

MEDT 8463**ISSUES IN INSTRUCTIONAL TECHNOLOGY**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Distance Support: WebCT Home Page
<http://webct.westga.edu> ,
Web CT Help & Troubleshooting
<http://www.westga.edu/~distance/webct3/main/help.html> ,
UWG Distance Learning
<http://www.westga.edu/~distance> ,
Distance Learning Library Services
<http://www.westga.edu/~library/depts/offcampus/> ,
Ingram Library Services
<http://www.westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION

Prerequisite: Basic computer, Internet navigation skills.

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.

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. 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) (Cuban, 2001; Georgia Department of Education, 2003; Heinich, Molenda, Russell, & Smaldino, 2001; Hirschbuhl & Bishop, 2002; International Society for Technology in Education, 1999, 2002; Lebaron & Collier, 2001; Newby, Stepich, Lehman, & Russell, 1999; Picciano, 2001; Roblyer, 2002; Sandholtz, Ringstaff, & Dwyer, 1997; U. S. Congress, Office of Technology Assessment, 1995). (D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D10 reflective; NBPTS 4, 5; ISTE TF I A, II ABD, III AE, V ABC, VI ABDE, VII AC, VIII CD; AASL 1.3, 2.2)
2. investigate and evaluate trends and issues in instructional media and technology (Cuban, 2001; Heinich, Molenda, Russell, & Smaldino, 2001; Georgia Department of Education, 1999; Hirschbuhl & Bishop, 2002; International Society for Technology in Education, 1999, 2002; Lebaron & Collier, 2001; Male, 2002; Newby, Stepich, Lehman, & Russell, 1999; Reiser & Dempsey, 2001; Roblyer, 2002; Sandholtz, Ringstaff, & Dwyer, 1997; U. S. Congress, Office of Technology Assessment, 1995). (D1 decision makers, D2 leaders, D3 lifelong learners, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 4, 5; ISTE TF IB, IIC, IIIAE, V ABD, VI AE, VIIIAD; AASL 1.3, 2.2)
3. examine and evaluate problems related to instructional media and technology (Cuban, 2001; Georgia Department of Education, 2003; Heinich, Molenda, Russell, & Smaldino, 2001; Hirschbuhl & Bishop, 2002; International Society for Technology in Education, 1999, 2002; Lebaron & Collier, 2001; Male, 2002; Newby, Stepich, Lehman, & Russell, 1999;

Picciano, 2001; Roblyer, 2002; Sandholtz, Ringstaff, & Dwyer, 1996; U. S. Congress, Office of Technology Assessment, 1995).

(D1 decision makers, D2 leaders, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 4, 5; ISTE TF IB, V AB, VI ABE, VII C, VIII ACD; AASL 8.1, 8.3)

4. discuss the impact of existing and emerging media and technology on homes, schools, and school library media centers (Heinich, Molenda, Russell, & Smaldino, 2001; Hirschbuhl & Bishop, 2002; Male, 2002; Newby, Stepich, Lehman, & Russell, 1999; Roblyer, 2002; Sandholtz, Ringstaff, & Dwyer, 1996; U. S. Congress, Office of Technology Assessment, 1995). (D1 decision makers, D2 leaders, D3 lifelong learners, D6 culturally sensitive, D8 knowledgeable, D10 reflective; NBPTS 4, 5; ISTE TF III A, V ABD, VI ABE, VIII ABCD; AASL 7.1, 7.2, 8.1, 8.3)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

American Psychological Association (APA). (2001). *Publication manual of the American*

Psychological Association (5th edition). Washington, DC: American Psychological Association.

***The writing requirements for this class are outlined clearly in WebCT Vista. You are expected to submit **publication quality** papers for your writing assignments. ***

Podcast Interviews: You will be listening to a series of podcast interviews with instructional technology experts and leaders and responding to questions regarding the content. These podcasts are available in *WebCT Vista* and are borrowed from the following website: <http://edtechlive.wikispaces.com/Recordings+List>

References

Cuban, L. (2001). *Oversold and underused: Computers in classrooms*. Cambridge, MA: Harvard University Press.

Georgia Department of Education (2003). *Georgia learning connections*. (<http://www.glc.k12.ga.us>).

Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2001). *Instructional media and technologies for learning* (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hirschbuhl, J., & Bishop, D. (2002). *Computers in education: 02/03*. New York: McGraw-Hill.

- International Society for Technology in Education (2002). *Making technology standards work for you: A guide for school administrators*. Eugene, OR: ISTE.
- International Society for Technology in Education (1999). *National educational technology standards for students: Connecting curriculum & technology*. Eugene, OR: ISTE.
- International Society for Technology in Education (2002). *National educational technology standards for teachers: Preparing teachers to use technology*. Eugene, OR: ISTE.
- Lebaron, J. (Ed.) & Collier, C. (Ed.). (2001). *Technology in its place: Successful technology infusion in schools*. San Francisco, CA: Jossey Bass.
- Male, M. (2002). *Technology for inclusion: meeting the special needs of all students* (4th ed.). Boston: Allyn and Bacon.
- Newby, T., Stepich, D., Lehman, J., & Russell, J. (1999). *Instructional technology for teaching and learning* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Picciano, A. G. (2001). *Educational leadership and planning for technology* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Reiser, R. (Ed.) & Dempsey, J. (Ed.). (2001). *Trends and issues in instructional design and technology*. Englewood Cliffs, NJ: Prentice Hall.
- Roblyer, M. D. (2002). *Integrating educational technology into teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Sandholtz, J., Ringstaff, C., Dwyer, D. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press.
- U. S. Congress, Office of Technology Assessment. (1995). *Teachers and technology: Making the connection*. Washington, DC: US Government Printing Office.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework The focus of this course is on building awareness about issues related to instructional technology and its use in educational settings. The overall evaluation of the course is structured so that students complete projects or activities that will enable them to analyze and examine instructional technology problems and formulate and implement solutions. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: selecting and designing technology solutions *leadership*: taking responsibility for ongoing technology development and training support *lifelong learning*: staying informed about rapidly changing technologies that impact schools, *being adaptive*: changing technology support strategies to meet teacher and student needs *collaboration*: working with teachers and staff to plan and carry out technology programs and training *cultural sensitivity*: adapting technologies to meet the needs of diverse students, *empathy*: demonstrating sensitivity to the individual needs of students, faculty, and staff when implementing technology solutions and training, *knowledge*: drawing on content and professional knowledge when planning and implementing technology solutions, *being proactive*: implementing new technologies to better serve students, teachers, and staff, and *reflection*: engaging in ongoing, continuous reflection to determine the effectiveness of technology solutions.

Activities and Assessments:

1. *Personal Technology SWOT Analysis, Goals, & Plan*. Each student will write a short paper assessing their technology Strengths, Weaknesses, Opportunities, and Threats (SWOTs). In addition to the SWOT analysis, students will identify their personal

technology goals for the coming year; and develop a personal technology plan for achieving their technology goals. The paper, no more than 5 pages double-spaced, will be submitted to the instructor via WEBCT VISTA. Papers will be graded based on content, organization, clarity, presentation, and completeness.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

2. *Tech Tip*. Each student will present a brief Tech Tip or show & tell about a new technology innovation (hardware, software, web site, etc.) or will present a brief overview of an innovative technology project that has been implemented in a K-12 school. Presentations will be posted on the WebCT Tech Tip discussion board.
(Objectives 1, 2; knowledge, skills, disposition; teacher observation)
3. *Professional Development Reading*. Each student will locate and read an article on an exemplary K-12 professional development program, preferably one focusing on instructional technology. Students will then post a brief summary of the article, including the strengths and weaknesses of the professional development program to the WebCT Vista discussion board by the posted due date. A copy of the assignment should also be submitted to the instructor WebCT Vista. Additional guidelines for the article summary will be posted in WebCT Vista. For extra credit, the student or his/her group will review the summaries produced by class members and compile a synopsis of "Best Practices in Professional Development," and post the synopsis to the **class** Professional Development Best Practices discussion board by the posted due date. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)
4. *Literature Review Paper*. Each student will be responsible for submitting a 6-8 page (including title page and references), well-written literature review on the instructional technology issue of the student's choice (cleared with instructor). This paper will strictly adhere to APA guidelines. Additional guidelines for this assignment will be posted in WebCT Vista. You will be REQUIRED to submit a rough draft of the paper to the appropriate discussion forum by the due date (Module 4B) for "work shopping." You will also be required to read at least one other student's paper and make cogent and thorough comments using the "comment" function in *Microsoft Word*. You will receive a grade for your workshop effort, and you should post your corrected draft to the discussion forum. If given the choice, please choose a paper that has not already been work shopped by someone else. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)
5. *Program & Portfolio Focus*. Using the findings and goals derived from your SWOT analysis, as well as personal interests and reflections on issues covered in class, you will identify a personal thematic focus for the remainder of your Ed.S. program. Having a consistent body of work can be very important to your future. The focus should be based on personal needs and interests and will provide thematic guidance for future projects, research and activities you will undertake in the Ed.S. program. For instance, you may decide that based on your needs and interests you want to focus on leadership and technology at the school level. Or, you may decide you want to pursue a focus on using technology to promote information literacy in the media center. It is up to you to decide what serves your needs best. This will help you focus on your specific goals in the program. When given an opportunity to select or design subsequent Ed.S. projects or research, you can pursue activities related to this focus area. In this way, the Ed.S. program serves your needs and goals. After selecting a focus, the student should develop a brief presentation (PowerPoint, webpage, wiki, blog, podcast (with images), videocast, etc.) that identifies the focus

and explains why this theme was selected, and discusses how this relates to your individual needs and interests. You will present your presentation to the class by submitting your finished product to the appropriate discussion forum. You will also need to submit your presentation to the assignment dropbox before the end of Module 6B. This presentation (or an updated version of it) will become part of the student's electronic Ed.S. portfolio. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

6. *Assigned Discussions and Postings.* Each student will be responsible for posting thoughtful responses to the module' discussion topic (2pt). Then replying in detail to at least 2 other discussion topics (2pts) Point values may vary depending on nature of posting. See WebCT Vista for details. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)
7. *Class Participation.* Students will be informally observed for contributions to class discussion and participation in other online class activities – particularly those related to discussion about podcast interviews and the paper “workshop.” Students will be expected to post a *minimum* of two reflective responses to each weekly discussion. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement or endorsement of responses that have already been posted. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

Evaluation Procedures:

Students will be evaluated in the following areas:

1. Personal Technology SWOT Analysis, Goals, & Plan (15pts)
2. Tech Tip (5pts)
3. Professional Development Reading Article Review (15pts)
4. Literature Review Paper (60pts)
5. Program & Portfolio Focus (15pts)
6. Assigned Discussions and Postings (Bio + 7 discussion postings = 32pts)
7. Class Participation: includes additional postings and writing workshop (20pts)

Total Points: 162 (There are some opportunities for extra points as well. These will be explained in WebCT Vista.)

Grading Policy:

A	=	162-145
B	=	144-129
C	=	128-113
F	=	113 and below

TENTATIVE CLASS OUTLINE

Refer to WebCT Vista for updates. If there is a conflict between this schedule and WebCT Vista, WEBCT VISTA TAKES PRECEDENCE!

<i>Week of</i>	<i>Topic</i>	<i>Assignments Due</i>
Module 1A (on going),	Orientation, Overview, Readings	Bio (Discussion 1); tech tip Galileo Tutorial; Readings
Module 1B paper	SWOT Analysis, Technology and Society, Article and Lit review	Clear topic for lit review
Module 2A	Technology's Role in Ed, Georgia's Technology Plan	Podcast lecture; Discussion 2; readings
Module 2B	Factory Model in Ed	Podcast lecture; Discussion 3; Personal SWOT analysis DUE!!!
Module 3A	Professional Development.	Readings; Extra Credit
Module 3B	Catching up	Art. Review DUE!!! Podcast lecture; Discussion 4
Module 4A	Shifting Gears	Podcast Lecture; Discussion 5
Module 4B	Projects and Discussion	Podcast Lecture; Discussion 5; Rough Draft Posting DUE!!!
Module 5A	Projects and Discussion	Podcast Lecture; Discussion 6; Rough Draft Reviews are DUE ASAP.

Module 5B	Projects and Discussion	Podcast Lecture; Discussion 6; Rough Draft Reviews are DUE ASAP.
Module 6A 7; Rough	Program and Portfolio Focus	Podcast Lecture; Discussion Draft Reviews are DUE!!!!
Module 6B Focus Due!! LATE !!!	Projects and Discussion	Program and Portfolio Rough Draft Reviews are
Module 7A	Projects and Discussion	LIT REVIEW DUE!!!
Module 7B	Projects and Discussion work or last course	LIT REVIEW LATE!!! Finish any outstanding minute discussions and evaluations

CLASS POLICIES

1. Submitting Assignments.

Students are expected to submit assignments on time and in the manner required (e.g. *WebCT Vista* dropbox). 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. Points will be deducted for late assignments. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Each assignment in *WebCT Vista* has a due date and a cut-off date. The cutoff date is one week after the due date. For instance, if an assignment is due January 22nd, the final cut-off date is January 29th. After January 22nd, the assignment is "late." After January 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. 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:

- Participating in interactions and class activities 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 scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place 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 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.

DISABILITY STATEMENT

I pledge to do my best to work with the University to provide all students with equal access to my 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 American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT Vista*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.