

MEDT 8463**MEDT 8463: ISSUES IN INSTRUCTIONAL TECHNOLOGY**

Semester Hours: 3

Semester/Year: Fall 2010. **No face-to-face meetings.**

Instructor: Dr. Leslie Moller

Office Location: Virtual (South Dakota)

Office Hours: By appointment, very flexible to meet your time needs. Often available via Skype

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Online Support

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Basic computer and Internet navigation skills and an open mind ☺

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. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. 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. (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 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 and national standards, as identified below.

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:

Christensen, Clayton M., Curtis Johnson, and Michael Horn. (2008). *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. New York: McGraw-Hill, 2008.

Amazon link: http://www.amazon.com/Disrupting-Class-Disruptive-Innovation-Change/dp/0071592067/ref=sr_1_2?ie=UTF8&s=books&qid=1243879658&sr=8-2

Suggested Text:

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

Amazon link: http://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&s=books&qid=1262719588&sr=8-1

***The writing requirements for this class are outlined clearly in WebCT CourseDen. 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 CourseDen* and are borrowed from the following websites:

<http://edtechlive.wikispaces.com/Recordings+List>

<http://www.futureofeducation.com/>

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.

COURSE PREREQUISITES AND SOFTWARE

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work (*Wimba Live Classroom*).
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available for free at UWG), [Adobe Reader](#), [Yahoo Messenger](#), or [Digsby](#) and other potentially required downloads listed in *WebCT CourseDen*.

NEW FILE NAMING CONVENTION FOR ALL MEDT COURSES

We have a new department-wide file naming convention that all students MUST adhere to if they want credit for their assignments. This is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. You will thank us later.

The file naming protocol is a simple one: course number (for instance, 7472) followed by an underscore (shift + the dash key next to the number 9 on your keyboard), followed by assignment name and another underscore (_), followed by your first, middle and last initials, followed by a period and the file extension. This is important: The file name should **contain NO SPACES!**

So, a Jerry Jingleheimer Johnson, a student in MEDT 6467, submitting his podcast assignment (an .mp3 file) would name that file:

6467_podcast_jjj.mp3

Normally, the period and file name should be automatically added by the program you are using, but it never hurts to double check. Please make sure you do NOT double up on the file extension by typing and letting the program add the extension as well. For instance, your file should NOT look like this: 7472_project1_jjj.doc.doc

If you have any questions, please direct them to one of your professors. Again, this is a required naming conventions for **ALL assignments** submitted in **ALL courses** in your program of study. Thank you very much for your cooperation!

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

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 (**Projects 1, 2, 4, 5, 7**), *leadership*: taking responsibility for ongoing technology development and training support (**Projects 2, 4, 5, 6, 7**),

lifelong learning: staying informed about rapidly changing technologies that impact schools (**Projects 1, 2, 3, 4, 5, 6, 7**), *being adaptive*: changing technology support strategies to meet teacher and student needs (**Projects 1, 2, 5, 7**) *collaboration*: working with teachers and staff to plan and carry out technology programs and training (**Projects 1, 2, 3, 4, 5, 6, 7**), *cultural sensitivity*: adapting technologies to meet the needs of diverse students (**Projects 2, 4, 5**), *empathy*: demonstrating sensitivity to the individual needs of students, faculty, and staff when implementing technology solutions and training (**Projects 1, 2, 3, 4, 5, 6, 7**), *knowledge*: drawing on content and professional knowledge when planning and implementing technology solutions (**Projects 1, 2, 4, 5, 7**), *being proactive*: implementing new technologies to better serve students, teachers, and staff (**Projects 1, 2, 3, 4, 5, 6, 7**), and *reflection*: engaging in ongoing, continuous reflection to determine the effectiveness of technology solutions (**Projects 1, 2, 3, 4, 5, 6, 7**).

Assignments:

1. **Project 1: Concept Map a Chapter1**

The student will create a concept map using the software tool of their choice ([Inspiration](#), Word, [Cmap Tools](#), [Gliffy](#), etc) to visually illustrate associations and relationships between the ideas presented in the assigned chapter (chapters will be assigned in the appropriate discussion forum). The student must post the concept map to the appropriate discussion forum **AND** to the *CourseDen* Assignment Dropbox for grading. Additional guidelines for this assignment are posted in *CourseDen*. (Course Objectives 1, 3, 4, 5, 6, 8; rubric).

2. **Project 2: 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 years; and develop a personal technology plan for achieving their technology goals. The paper, **no more** than 5 pages double-spaced (not including title page and references), will be submitted to the instructor via WEBCT CourseDen. Papers will be graded based on content, organization, clarity, presentation, and completeness.

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

3. **Project 3: 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)

4. **Project 4: Professional Development Reading.**

Each student will locate and read a peer-reviewed 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 CourseDen discussion board by the posted due date. A copy of the assignment should also be submitted to the instructor WebCT CourseDen. Additional guidelines for the article summary will be posted in WebCT CourseDen. 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)

5. Project 5: The Big Three Questions

Each year countless amounts of new educational technology “stuff” hit the market. But, how much of it will actually impact students’ learning or make your life easier or more efficient? There are three questions you should always ask yourself (and all stakeholders in the innovation) before getting swept up in the “neato techno-tornado” of new and fancy technologies.

- What does this technology **really** do?
- What specific and necessary problem will this piece of technology **solve**?
- What cheaper/better/easier/simpler technology **already exists** to solve your problem, and, in what way, is the proposed innovation an **improvement** over other options or the existing way of doing things?

At some point in your career, you will likely be faced with new technology innovation being “forced” upon you. This exercise is designed to give you a healthy dose of skepticism and teach you to ask why and how the new technology better addresses a necessary issue, improves significantly on what is designed to replace, and/or how it will make your life more efficient and improve student outcomes.

For this assignment, you will locate a piece of instructional technology that looks promising on the surface to you and research it extensively. You will then write a brief report, of no more than **2-3 PAGES excluding any title or reference pages** (pretend you are handing this in to a busy principle with a short attention span), answering the big three questions above. You may also research and report on a current tech integration going on in your school. Please try and choose something that may be personally or professionally useful to you now or in the future. You may adopt either a pro, neutral, or con stance (other?) to the technology in question. The student must post the report to the appropriate discussion forum **AND** to the *CourseDen* Assignment Dropbox for grading. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

6. Project 6: 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)

7. Project 7: 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 CourseDen for details. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

8. Quizzes

This class has five quizzes but no final exam. Each quiz is worth five points. The quizzes cover the reading material. The quizzes are open for most of the term and may be taken at any time. However once the final due date has passed, the quizzes will not be reopened. Please pay close attention to the due dates in *CourseDen*. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

Evaluation Procedures

Students will be evaluated in the following areas:

1. P1: Chapter Concept Map and Questions (20 pts)
2. P2: Personal Technology SWOT Analysis, Goals, & Plan (20 pts)
3. P3: Tech Tip (10pts)
4. P4: Professional Development Reading Article Review (20 pts)
5. P5: Big Three Report (30pts)
6. P6: Program & Portfolio Focus (15pts)
7. P7: Assigned Discussions and Postings (Bio + 7 discussion postings = 32pts)
8. Quizzes (25 points)

Total Points: 172

Grading

A	=	172-154
B	=	153-137
C	=	136-120
F	=	119 and below

*****A note on FolioTek. FolioTek is an online portfolio software currently under adoption in the program. More information will be forthcoming about the requirements for submission if necessary. Completing any required FolioTek components are required to pass the class! *****

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments.

Students are expected to submit assignments on time and in the manner required (e.g. *WebCT CourseDen* 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 CourseDen* 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 September 22nd, the final cut-off date is Sept 29th. After September 22nd, the assignment is "late." After September 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. 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*.

3. Disability

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 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/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) are available to all students, within constraints of time and space.

4. Student Email Policy/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. It is the student's responsibility to check this email account for important University related information. I also provide other communication tools such as chat, instant messaging, and texting so stay in touch! Remember, I am not a mind-reader 😊

5. Dual Submission

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.

6. 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.

CLASS OUTLINE

Refer to WebCT CourseDen for updates. If there is a conflict between this schedule and WebCT CourseDen,

WEBCT COURSE DEN TAKES PRECEDENCE!

Quizzes are open most all term but you should finish them ASAP and pay attention to the final due dates.

<i>Week of</i>	<i>Topic</i>	<i>Assignments Due</i>
Module 1A	Orientation, Overview, Readings	Bio (Discussion 1); P3: tech tip (on going), Galileo Tutorial; Readings
Module 1B	SWOT Analysis, Technology and Society, Article and Lit review	P1 DUE
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; P2: Personal SWOT analysis DUE!!!
Module 3A	Professional Development.	Readings
Module 3B	Catching up	P4: Art. Review DUE!!! Podcast lecture; Discussion 4; formative assessment
Module 4A	Shifting Gears	Podcast Lecture; Discussion 5;
Module 4B	Projects and Discussion	Podcast Lecture; Discussion 5;
Module 5A	Projects and Discussion	Podcast Lecture; Discussion 6;
Module 5B Module 6A	Projects and Discussion Program and Portfolio Focus	Podcast Lecture; Discussion 6; Podcast Lecture; Discussion 7; P5 Big 3 DUE ; Rough draft due.
Module 6B	Projects and Discussion	P 6: Program/Portfolio Focus Due!!

Module 7A Projects and Discussion

Finish P3: TechTips

Module 7B Projects and Discussion

Finish any outstanding work or last minute discussions and course evaluations

Project	Due Date (11:59pm)
Project 1: Concept Map	2-1-2011
Project 2: SWOT	2-16-2011
Project 3: TechTip	3-2-2011
Project 4: Article Review	3-23-2011
Project 5: Big Three	4-13-2011
Project 6: Program and Portfolio Focus	4-24-2011
Quizzes	Ongoing Final Date: April 28th
Discussions	Due the module they are assigned

Important dates to remember this term!

TBA