MEDT 8463:  
Issues in Instructional Technology

Semester Hours 3
Semester/Year Fall 2013
Time/Location This course is 100% online (no face-to-face class meetings).
Instructor Dr. Adriana D' Alba
Office Location 140 Education Annex
Office Hours Monday and Wednesday, 2:00 - 5:00 p.m.
Online Hours Monday and Wednesday, 11:00 a.m. - 1:00 p.m.
Telephone 678-839-6129
Email adalba@westga.edu.  
Email is the best way to reach me if you have course related issues.  
You can email me using CourseDen (D2L) or directly to my Westga email. I usually respond within 24 hours. If I am out of town, replies may be sent within 72 hours. If you would like to set up an online meeting, let me know, and we can use the tool of your choice (e.g., phone, Skype, BlackBoardIM, etc.).

Distance Support CourseDen (D2L) Home Page  
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting http://uwgonline.westga.edu/students.php
OR https://d2lhelp.view.usg.edu/ (Click on NEED LIVE TECHNICAL SUPPORT? for live chat)
UWG Online http://uwgonline.westga.edu/
Distance Learning Library Services http://westga.edu/~library/depts/offcampus/
Ingram Library Services http://www.westga.edu/library/
University Bookstore http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined. Issues, trends, and problems in instructional technology will be emphasized.

COLLEGE OF EDUCATION 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 Developing 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.

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, as identified below.

APPROACHES TO INSTRUCTION

This course uses a constructivist pedagogical approach. This course will be delivered 100% online. This requires the online equivalent to 2400 minutes of instruction (seat-time) and an additional 4800 minutes of supporting activities.

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

Assignments (60%)  5184 minutes
Discussions (30%)  2592 minutes
Assessments (10%)  864 minutes

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

Instructor Note: What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.
COURSE OBJECTIVES

At the end of the course students will be able to do the following:

1. identify, evaluate, and plan for the use of new and emerging instructional technologies in K-12 settings, including those related to special groups (such as multicultural groups and gifted or disabled students) (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Knowledgeable; Leading; Proactive; NBPTS Propositions 4, 5);

2. investigate and evaluate trends and issues in instructional media and technology (Bitter & Pierson, 2007; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Christensen, Johnson, & Horn, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Adaptive, Knowledgeable, Leading, Proactive, Reflective; NBPTS Propositions 4, 5);

3. examine and evaluate problems related to instructional media and technology (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Christensen, Johnson, & Horn, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Decision Making, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective, NBPTS Propositions 4, 5);

4. discuss the impact of existing and emerging media and technology on homes, schools, and school library media centers (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Decision Making, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective; NBPTS Propositions 4, 5);

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

Computer Access
All students at UWG are required to have access to a computer with an Internet connection.
Recommended Course Materials

• A computer that meets the following minimum specifications:

<table>
<thead>
<tr>
<th>Computer Type</th>
<th>Operating System</th>
<th>RAM</th>
<th>Processor Speed</th>
<th>Internet Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Computers</td>
<td>Windows 7 or 8,</td>
<td>256 MB</td>
<td>500 MHz Pentium Processor</td>
<td>Broadband Internet connection (DSL/Cable/LAN) for streaming media</td>
</tr>
<tr>
<td></td>
<td>XP, Vista</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC Computers</td>
<td>Mac OS X or later</td>
<td>256 MB</td>
<td>500MHz G3 processor or better</td>
<td></td>
</tr>
</tbody>
</table>

• Microsoft Office 2007 or 2010 (available at no cost for students through University of West Georgia Student Information Technology Services – http://www.westga.edu/sits/)

• Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to back up your work constantly!

Related References


Relevant Web Sites

Instructional Design – http://www.indiana.edu/~idtheory/home.html

http://www.aect.org/
http://www.cast.org/
http://www.aace.org/

Professional Development for Technology Use –
http://www.nctp.com/
http://www.league.org/leagueltc/resources/hied_resources.htm

Technology for Kids - http://www.4kids.org/

Technology for Teachers – http://www.4teachers.org/

Technology for Students with Disabilities –
http://www.closingthegap.com/
http://www.gpat.org/

Technology Sites –
http://www.learningpt.org/
http://www.tcet.unt.edu/tek-plan.htm
Assignments/Projects

The following are general descriptions of the projects required for the course. A more detailed description will be provided with each project assignment.

Note: Some assignments must be done individually and some must be done as a group.

1: Curriculum Vita (Individual) (100 points): You will develop a one or two page curriculum vita. (Course Objective 1: knowledge, skills, dispositions)

2: Personal Technology SWOT Analysis, Goals, and Plan (Individual) (200 points): You will write a short paper assessing your personal technology Strengths, Weaknesses, Opportunities, and Threats (SWOT). In addition to the SWOT analysis, you will identify your personal technology goals for the coming years and develop a personal technology plan for achieving your technology goals. The paper, no more than 5 pages double-spaced (not including title page and references), will be submitted in the assignment dropbox via WebCT CourseDen. Papers will be graded based on content, organization, clarity, presentation, and completeness. (Course Objectives 1 - 4: knowledge, skills, dispositions)

3: Tech Tip (Group) (100 points): You will work with a group to present a brief Tech Tip about a new technology innovation (e.g., hardware, software, web site, etc.). Presentations will be posted on the WebCT Tech Tip discussion board. (Course Objectives 1, 2: knowledge, skills, dispositions)

4: Report of Influential Technology Leader (Group) (100 points): You will work with a group to write a brief review and analysis of the contributions of a significant leader to the field of instructional technology. (Course Objectives 2, 4: knowledge, skills, dispositions)

5: Online Discussions/Activities (Individual) (200 points): You will participate in online discussions/activities. (Course Objectives 1 - 4: knowledge, skills, dispositions)

6: Quizzes (Individual) (200 points): You will complete five quizzes related to the reading. (Course Objectives 1 - 4: knowledge, skills)

7: Final Exam/Course Reflection (Individual) (100 points): You will write a review and reflection of your learning in this class and the application to your professional practice. (Course Objectives 1 - 4: knowledge, skills, dispositions)

Professionalism/Participation (Individual) (Possible Grade Reduction for Unprofessional Conduct): Students are expected to participate in all discussions and class activities in a professional manner and submit all assignments as outlined in this syllabus. Exceptions for emergencies will be decided on an individual basis. (Course Objectives 1 - 4: knowledge, skills, dispositions)
### Evaluation Procedures

Students will be evaluated in the following way:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Available</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum Vita</td>
<td>100</td>
<td>Checklist</td>
<td><strong>September 5, 11:59 p.m.</strong></td>
</tr>
<tr>
<td>2. SWOT</td>
<td>200</td>
<td>Rubric</td>
<td><strong>September 29, 11:59 p.m.</strong></td>
</tr>
<tr>
<td>3. Tech Tip</td>
<td>100</td>
<td>Checklist</td>
<td><strong>October 13, 11:59 p.m.</strong></td>
</tr>
<tr>
<td>4. Technology Leader Report</td>
<td>100</td>
<td>Rubric</td>
<td><strong>November 22, 11:59 p.m.</strong></td>
</tr>
<tr>
<td>5. Discussions/Activities</td>
<td>200</td>
<td>Checklist</td>
<td>See Class Outline</td>
</tr>
<tr>
<td>6. Quizzes</td>
<td>200</td>
<td>Objective Quizzes</td>
<td>See Class Outline</td>
</tr>
<tr>
<td>7. Final Exam/Reflection</td>
<td>100</td>
<td>Rubric</td>
<td><strong>December 12, 11:59 p.m.</strong></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism/Participation</td>
<td>Possible points deducted</td>
<td>Checklist/Observation</td>
<td>Every day</td>
</tr>
</tbody>
</table>

**Dual Submission**: Work completed in another course may not be submitted for credit.

**Extra Credit**: Extra credit assignments will not be made.

- **Due Dates**: All products/assignments/discussions will be due on the due dates posted. Do not fall behind in the class. Late assignments will not be accepted and will be assigned a score of zero. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me PRIOR to the deadline to make possible arrangements. I know sometimes real life situations happen, and can affect your class performance, that is why I insist if you have any issue, to contact me as soon as possible so we can make arrangements.

**Grading Policy**

The following grading scale will be used:

- A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, F = Below 70%.
CLASS POLICIES

1. Submitting Assignments

All assignments will be due by 11:59 p.m. on the due dates posted. Late submissions will not be accepted. Students checking in late or not completing an assignment or discussion on time will receive a zero on the assignment or discussion grade. Missed assignments can be made up only in the event of emergencies.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in online discussions.
- Turning in assignments on time.
- Arriving to and leaving scheduled virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the online course environment.

Students who display a lack of professionalism will be contacted by the instructor immediately and informed of the consequences (e.g., grade point deduction). If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

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.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Students must also follow guidelines included in the University of West Georgia’s ITS Policies located at the following URL: http://www.westga.edu/policy/index_3827.php
DISABILITY STATEMENT

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 class 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 as needed) are available to all students, within constraints of time and space.

COMMUNICATION STATEMENT

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. Students are responsible for checking this email account for important University related information. For email communications with the instructor of this course, emails should be sent and received within the CourseDen (D2L) email feature.

CLASS OUTLINE

This class is delivered using online assignments in CourseDen (D2L) at https://westga.view.usg.edu/ . Students are expected to use CourseDen (D2L) for corresponding with each other and the instructor. Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of CourseDen (D2L). Please follow the directions in CourseDen (D2L).
## Class Outline

<table>
<thead>
<tr>
<th>Module Dates</th>
<th>Topics</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Getting Acquainted</td>
<td><strong>Reading:</strong> Introduction and Chapter 1</td>
</tr>
<tr>
<td>August 26-Sept 15</td>
<td>Introduction to Issues in Instructional Technology</td>
<td><strong>Assignment 1:</strong> Curriculum Vita/Introduction Discussion – by September 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz on Introduction &amp; Chapter 1:</strong> Due by September 15</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td>The Importance and Role of Instructional Technology in Education</td>
<td><strong>Reading:</strong> Chapters 2, 3</td>
</tr>
<tr>
<td>September 16-29</td>
<td></td>
<td><strong>Discussion Cuban Podcast/Activity</strong> – by Monday, September 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz on Chapters 2 and 3:</strong> Due by September 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 2:</strong> SWOT Paper - Due by September 29</td>
</tr>
<tr>
<td><strong>Module 3</strong></td>
<td>The Technology Revolution</td>
<td><strong>Reading:</strong> Chapters 4, 5</td>
</tr>
<tr>
<td>September 30 – October 13</td>
<td></td>
<td><strong>Discussion/Activity</strong> – by October 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz on Chapters 4 and 5:</strong> Due by October 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 3:</strong> Tech Tip - Due by Monday, October 13</td>
</tr>
<tr>
<td><strong>Module 4</strong></td>
<td>Student Success and Motivation</td>
<td><strong>Reading:</strong> Chapters 6, 7</td>
</tr>
<tr>
<td>October 14 - 27</td>
<td></td>
<td><strong>Discussion/Activity</strong> – by October 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz on Chapters 6 and 7:</strong> Due by October 27</td>
</tr>
<tr>
<td>Module/Dates</td>
<td>Topics</td>
<td>What’s due?</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Module 5</strong>&lt;br&gt;October 28 – November 10</td>
<td>Research in Instructional Technology&lt;br&gt;Organization Considerations</td>
<td><strong>Reading:</strong> Chapters 8, 9&lt;br&gt;<strong>Discussion/Activity</strong> – by <strong>November 10</strong>&lt;br&gt;<strong>Quiz 5 on Chapters 8 and 9:</strong> Due by <strong>November 10</strong></td>
</tr>
<tr>
<td><strong>Module 6</strong>&lt;br&gt;November 11 – November 17</td>
<td>Instructional Technology Leadership</td>
<td><strong>Assignment 4: Technology Leader Report</strong> - Due by <strong>November 22</strong>&lt;br&gt;<strong>Reading:</strong> None required.&lt;br&gt;<strong>Discussion/Activity:</strong> None required.&lt;br&gt;<strong>Quiz:</strong> None required.</td>
</tr>
<tr>
<td><strong>Module 7</strong>&lt;br&gt;November 18 - December 1</td>
<td>The Future of Instructional Technology</td>
<td><strong>Discussion/Activity</strong> – by <strong>December 1</strong>&lt;br&gt;<strong>Reading:</strong> Article to be assigned.&lt;br&gt;<strong>Quiz:</strong> None required.</td>
</tr>
<tr>
<td><strong>Final Module</strong>&lt;br&gt;April 22</td>
<td>Final Exam/Reflection</td>
<td><strong>Final Exam/Reflection</strong> - Due by <strong>December 12</strong></td>
</tr>
</tbody>
</table>