

MEDT 7482**DIRECTED READINGS IN MEDIA**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support:

Distance Learning Library Services -
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Distance Learning Services -
<http://westga.edu/~library/depts/offcampus/>
Ingram Sullivan Ingram Library -
<http://www.westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION

Course Prerequisite: Consent of advisor and instructor.

This course allows a student to pursue an area of professional interest in greater depth or in a scope different from existing courses. Such independent study presumes participant knowledge, skill, and motivation. An integrated research paper of the reading is required.

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, 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. develop a greater understanding of a selected topic in media or instructional technology by searching and retrieving readings on the topic through a multitude of measures such as electronic searches, interviews, site visitations, attending professional development activities, and/ or reviewing the literature. (Information Power, 1998, Heinich, Modenda, Russell, & Smaldino, 2002; Roblyer, 2003);
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 1-5; AASL 2.1, 2.3, 2.4, 8.10, 9.1, 9.2, 9.4);
2. prepare a written research report on the review of the readings including a listing of the readings in APA format and a brief description of the contents. This will be included in the student's final electronic portfolio. (APA Manual, 2004)
(D1 Decision Makers, D2 Leaders, D8 Knowledgeable, D9 Proactive; NBPTS 1,3, 4; AASL 2.4, 5.2, 6.2, 8.10);
3. prepare a visual presentation, utilizing at least two forms of visuals such as WebPages, Power Point, videotape, CD, slides, and other multimedia, to accompany the written reading report and make a 10-15 minute presentation to the instructor and selected faculty members on the readings that were completed during the course, how the readings will be used for school improvement purposes, the impact of the course, and any recommendations for course changes. This will be included in the student's final electronic portfolio of the class. (Bitter & Pearson, 2002; Heinich, Molenda, Russell, & Smaldino, 2002; Reksten, 2001, Roblyer, 2003).
(D1 Decision Makers, D2 Leaders, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 1-5; AASL 2.3, 2.4, 5.2, 6.2, 8.1, 8.10, 9.1, 9.4, 9.9, 9.10)
4. prepare an electronic portfolio consisting of the readings, visual presentation, and reflections of the class. (Costantino, P.M. & DeLorenzo, M. N., 2002)
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 1-5; AASL 2.4, 6.1, 6.2, 8.10, 8.14, 9.1, 9.9, 9.10)

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text: No text is required

References:

- (2001). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: American Psychological Association.
- Bitter, G., Pierson, M. (2002). Using technology in the classroom. (5th ed.). Boston, MA: Allyn and Bacon.
- Brown, G. & Irby, B.J. (2001). The principal portfolio (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Costantino, P.M. & Lorenzo, M.D. (2002). Developing a professional teaching portfolio – a guide for success. Boston, MA: Allyn and Bacon.
- Heinich, R., Molenda, M, Russell, J.D., & Smaldino, S.E., (2002). Instructional media and the technologies of instruction (7th ed.) New York: NY. Macmillan Publishing Company.
- (1998). Information power. Chicago, IL: American Library Association and Association of Educational Communications and Technology.
- McMillan, J.H. & Schumacher, A. (2001). Research in education. (5th ed.). New York, NY: Longman Publishers
- Reksten, L.E. (2000). Using technology to increase student learning. Thousand Oaks, CA: Corwin Press, Inc.
- Roblyer, M.D. (2003). Integrating educational technology into teaching. Upper Saddle River, NJ: Merrill Prentice Hall.

Readings and Instructional Resources:

School Library Media Quarterly, Journal of Technology and Teacher Education, Educational Technology Research and Development, Educational Technology, Technology and Teacher Education Annual and other journals reporting media education research.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICIES

Link to Conceptual Framework

This course provides students an opportunity to enhance their knowledge of selected readings in education (e.g., online teaching and learning, hand held computing, digital photography, new and emerging technologies, integrating professional digital assistants into the curriculum, virtual reality). Students acquire this knowledge through a variety of techniques such as electronic searches, reading print materials, interviewing experts in the field, and/or visits to educational institutions or training centers. As students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. First, students must demonstrate they are decision makers who can select and review literature related to their topic (assignments 4-6). They must demonstrate leadership in disseminating the information to others in the field (assignments 2-6). As students learn ways to successfully locate information in their targeted area, they demonstrate a commitment to life-

long learning (assignments 1-6). Students are expected to be reflective in all of their course assignments and proactive as they consider how this information can be used in their educational setting to make school improvements (assignment 5). In determining how to use the information in the work place students must be culturally sensitive (assignment 5) and demonstrate empathy (assignment 5).

Assignments:

The following assignments are required in class:

1. Develop a proposed work schedule with your university supervisor and submit it to your supervisor before the end of the first week of the semester.
(Objectives 1, 2; knowledge, skills, disposition; checklist, teacher observation)
2. Contact your supervisor weekly to inform her/him of your progress in the course and to provide needed direction.
(Objectives 1, 2, ; knowledge, skills, disposition; teacher observation, checklist, rubrics)
3. E-mail the instructor at least once a week to share your readings experiences and reflections.
(Objective 1; knowledge, skills, disposition; teacher observation, checklist)
4. Prepare a written report listing and summarizing the directed readings.
(Objective 2; knowledge, skills, disposition; teacher observation, checklist, rubric)
5. Prepare and present to the instructor an electronic presentation of how the directed readings will be utilized in the future to make program improvements, how successful the course was in meeting your educational needs, and recommendations for changes. The presentation can utilize PowerPoint, Web pages, CD, and/or video formats.
(Objective 3; knowledge, skills, disposition; teacher observation, checklist, rubric)
6. Prepare an electronic portfolio consisting of all course work. It can be on a zip disk, CD, DVD, or a web site.
(Objective 4; knowledge, skills, disposition, Web Pages, CD, and/or zip disk).

Evaluation Procedures:

Students will be evaluated in two areas:

1. Student presentation of the readings, findings, and impact of the course.....20%
2. Electronic portfolio80%

Electronic Portfolio Components

Components
1. Schedule of course activities from week to week
2. Listing of readings
3. Summary of readings
4. Reflections of readings
5. Presentation

Student evaluations will be based on their final paper, electronic presentation, and electronic portfolio. The rubrics used to evaluate the student's final paper, presentation and electronic portfolio are shown below.

Rubrics for Student's Paper

CATEGORY	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	1 to 2 misspellings and/or mechanical errors.	3 to 4 misspellings and/or grammatical errors.	More than 5 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Rubrics for Student's Presentation

CATEGORY	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	1 to 2 misspellings and/or mechanical errors.	3 to 4 misspellings and/or grammatical errors.	More than 5 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Presentation	The student's presentation was outstanding and well rehearsed	The student's present was good and contained only one area where it did not go smoothly.	The student's presentation was average and contained two to three areas that did not so smoothly.	The student's presentation needs work and demonstrated it had not been well rehearsed.

Rubrics for Electronic Portfolio Assessment

CATEGORY	4	3	2	1
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Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	1 to 2 misspellings and/or mechanical errors.	3 to 4 misspellings and/or grammatical errors.	More than 5 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Links	All links are working in the portfolio	90% of the links are working in the portfolio	80% of the links are working in the portfolio	70% of the links are working in the portfolio
Instructional Design	Portfolio demonstrates excellent use of instructional design principles	Portfolio demonstrates good use of instructional design principles	Portfolio demonstrates some good use of instructional design principles	Portfolio does not demonstrate good use of instructional design principles

Grading Policy:

The grading standards for the class projects:

A = 92-100%, B = 83-91%, C = 74-82%, and F = 73% and below.

CLASS OUTLINE

- Week 1 Introduction to class, distribution of course syllabus, formulation of directed readings activities and timelines, searching strategies for locating readings
- Weeks 2-15 Individual meetings with the student and instructor to review progress and make suggestions for future direction
- Week 16 Student presentation of directed readings.

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 a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

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 the 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 Connections and Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Students who violate the academic code on any assignments will be given an F on the assignment and an F in the course. Students will be notified immediately of this violation. Infractions may include cheating, plagiarism, disruptive behavior and disorderly conduct.