**MEDT 8463:**  
*Issues in Instructional Technology*

**Semester Hours:** 3

**Semester/Year:** Summer 2014

**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 Thursday, 12:00 - 3:00 p.m.

**Online Hours:** Monday and Thursday, 10:00 a.m. - 12:00 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 also use the "Course Questions" forum. I usually respond within 24 hours. If I am out of town, replies may be sent within 72 hours.

**Distance Support**  
CourseDen (D2L) Home Page  
[https://westga.view.usg.edu/](https://westga.view.usg.edu/)  

CourseDen Help & Troubleshooting  
[http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)  
OR  
[https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)  
(Click on NEED LIVE TECHNICAL SUPPORT? for live chat)

UWG Online  
[http://uwgonline.westga.edu/](http://uwgonline.westga.edu/)

Distance Learning Library Services  

Ingram Library Services  
[http://www.westga.edu/library/](http://www.westga.edu/library/)

University Bookstore  
[http://www.bookstore.westga.edu/](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, XP, Vista</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>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

IT Organizations – http://www.gait-inc.org/ (GA Assn. of IT)
http://www.iste.org/
Assignments/Projects

The following are general descriptions of the projects required for the course. A more detailed description will be provided on each module in CourseDen.

**Note:** Some assignments must be done individually and some might 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).
Your document should follow APA style. The guidelines are as follow:
Uniform margins of 1 in. on the top, bottom, left, and right of every page.
Include a header on each of the pages.
Font: 12 points, Times New Roman, double space.
You can consult more about APA style here:
http://owl.english.purdue.edu/owl/resource/560/01/
3: Tech Tip (Individual) (100 points): You will present a Tech Tip about a new technology innovation (e.g., hardware, software, web site, etc.). Presentations will be posted on the D2L Tech Tip discussion board. 
(Course Objectives 1, 2: knowledge, skills, dispositions)

4: Report of Influential Technology Leader (Group) (100 points): You will work alone or with a partner 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 readings. (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>June 8, 11:59 p.m.</td>
</tr>
<tr>
<td>2. SWOT</td>
<td>200</td>
<td>Rubric</td>
<td>June 22, 11:59 p.m.</td>
</tr>
<tr>
<td>3. Tech Tip</td>
<td>100</td>
<td>Checklist</td>
<td>June 29, 11:59 p.m.</td>
</tr>
<tr>
<td>4. Technology Leader Report</td>
<td>100</td>
<td>Rubric</td>
<td>July 20, 11:59 p.m.</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>July 25, 11:59 p.m.</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 that 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 = 92 - 100%, B = 82 - 91%, C = 72 - 81%, F = Below 71%.

CLASS POLICIES

1. 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 D2L 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 29th. After October 22nd, the assignment is “late.” After October 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. Class discussions and participation

Students will respond to a discussion provided by the instructor. With a few exceptions, you are expected to make an initial posting on or before Thursday 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. You have to respond to the
postings in a meaningful manner ("I agree" or "this is interesting" are not proper responses). Video posting of discussion responses is encouraged. 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.

3. 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>
</table>
| **Start Here**  
June 2 - 8 | Getting Acquainted  
Introduction to Issues in Instructional Technology | **Reading:** Introduction and Chapter 1  
**Assignment 1:** Curriculum Vita/Introduction Discussion  
-Train Station Stairs discussion  
-Marzano Discussion  
**Quiz 1 on Introduction & Chapter 1**  
Due by June 8 |
| Module 2  | June 9 - 22 | The Importance and Role of Instructional Technology in Education | **Reading:** Chapters 2, 3  
Discussion Cuban Podcast/Activity  
Chapters 2 and 3 Discussion  
**Quiz 2 on Chapters 2 and 3**  
**Assignment 2:** SWOT Paper  
**Due by June 22** |
| --- | --- | --- | --- |
| Module 3  | June 23 - 29 | The Technology Revolution | **Reading:** Chapters 4, 5  
Discussion/Activity on Chapters 4-5  
Tech Revolution  
**Quiz 3 on Chapters 4 and 5**  
**Assignment 3:** Tech Tip  
**Due by June 29** |
| Module 4  | June 30 – July 6 | Student Success and Motivation | **Reading:** Chapters 6, 7  
Discussion/Activity on Chapters 6-7  
**Quiz 4 on Chapters 6 and 7**  
**Due by July 6** |
| Module 5  | July 7 - 20 | Research in Instructional Technology Organization Considerations | **Reading:** Chapters 8, 9  
Discussion/Activity Chapters 8-9  
**Quiz 5 on Chapters 8 and 9**  
**Assignment 4:** Technology Leader Report  
**Due by July 20** |
<table>
<thead>
<tr>
<th>Module/Dates</th>
<th>Topics</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 6&lt;br&gt;July 21 – 25&lt;br&gt;&lt;br&gt;NOTE: This is a short week, your assignments are due on Friday instead of Sunday</td>
<td>The Future of Instructional Technology&lt;br&gt;Final Exam/Reflection</td>
<td>Discussion/Activity&lt;br&gt;&lt;br&gt;<strong>Reading:</strong> Looking back to the future of educational technology.&lt;br&gt;Final Exam/Reflection – Due by <strong>July 25</strong></td>
</tr>
</tbody>
</table>

**Grades due on the Registrar’s Office:** **July 28**