/17</td>
<td>Writing and Modeling with Technologies</td>
<td>• Chapters 7 - 8</td>
<td>• Concept Mapping (40 points)&lt;br&gt;• Excel (30 points)</td>
</tr>
<tr>
<td><strong>Spring Break: 3/18 – 3/24</strong></td>
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<tr>
<td>7 3/25 – 4/7</td>
<td>Visualizing with Technologies</td>
<td>• Chapter 9&lt;br&gt;• EDUCAUSE Learning Initiative (2007). 7 things you should know about…Digital Storytelling.&lt;br&gt;• <a href="http://digitalstorytelling.coe.uh.edu/">http://digitalstorytelling.coe.uh.edu/</a></td>
<td>• Digital Storytelling (50 points)&lt;br&gt;• Discussion (20 points)</td>
</tr>
<tr>
<td>8 4/8 – 4/14</td>
<td>Assessing Meaningful Learning and Teaching with Technologies</td>
<td>• Chapter 10</td>
<td>• Quiz (30 points)&lt;br&gt;• Discussion (20 points)</td>
</tr>
<tr>
<td>9 4/15 – 4/21</td>
<td>Reflection</td>
<td></td>
<td>• Reflection paper (20 points)</td>
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