MEDT 8463:
Issues in Instructional Technology

Semester Hours	3
Semester/Year	Spring 2016
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	Tuesdays and Thursdays, 1:00 - 4:00 p.m.
Online Hours	Tuesdays and Thursdays, 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 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/

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; 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
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.

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:

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

- 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

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.

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/

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

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://educate.intel.com/en/thejourneyinside/
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 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.

1: Personal Technology SWOT Analysis, Goals, and Plan (200 points): You will write a short paper assessing your personal technology **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (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.

2: Tech Tip (50 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)

3: Position paper on media (50 points): You will develop a one or two page position paper on the Clark-Cozma debate. (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. (Course Objectives 2, 4: knowledge, skills, dispositions)

5: Research of 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. (Course Objectives 1 - 4: knowledge, skills, dispositions)

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

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

8: 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 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:

Activity	Points Available	Assessment Tools	Due Date (see class schedule for complete calendar)
1. SWOT	200	Rubric	**February 14**, 11:59 p.m.
2. Tech Tip	50	Checklist	**February 28**, 11:59 p.m.
3. Position paper Clark-Cozma	50	Rubric	**March 13**, 11:59 p.m.
4. Technology Leader Report	50	Rubric	**April 10**, 11:59 p.m.
5. Research on IT	200	Checklist	**Final submission April 3,** 11:59 p.m. See partial submissions in class schedule.
6. Discussions/Activities/initial course quiz	200	Checklist	See Class schedule
7. Quizzes	200	Objective Quizzes	See Class schedule
8. Final Reflection	50	Rubric	**April 24**, 11:59 p.m.
TOTAL POINTS Professionalism/Participation	**1000** **200 Possible points deducted**	Checklist/ Observation	Every day

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 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 SCALE:

A =   100 - 91Points
B =   90 - 81 Points
C =   80 -71 Points
F =   Below 70 Points

 COURSE SCHEDULE

You can access the course schedule that is posted in the "Start here" module in CourseDen.
Please download it for your easy access. Use it as a guide of what is due and when.
Remember that this course schedule may change given unpredictable circumstances beyond
your professor's control.

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%. If the professor has accepted a resubmission, this has to be
submitted no later than five days after the approval date.
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 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. This does not apply to online discussions.

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 that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are 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 and replies during the week (Check your course schedule!). **Fifty percent of the discussion's grade will be deducted if you miss the Wednesday posting, even if you post your replies before the deadline on Sundays**. In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

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. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L *CourseDen* DB postings, online discussions)

Note that 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 addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

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:
  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.

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.