MEDT 8484 – Fall 2013

RESEARCH ON MEDIA AND INSTRUCTIONAL TECHNOLOGY

Semester Hours 3

Semester/Year Fall 2013

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
(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

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, Ilb,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, Ilb,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, Ilb,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


Purchase Student Membership to AECT for $75.00 and then download Handbooks for Free (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/](http://www.westga.edu/~writing/)


**RESEARCH ETHICS**

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Assignment 1: Participation/Online Discussions and Activities (20 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 (15 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 (25 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 (25 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 (15 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>20</td>
<td>Checklist, Observation</td>
</tr>
<tr>
<td>2. Protection of Human Participants Certification</td>
<td>15</td>
<td>Certificate</td>
</tr>
<tr>
<td>3. Position Paper on the Impact of Media and Instructional Technology on Student Learning</td>
<td>25</td>
<td>Rubric</td>
</tr>
<tr>
<td>4. Future Research on Media and Instructional Technology</td>
<td>25</td>
<td>Rubric</td>
</tr>
<tr>
<td>5. Reflective Paper</td>
<td>15</td>
<td>Rubric</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Professionalism/Participation Possible points deducted for lack of professionalism or participation Checklist/Observation

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 assignments will be due on the due dates posted. Late submissions will not be accepted. 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 issues, you need to contact me as soon as possible so we can make arrangements.
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](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](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](http://www.westga.edu/handbook/index.php)) and the Graduate Catalog ([http://www.westga.edu/catalog_grad/](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.
## Class Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Resources</th>
<th>What’s Due</th>
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</table>
| **August 26 – September 3** | Professional Organizations in Media and Instructional Technology  
Introduction and Getting Acquainted | Association for Educational Communications and Technology  
www.aect.org  
International Society for Technology in Education  
www.iste.org | **Assignment 1:**  
Student Membership in AECT for $75.00 in order to download free handbooks for course readings  
*Due September 3*  
Discussion for Introductions with C.V. Attached  
*Due September 3* |
| **September 4 - 16** | Historical Foundations for Research on Media and Instructional Technology  
Theoretical Foundations: Becoming Literate in the Literature on Media and Instructional Technology  
Ethics  
Policies | *Chapter 1, 4th edition*  
Bridging Learning Theories and Technology-Enhanced Environments: A Critical Appraisal of Its History  
*Chapter 2, 4th edition*  
Research Paradigms and Perspectives on Learning  
*Chapter 10, 4th edition*  
Ethics of Educational Technology  
*Chapter 50, 4th edition*  
Policies Governing Educational Technology Practice and Research | **Assignment 2:**  
Certification – Human Participant Protections Education for Research Teams (CITI Training)  
*Due September 16* |
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<thead>
<tr>
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<tbody>
<tr>
<td>September 17 - 30</td>
<td>Computer-Mediated Technologies</td>
<td>Chapter 38, 4th edition Game-Based Learning</td>
<td>Discussion on Computer-Mediated Technologies Due September 23</td>
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<td>Chapter 57, 4th edition e-Books for Educational Uses</td>
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<td>Chapter 58, 4th edition Situated Learning in Virtual Worlds and Immersive Situations</td>
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<td>Chapter 62, 4th edition Adaptive Technologies</td>
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<td>Technologies Linking Learning Conditions and Instruction</td>
<td>Chapter 26, 3rd edition Technologies Linking Learning Conditions and Instruction</td>
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<td>Outcome-Referenced Conditions-Based Theories and Models</td>
<td>Chapter 32, 3rd edition Outcome-Referenced Conditions-Based Theories and Models</td>
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<td>Multicultural Considerations</td>
<td>Chapter 70, 4th edition Technology Integration in Multicultural Settings</td>
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<tr>
<td>October 1 – 14</td>
<td>Research Designs for Media and Instructional Technology</td>
<td>Chapter 54, 3rd edition Research Designs</td>
<td>Discussion on Research Designs Due October 7</td>
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<td>Past and Current Debates on Specific Topics and Methods for Research on Media and Instructional Technology</td>
<td>Chapter 54, 3rd edition Research Designs</td>
<td>Assignment 3: Position Paper on the Impact of Media and Instructional Technology on Student Learning Due October 14</td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Readings and Resources</td>
<td>What’s Due</td>
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<tr>
<td>October 1 – 14</td>
<td>Philosophy of Science</td>
<td><em>Chapter 71, 4th edition</em> The Philosophy of Science and Educational Technology Research</td>
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<td>Relevant Research</td>
<td><em>Chapter 74, 4th edition</em> Fostering Relevant Research on Educational Communications</td>
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<td>October 15 - 28</td>
<td>Data Collection and Analysis</td>
<td><em>Chapter 17, 4th edition</em> Tools for Analyzing Quantitative Data</td>
<td>Discussion on Data Collection and Analysis</td>
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<td><em>Chapter 18, 4th edition</em> Tools for Analyzing Qualitative Data</td>
<td><em>Due October 28</em></td>
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<td>October 29 – November 11</td>
<td>Models and Methods of Evaluation</td>
<td><em>Chapter 45, 3rd edition</em> Models and Methods of Evaluation</td>
<td>Discussion on Program and Project Evaluation</td>
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<td><em>Chapter 16, 4th edition</em> Program and Project Evaluation</td>
<td><em>Due November 11</em></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>November 12 – 24</td>
<td>K-12 Library Media Centers Tech</td>
<td><em>Chapter 19, 3rd edition</em> K-12 Library Media Centers</td>
<td>Discussion on K-12 Media Centers and Technology Integration</td>
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<td>Readiness and Skills</td>
<td><em>Chapter 67, 4th edition</em> Measuring Technology Readiness and Skills</td>
<td><em>Due November 11</em></td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Readings and Resources</td>
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| November 12 – 24    | K-12 Technology Integration Teacher Education | *Chapter 68, 4th edition* Technology Integration in Schools  
*Chapter 73, 4th edition* Prospects for Instructional Design and Teacher Education | Assignment 4: Future Research on Media and Instructional Technology  
*Due November 18* |
| (continued from previous page) |                                                |                                                                                        |                                                |
| November 25 – 30    | Thanksgiving Break                             |                                                                                        |                                                |
*Due December 4* |