

MEDT 8463: Issues in Instructional Technology

Semester/Year	Fall 2015
Time/Location	This course is 100% online (no face-to-face class meetings).
Instructor	Dr. Melissa P. Johnston
Office Location	Room 125, Education Annex
Office Hours	Tuesday and Wednesday 12:00 – 2:00
Online Hours	By appointment
Telephone	Direct Line: (678) 839-6060 Department Secretary: (678) 839-5259
Email	mjohnsto@westga.edu - Email at this address is the BEST way to reach me! Also you can find me on Twitter: @MelissaJSLMProf
Online Support	<ul style="list-style-type: none">• Distance Helpline: (678) 839-6248• Distance Helpline after hours: 1-877-855-3238 (Toll free)• CourseDen Home Page: http://westga.view.usg.edu• D2L UWG Online help: http://uwgonline.westga.edu/students.php• D2L 24 hour Help: https://d2lhelp.view.usg.edu/• UWG Distance Learning: http://uwgonline.westga.edu/• Distance Learning Library Services: http://libguides.westga.edu/content.php?pid=194430• Ingram Library Services: http://www.westga.edu/library/

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.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, 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

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; 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(s)

- Christensen, C. M., Johnson, C., & Horn, M. (2010). *Disrupting class, expanded edition: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.
- All students at UWG are required to have access to a computer with an Internet connection.
- Student Microsoft Agreement – Office Software package:
<http://www.westga.edu/assetsDept/its/MCAForm08.pdf>
- Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to back up your work constantly!

Course References

- Bitter, G. & Pierson, M. (2007). *Using technology in the classroom* (7th ed.) Boston, MA: Allyn & Bacon.
- Forcier, R.C. & Descy, D.E. (2008). *The computer as an educational tool: Productivity and problem solving* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Grabe, M. & Grabe, C. (2007). *Integrating technology for meaningful learning*. (5th ed.). New York, NY: Houghton Mifflin.
- Morrison, G. R. & Lowther, D. L. (2010). *Integrating computer technology into the classroom: Skills for the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Reiser, R., & Dempsey, J. V. (2011). *Trends and issues in instructional design and technology* (3rd ed.). Boston: Allyn & Bacon.
- Roblyer, M. D., & Doering, A. H. (2010). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.) Upper Saddle River, NJ: Pearson Education, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

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:** All the assignments are individual except the research of issues in IT, in which you can work with a partner. (Course Objectives 1 - 4: knowledge, skills, dispositions).

1. Online Discussions/Activities (230 points): You will participate in online discussions activities. **Further details and expectations are on the Course Den Module 1-6 Content pages.** (Course Objectives 1 - 4: knowledge, skills, dispositions). Please note participation expectations below and see rubric in Course Den.

2. Personal Technology SWOT Analysis, Goals, and Plan (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. **Further details and expectations are on the Course Den Module 2 Content page.**

2. Tech Tip (20 points): You will present a Tech Tip about a new technology innovation (e.g., hardware, software, web site, etc.). Tech Tips will be posted on the D2L Tech Tip discussion board. **Further details and expectations are on the Course Den Module 3 Content page.** (Course Objectives 1, 2: knowledge, skills, dispositions)

3. Position Paper on Media (50 points): You will develop a one or two page position paper on the Clark-Cozma debate. **Further details and expectations are on the Course Den Module 4 Content page.** (Course Objective 2, 3, 4: knowledge, skills, dispositions)

4. Report of Influential Technology Leader (50 points): You will work to write a brief review and analysis of the contributions of a significant leader to the field of instructional technology. **Further details and expectations are on the Course Den Module 6 Content page.** (Course Objectives 2, 4: knowledge, skills, dispositions)

5. Research on Issues in Instructional Technology (200 points): You will investigate an issue on instructional technology and will provide examples of previous research done in that area. Then you will provide your own take about the issue, for example: digital citizenship, flipped classrooms, professional development for technology integration, BYOD, or games for learning. **Further details and expectations are on the Course Den Module 3-6 Content pages.** (Course Objectives 1 - 4: knowledge, skills, dispositions)

6. Final Course Reflection (50 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 [200 pts] 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. **See Online Discussion Participation Rubric in Course Den.** (Course Objectives 1 - 4: knowledge, skills, dispositions)

Evaluation Procedures

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools	Due Date (see class schedule for complete calendar)
1. SWOT	200	Elements Checklist	Sept. 27, 11:59pm
2. Tech Tip	20	Elements Checklist	Oct. 18, 11:59 pm

3. Position Paper Clark-Kozma	50	Rubric	Nov. 1, 11:59 pm
4. Technology Leader Report	50	Elements Checklist	Nov. 30, 11:59 pm
5. Research on IT	200	Elements Checklist	Phase 1 – Topic: Due Oct. 18, 11:59 pm Phase 2 – Analysis: Due Nov. 20, 11:59 pm Final submission Dec. 4, 11:59 pm
6. Discussions/Activities	230	Rubric	See Class Schedule
7. Final Reflection	50	Rubric	Dec. 7, 11:59 pm
TOTAL POINTS	800		

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 might 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, which is why I insist if you have any issue, to contact me as soon as possible.

Grading

Grades for assignments will be posted on Course Den. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 800):

- A 90 - 100% (720 - 800)
- B 80 – 89% (640 - 719)
- C 70 – 79% (560 - 639)
- D 60 – 69% (480- 559)
- F 0 – 59% (0 - 479)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

CLASS POLICIES, ATTENDANCE, AND PARTICIPATION

Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates' postings and respond thoughtfully.

1. 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%. If the professor has accepted a resubmission, this has to be submitted no later than five days after the approval date.

- **Late Work:** All CourseDen assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. 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. Class participation points will be deducted for each day late. Late online assignments such as DB postings will result in a loss of points. All assignments are due by midnight unless otherwise indicated.
- **Duplicative Coursework:** Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.
- **Extra Credit:** Extra credit activities are not available in this course.

2. Class Discussions and Participation

One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware of the dates for posting and responding (Check the Course Schedule).

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, without exceptions, **late discussion board postings/replies will result in a grade of zero.**

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. 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. **See the Online Discussion Participation Rubric on Module 1 Main Content page.** (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L CourseDen DB postings, online discussions)

3. Professional Conduct

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:

- o Participating in interactions and class activities in a positive manner.

- o Collaborating and working equitably with students in the class.
- o Actively participating in online discussions.
- o Turning in assignments on time.
- o Arriving to and leaving scheduled virtual classes punctually.
- o 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.

4. Communication

Student Email: University of West Georgia students are provided a MyUWG email account which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information. The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website.

I believe communication is vital in online education! Also I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. **The best way to contact me is through my email: mjohnston@westga.edu not through Course Den mail. Note that you should email me at my email address and not via Course Den. If you email via Course Den there may be a delay in my response**

Communication Expectations: Students are expected to check their UWG email at least once a day.

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester.

Effective learning involves questions and communication. When asking course related questions please post to the appropriate course website discussion area. Several others may have the same question. Answering the question in a public forum assures that each student is receiving the same information and instruction. I will also communicate important class information via Course Den News so please check the site regularly for such information. Timely information will be accompanied by email announcement to assure you are informed.

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 *Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest State 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

AMERICANS WITH DISABILITES ACT

The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

UWG CARES

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

IMPORTANCE OF WRITING QUALITY

It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

COE Writing Expectation & Rubric

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.

3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Please download and read COURSE SCHEDULE as well.