RESEARCH ON MEDIA AND INSTRUCTIONAL TECHNOLOGY

Semester Hours 3
Semester/Year Spring 2014
Time/Location This course is completely online.
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
Please use the email within CourseDen (D2L) for course-related messages. Replies to messages are usually sent within 24 hours. If I am out of town, replies may be sent within 72 hours.
Fax 678-839-6153
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
(Check 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

This course provides an overview of research on media and instructional technology. Because the course addresses both theoretical and practical dimensions of research on media and instructional technology, students will study exemplary research studies through printed and digital materials.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme Developing Educators for School Improvement, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. Discuss best practices of sound research design (e.g., literature review, research questions, methods, and data collection strategies) in educational settings that implement technology-enhanced teaching and learning (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2008; Patton, 2002; Spector, Merrill, Merrienboer, & Driscoll, 2008); (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE IIb, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3)

2. Select and/or develop data collection instruments for research on media and instructional technology (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2008; Patton, 2002) (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE IIb, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3).
3. Analyze past and current debates on specific topics and methods for research on media and instructional technology (Spector, Merrill, Merrienboer, & Driscoll, 2008); (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5; ISTE Ib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

4. Critique research studies on media and instructional technology (Spector, Merrill, Merrienboer, & Driscoll, 2008); (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5; ISTE Ib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

5. Discuss specific historical research on media and instructional technology (Spector, Merrill, Merrienboer, & Driscoll, 2008); (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5; ISTE Ib, IIb, Vb; AASL 2.2, 5.1, 8.1, 8.2)

**APPROACHES TO INSTRUCTION**

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

This course is 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:

- **Assignments (50%)** 3,375 minutes
- **Discussions (10%)** 675 minutes
- **Readings (15%)** 1,012.5 minutes
- **Text/Audio/Video Instruction (25%)** 1,687.5 minutes

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

**Instructor Note:** Students, what the above is trying to say is that you have to work about 9 hours per week. The verbiage is required for our SACS accreditation. If you struggle with technology, add a few more hours to that number. How long it takes will depend on… many things (e.g., your prior knowledge, technical abilities, quality of technology you are using, how long you tend to work on tasks generally and how, etc.).
TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text


Additional readings will be provided on each of the CourseDen modules.

Purchase Student Membership to AECT for $75.00 and then download Handbooks for Free ([www.aect.org](http://www.aect.org))

or purchase Handbook (4th ed. for $213.00 and 3rd ed. for $118.00)

References


**RESOURCES ON ACADEMIC WRITING**

Writing Center @ UWG. (2013). Retrieved from http://www.westga.edu/~writing/


**RESEARCH ETHICS**

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS
Below you will find a general guideline for your assignments. Further instructions will be provided on each of the CourseDen modules.

Assignment 1: Participation/Online Discussions and Activities (35 points)

Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. Course Objectives: 1, 2, 3, 4, 5.

Assignment 2: Certification -- Human Participant Protections Education for Research Teams (30 points)

Students will complete the online training program (CITI) offered by the University of Miami regarding protection of human participants in research. Students will submit the actual certificate as evidence of training. Course Objectives: 1, 2.

Assignment 3: Position Paper on the Impact of Media and Instructional Technology on Student Learning (50 points)

Students will research the literature on how instructional media and emerging technology influenced or impacted student learning within the last fifty years (e.g., Clark & Kozma, Clark & Shute, etc.). Students will review and critique, synthesize and use key ideas from the research literature in writing a position/persuasive paper that will support their role/position on the role of technology in student learning – positive, negative or no impact. Course Objectives: 3, 4, 5.

Assignment 4: Future Research on Media and Instructional Technology (55 points)

Students will review scholarly research on media and instructional technology and look closely at author recommendations for future research. Students will then develop potential research questions and data analysis plans for future research studies. Students will prepare a research poster to be used in a virtual poster presentation and critique session. Course Objectives: 1, 2, 4.

Assignment 5: Reflective Paper (30 points)

Students will demonstrate the skills of a reflective practitioner by writing a retrospective paper. Course Objectives: 1, 3.
EVALUATION PROCEDURES

Students will be evaluated in the following way:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Available</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation/Discussions, Activities</td>
<td>35</td>
<td>Checklist, Observation</td>
</tr>
<tr>
<td>2. Protection of Human Participants Certification</td>
<td>30</td>
<td>Certificate</td>
</tr>
<tr>
<td>3. Position Paper on the Impact of Media and Instructional Technology on Student Learning</td>
<td>50</td>
<td>Rubric</td>
</tr>
<tr>
<td>5. Future Research on Media and Instructional Technology</td>
<td>55</td>
<td>Rubric</td>
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<tr>
<td>6. Reflective Paper</td>
<td>30</td>
<td>Rubric</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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All work completed in this course must be original work developed this semester. Extra credit assignments will not be made.

GRADING POLICY

The following grading scale will be used:

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

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 adjustments. 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.

Submitting Assignments
Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the professor when extenuating circumstances take place. 10% of the total grade will be deducted for each day an assignment is late up to 50%.
Without exceptions, late discussion board postings/replies will result in a grade of zero. All CourseDen assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in D2LT CourseDen has a due date and a cut-off date. The cut-off date is five days after the due date. For instance, if an assignment is due October 22nd, the final cut-off date is October 27th. After October 22nd, the assignment is “late.” After October 27th, the assignment is GONE. No assignments more than 5 days late will be accepted.

Discussions

The student will respond to discussion topics provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in ALL online discussions. You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete, unless stated otherwise. You have to respond to the postings in a meaningful manner (“I agree” or “this is interesting” are not proper responses). A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted.

Note: I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this change. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive preliminary grades to your discussions throughout the semester but your final aggregated grade will be posted at the end of the semester.

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Extra Credit

Extra credit assignments will not be made.

PROFESSIONALISM

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

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
• Actively participating in all online class activities
• Submitting assignments on time
• Treating class members and colleagues with respect in and out of the class

Students must also follow guidelines included in the University of West Georgia’s Acceptable Use Policy located at the following URL: http://policy.westga.edu/sphtml/page_04.htm#aup

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. 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. In addition, points may be deducted from the course grade for a lack of professionalism or participation.

ACCESSIBILITY POLICY

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 Accessibility 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 Accessibility 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 are available to all students, within constraints of time and space.

ACADEMIC HONESTY

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 (http://www.westga.edu/handbook/index.php) and the Graduate Catalog (http://www.westga.edu/catalog_grad/).

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.
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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Resources</th>
<th>What’s Due</th>
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<tbody>
<tr>
<td>January 6 - 19</td>
<td>Professional Organizations in Media and Instructional Technology</td>
<td>Association for Educational Communications and Technology</td>
<td>Assignment 1:</td>
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<td><a href="http://www.aect.org">www.aect.org</a></td>
<td>Student Membership in AECT for $75.00 in order to download free handbooks for course readings</td>
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<td>International Society for Technology in Education</td>
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<td>Introduction and Getting Acquainted</td>
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<td>Your introduction to the class</td>
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<td>Due January 19</td>
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<td>February 9</td>
<td>Theoretical Foundations: Becoming Literate in the Literature on Media and Instructional Technology</td>
<td>Chapter 2, 4th edition Research Paradigms and Perspectives on Learning</td>
<td>Due January 26</td>
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<td>Ethics</td>
<td>Chapter 10, 4th edition Ethics of Educational Technology</td>
<td>Assignment 2:</td>
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<td>Due February 9</td>
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<td>February 10 - 23</td>
<td>Computer-Mediated Technologies</td>
<td>Chapter 38, 4th edition Game-Based Learning</td>
<td>Discussion on Computer-Mediated Technologies</td>
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<td>Chapter 57, 4th edition e-Books for Educational Uses</td>
<td>Due February 23</td>
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<td>Chapter 58, 4th edition Situated Learning in Virtual Worlds and Immersive Situations</td>
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<td>Technologies Linking Learning Conditions and Instruction</td>
<td>Chapter 62, 4th edition Adaptive Technologies</td>
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<td>Outcome-Referenced Conditions-Based Theories and Models</td>
<td>Chapter 26, 3rd edition Technologies Linking Learning Conditions and Instruction</td>
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<td>Multicultural Considerations</td>
<td>Chapter 32, 3rd edition Outcome-Referenced Conditions-Based Theories and Models</td>
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<td>Chapter 70, 4th edition Technology Integration in Multicultural Settings</td>
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<td>February 24 - March 9</td>
<td>Research Designs for Media and Instructional Technology</td>
<td>Chapter 54, 3rd edition Research Designs</td>
<td>Discussion on Research Designs</td>
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<td>Past and Current Debates on Specific Topics and Methods for Research on Media and Instructional Technology</td>
<td>Research Methods and Designs. Blakstad, O.(pdf document found in your CourseDen files)</td>
<td>Due March 2</td>
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<td>Philosophy of Science</td>
<td>What is research design? (pdf document found in your CourseDen files)</td>
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<td>March 10 - March 16</td>
<td>Data Collection and Analysis</td>
<td>Chapter 17, 4th edition Tools for Analyzing Quantitative Data</td>
<td>Discussion on Data Collection and Analysis</td>
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<td>Chapter 18, 4th edition Tools for Analyzing Qualitative Data</td>
<td>Due March 16</td>
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<td>Chapter 55, 3rd edition Data collection and analysis.</td>
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<td><em>Chapter 16, 4th edition</em> Program and Project Evaluation</td>
<td>Due March 30</td>
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<td><em>Chapter 19, 4th edition</em> Assessing the Costs and Benefits of Educational Technology</td>
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<td><em>Chapter 20, 4th edition</em> Planning a Program Evaluation: Matching Methodology to Program Status</td>
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<td><em>Understanding Reliability and Validity in Qualitative Research.</em> Golafshani (2003) (pdf document found in your CourseDen files)</td>
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<td>March 31 - April 13</td>
<td>K-12 Library Media Centers</td>
<td><em>Chapter 19, 3rd edition</em> K-12 Library Media Centers</td>
<td>Discussion on K-12 Media Centers and Technology Integration Due April 6</td>
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<td>Technology Readiness and Skills</td>
<td><em>Chapter 67, 4th edition</em> Measuring Technology Readiness and Skills</td>
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<td>K-12 Technology Integration</td>
<td><em>Chapter 68, 4th edition</em> Technology Integration in Schools</td>
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<td>Teacher Education</td>
<td><em>Chapter 73, 4th edition</em></td>
<td><em>Assignment 4:</em> Future Research on Media and Instructional Technology Due April 13</td>
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<td>Dates</td>
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<td>What’s Due</td>
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| April 14 - 17 | Looking Back and Looking Forward | Prospects for Instructional Design and Teacher Education                               | Assignment 5: Reflective Paper  
*April 17* |