

MEDT 2401**INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Online Support: WebCT Login and Help Page: <http://webct.westga.edu>
Distance Learning Library Resources:
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Information:
<http://www.westga.edu/~library/info/library.shtml>
UWG Distance Education: <http://www.westga.edu/~distance/>

Communication: The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

COURSE DESCRIPTION

(No prerequisites) is an introduction to basic instructional theories, computer utilization, and selected instructional technologies. Selection and utilization of technology resources will also be addressed.

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 systematic change). Ten descriptors (decision makers, leaders, 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. identify the components and demonstrate functions of a computer system (Baule, 2001; Mills, Roblyer, Edwards 2003; Vermaat, 2003)
(*D8 Knowledgeable; INTASC 1,2,4,5,6,7,8; ISTE I. A., B.*);
2. demonstrate competencies in using productivity tools for word processing, spreadsheets, database management, presentation, and multimedia (Caughlin, 2002; Mills, Roblyer, 2003; Gunter, 2002);
(*D1 Decision Makers, D3 Lifelong Learners, D5 Collaborative; INTASC 2, 5, 6, 7, 9, 10; ISTE V, A., B., C., D.*);
3. demonstrate competencies in using on-line resources for locating, accessing, and retrieving information through Galileo and other Internet tools such as e-mail, listservers, and the World Wide Web. (Lever-Diffy, 2003, Provenzo, 1999; Mills, Roblyer, 2003)
(*D3 Lifelong Learners, D5 Collaborative, D9 Proactive, D10 Reflective, D8 Knowledgeable; INTASC 2, 4, 5, 6, 7, 9, 10; ISTE V, A., B., C., D.*);
4. investigate current social, ethical, legal and human issues, assessment and evaluation practices, and materials in the area of technology integration. (Baule, 2001; Mills, Roblyer, 2003; Gunter, 2002)
(*D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D10 Reflective; INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10; ISTE IV, A., B., C.; ISTE VI, A., B., C., D., E.*)
5. plan and design effective learning experiences supported by technology. (Dodge, 2004; March, 2004.);
(*D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D10 Reflective; INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10; ISTE II, A., B., C., D., E.*)

6. implement plans that include methods and strategies for applying technology to maximize student learning. (Dodge, 2004; March, 2004, Mills, Roblyer, 2003); (*D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive; INTASC 2, 3, 5, 7, 8, 10; ISTE III, A., B., C., D.*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

(No Required Textbook) Students will, however, be required to complete educational technology readings retrieved from the Internet.

Required Course Materials:

- All students at UWG are required to have access to a computer with an Internet connection.
- **Online Students must have a reliable and functional printer in order to print tutorials.**
- **Microsoft Office 2003** – Word, Publisher, Access, Excel, PowerPoint - *available at no cost through University of West Georgia Student Technology Services – Front Campus Drive.*
- **Removable Disks – A USB Flash/Jump Drive** to store your files for the class. Students often need to bring their projects with them for one-on-one assistance with the instructor.

Recommended Course Materials:

Macromedia Dreamweaver MX will be the software used for the web development assignments in the course. Students may download the software for 30 day trial period from www.macromedia.com. Students who do not download or purchase the software may use Dreamweaver in the College of Education Labs.

References:

- Baule, Steven M., (2001). *Technology Planning for Effective Teaching and Learning* (2nd ed). Worthington, OH: Linworth Publishing, Inc.
- Caughlin, Janet, (2002). *Microsoft Workshops for Teachers*, Waterton, MA: Tom Snyder Productions, Inc.
- Dodge, Bernie, (2004). *The WebQuest Page at San Diego State University*, San Diego, CA: <http://webquest.sdsu.edu>
- Lever-Diffy, Judy, McDonald, Jean B., Mizell, Al P. (2003). *Teaching and Learning with Technology*. Boston, MA: Allyn & Bacon.
- Gunter, Shelly Cashman, (2002) *Integrating Technology in the Classroom*, (2nd ed). Boston, MA: Course Technology: Thomson Learning
- March, Tom, (2004). *WebQuests for Learning*, <http://www.ozline.com/learning>
- Mills, Steven C., Roblyer, M.D., (2003) *Technology Tools for Teachers: A Microsoft Office Tutorial*. Upper Saddle, New Jersey: Pearson Education, Inc.
- Provenzo, Eugene F., Jr., (1999). *The Internet and the World Wide Web for PreService Teachers*, Boston, MA: Allyn & Bacon.

Vermaat, Shelly Cashman, (2003). Microsoft Office XP: Introductory Concepts and Techniques. Boston, MA: Course Technology: Thomson Learning.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is to introduce instructional computer technology to future educators. Students receive instruction on using the computer to communicate, research, develop lesson plans, and to effectively design, produce, and utilize word processing, desktop publishing, database, spreadsheet, and web development software for instruction in their future classrooms. The overall evaluation for this course is structured so that each assignment is aligned with completing hands-on activities. Each conceptual framework descriptor is covered in the various course projects. As students complete their projects, they will have demonstrated achievement in the areas of decision making: selecting topic areas in the student's field of study to design and develop instructional materials, choosing topic areas for a web-based lesson plan, (**Projects 3-8**); leadership: enhancing his/her knowledge and skills in instructional technology in order to integrate technology more extensively on-the-job, communicate using technology, and to assist others as needed, developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and motivation in the schools or work place, developing an internet and a technology project to enhance the learning of a selected audience (**Projects 1-8**); lifelong learning: studying how to use and integrate technology into the work place (**Projects 1-8**); being adaptive: changing educational practices to meet the needs of learners (**Projects 1-8**); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse learners (**Projects 3 - 8**); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (**Projects 3, 6 & 8**); knowledge: searching, accessing, reading and discussing current technology publications to prepare for technology integration in their future classrooms (**Projects 1 & 2**); being proactive: becoming familiar through the use and practice of software applications to better serve learners (**Projects 1-8**) and reflection: engaging in online discussion related to integration of technology to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate technology into the curriculum (**Project 1**).

Projects:

The class projects, which students are required to complete, are listed below. Specific instructions for each of these projects will be provided and distributed by the instructor.

1. WebCt Participation: Students will use WebCt for completing e-mail assignments, submitting assignments and projects, participation in an online chat, and use of the discussion forum.

(Course Objective #3; checklist, online feedback)

2. Internet Search – Search Engines: Complete assignments designed to provide strategies in effectively using search engines and directories.

(Course Objective #3; checklist)

3. Word Processing Software: Students will complete four assignments designed to provide experience with desktop publishing and word processing software, using Microsoft Publisher and Microsoft Word.

(Course Objective #2; individual projects, teacher observation)

4. Database Software: Students will be responsible for completing activities demonstrating their understanding of Microsoft Access in the development of a database and in the production of queries and reports utilizing the database.

(Course Objective #2; individual projects, teacher observation)

5. Spreadsheet Software: Students will complete assignments demonstrating their understanding of Microsoft Excel in the development and utilization of spreadsheets.

(Course Objective #2; individual projects, teacher observation)

6. Presentation Software: Students will develop two multimedia presentations using Microsoft PowerPoint.

(Course Objective #2; individual projects, checklist)

7. Web Page Development: Students will develop and publish a personal web page with links to educational Internet resources.

(Course Objectives #2, #3, #4; individual projects, student presentation, checklist)

8. Final Project: Students will develop and publish an online lesson plan for use with future students.

(Course Objectives #2, #3, #4; individual projects, student presentation, checklist)

9. Tests: Students will complete three test projects which will demonstrate their ability to independently complete the assignments using Microsoft Access, Excel, and Word.

(Course Objective #2; individual projects, checklist)

Evaluation Procedures:

The following percentages will be assigned:

A. Projects and Tests	(100 points)	100%
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Grading Policy:

A final letter grade will be assigned according to the university's grade system:

A – 90% - 100%, B – 80% - 89%, C – 70% - 79%, D – 60% - 69%, F - 59% or less

Note: Students who accumulate 90+ points receive an A, 80 – 89 points receive a B, 70-79 points receive a C, 60-69 points receive a D, Below 60 points receive an F. **College of Education requires a grade of C or better in MEDT 2401.**

CLASS POLICIES

- 1) Students are expected to adhere to the assignment due dates required for the course. Care should be given to uploading the correct assignment. If the document uploaded is not the correct assignment, a zero is given.
- 2) The webpage and final project **must be published online by** the due date. Late submission **will not be accepted** unless written documentation is provided which validates the student's reason for late submission.
- 3) Other course assignments submitted *past the due date will be assessed a 25% penalty*.
- 4) Course assignments which are **one week past due** are not accepted unless written documentation is provided which validates the student's reason for late submission.
- 5) Students in the *face-to-face sections are required to attend class*. In order to obtain individual assistance or permission to complete late assignments, students **must provide written documentation** to the instructor which validates the student's reason for the late submissions.
- 6) Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences.

Students are **expected to attend all face-to-face classes** and to participate in class activities and discussions. If extenuating circumstances prevent the student from attending class, it is the student's responsibility to contact the instructor before class and document the circumstances.

Students may expect email responses from your instructor in 48 hours or less for every day of the week. The instructor welcomes visits to her office during office hours, or by appointment.

DISABILITY 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 University of West Georgia Coordinator of Disability Services, Dr. Ann Phillips. 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 Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve>. Any student with a disability documented through student services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

CLASS PROJECTS

	Projects:	Due Date Deadline: Thursdays Midnight
Week 1	Introductory Assignments Word Processing 1 Word Processing 2 Desktop Publishing Flyer	June 14
Week 2	Desktop Publishing Newsletter Internet Resources & Search Engine Activity PowerPoint (Presentation) Project	June 21
Week 3	Database Spreadsheet	June 28
Week 4	Web-Page Development Digital Image Manipulation	Published Online Due: July 5
Week 5	Final Project Development Publication	Published Online Due: July 13
Exam:	3 Project Tests	Date: TBA

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 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.

NOTE ON ACADEMIC HONESTY: You MAY NOT turn in work for this course that has been turned in or completed in another class. If you turn in work for this class that has been completed as part of the academic requirements for another course, you will automatically receive a failing grade in this course.