MEDT 7461

INSTRUCTIONAL DESIGN

Semester Hours:	3 Section N01		
Semester/Year:	Spring 2011		
Instructor:	Dr. Dawn Putney		
Office Location:	137 Education Annex		
Office Hours:	T, R, F 10:00 – 12:00; T, R 4:00 – 6:00 Other hours available by appointment or phone		
Telephone:	678-839-6151 office 678-839-5259 department 770-832-3325 home		
Fax:	678-839-6153		
E-mail:	dputney@westga.edu		
Communication:	The official communication to students is through campus e-mail (@my.westga.edu). Be sure to access this several times a week to keep up-to-date on important information.		
Distance Support:	 CourseDen Home page <u>http://webct.westga.edu</u>, CourseDen Help and Troubleshooting (678-839-6248) <u>http://www.westga.edu/~distance/webct1/help</u> or <u>http://www.help.view.usg.edu</u> (Click "Request Support" live chat) UWG Online Learning <u>http://www.westga.edu/~online</u> Distance Learning Library Services <u>http://www.westga.edu/~library/depts/offcampus/</u> Ingram Library Services <u>http://www.westga.edu/~library</u> University Bookstore <u>http://www.bookstore.westga.edu</u> CourseDen Server goes down every other Friday 10:00 pm – 7:00 am <u>http://www.alt.usg.edu/gaview/support/maint-schedule.phtml</u> 		

Information Technology Services Helpdesk: 678-839-6587

COURSE DESCRIPTION

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

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. The AASL/GaPSC National/State standards 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.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through face-to-face class time and online tools such as discussion boards, chat rooms, posting materials within CourseDen, on the UWG server, and the program wiki.

COURSE OBJECTIVES

Students will:

 identify, describe, and reflect on the major steps in the instructional design process. (Dick & Carey, 1995; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, & Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001).

(Conceptual Framework Descriptors: Knowledgeable) (Standards: NBPTS 1,2,3,4; AASL/GaPSC 1.4/1.iv, 2.1/2.i, 2.2/2.ii);

 apply instructional design principles by developing an in-service module for teachers incorporating information literacy standards and technology standards for students in conjunction with Georgia Performance Standards.
 (Dick & Carey, 1995; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda 2005; Kemp, Morrison, & Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001).
(Conceptual Framework Descriptors: Collaborative; Reflective)
(Standards: NBPTS 1,2,3,4; AASL/GaPSC 2.2/2.ii, 2.3/2.iii);

- discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or higher education.
 (Bradens, 1996; Callison, 2005; Merrill, 1991; Perkins, 1991; Roblyer & Edwards 2004; Smith & Ragan, 1999; Turner & Riedling, 2003; Willis, 1995; and Zook, 2001).
 (Conceptual Framework Descriptors: Adaptive)
 (Standards: NBPTS 1,2,3,4,5; AASL/GaPSC 1.1/1.i, 2.2/2.ii, 3.2/3.ii);
- 4. compare and contrast a variety of research models appropriate for use with K-12 students. (Callison, 2005).
 (Conceptual Framework Descriptors: Adaptive, Knowledgeable, Reflective) (Standards: NBPTS 1, 2, 3, 4, 5; AASL/GaPSC 2.2/2.ii).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

- American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Partnerships for learning*. Chicago: American Library Association. Only School Library Media students need this book. OR *Empowering Learners: Guidelines for School Library Media Programs* – whichever the bookstore has on the shelf.
- American Association of School Librarians. (2007). AASL Standards for the 21st Century Learner <u>http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm</u> Download and print this document.
- International Society for Technology in Education. (2007, 2008). *NETS for Students and NETS for Teachers* <u>http://www.iste.org/AM/Template.cfm?Section=NETS</u> Download and print this document.
- Turner, P. M. & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role* (3rd ed.) Westport, CT: Libraries Unlimited.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Microsoft Campus Agreement Software available through Student Information Technology Services <u>http://www.westga.edu/~mcastu/</u>
- If you do not already own a copy of the 6th edition of the APA Manual you probably will want to go ahead and get a copy of this resource.
- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th edition).

Required Tutorials for CourseDen:

http://www.westga.edu/%7Edistance/webct2/students/

Required: USB Headset/Mic and Webcam OR built-in camera and mic; Skype

References:

- Bradens, R. (1996). The case for linear instructional design and development: A commentary on models, challenges, and myths. *Educational Technology*, *36*(2), 5-23.
- Callison, D. (2005). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry.* Baltimore, MD: LMS Associates.
- Dick, W. & Carey, L. (1995). *The systematic design of instruction* (4th ed.) New York: Addison-Wesley.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design* (4th ed.) Fort Worth, TX: Harcourt Brace.
- Gustafson, K.L. & Brach, R.M. (May, 1997). *Survey of instructional development models*. Syracuse, NY: ERIC Clearinghouse on Information & Technology
- Merrill, M. D. (1991). Some comments on constructivism and instructional design. *Educational Technology*, *31*(5), 45-52.
- Morrison, G.R., Ross, S.M., & Kemp, J. E. (2001). *Designing effective instruction* (3rd ed.). New York, NY: Macmillan College Publishing Company.
- Perkins, D. N. (1991). Technology meets constructivism: Do they make a marriage? *Educational Technology*, *31*(5), 18-23.
- Reigeluth, C.M. (ed.) (1999). Instructional-Design Theories and Models Volume II A New Paradigm of Instructional Theory. Mahwah, NJ: Lawrence Erlbaum Associates Publishers
- Roblyer, M. D., Edwards, J. (2004). *Integrating educational technology into teaching* (3rd ed.). Columbus, OH: Prentice Hall.
- Seels, B., and Glasgow, Z. (1998). *Making instructional design decisions*. Columbus, Ohio: Prentice Hall.
- Shambaugh, R. N., & Magliaro, S. (1997). *Mastering the possibilities: A process approach to instructional design.* Boston: Allyn & Bacon.
- Smaldindo, S., Russell, J., Heinich, J.E., & Molenda, S. (2005). *Instructional media and technologies for learning* (8th ed.), Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. & Ragan, T. (1999). *Instructional design*. New York, NY: Merrill Publishing Company.
- Willis, J. (1995). A recursive, reflective instructional design model based on constructivistinterpretivist theory. *Educational Technology*, 35(6), 5-23.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

On-line Resources

Critical Thinking and Information Literacy Process Model. (n.d.). Retrieved February 15, 2007, from <u>http://www.bcps.org/offices/lis/models/tips/</u>

Flip It Model. (n.d.). Retrieved February 15, 2007, from

http://www.hvla.org/news/programs/flipit.html

Georgia Department of Education. (n.d.). Retrieved May 27, 2005, from http://www.k12.ga.us

Georgia Department of Education/Georgia Learning Connection/ Media. (n.d.). Retrieved December 28, 2004, from <u>http://www.glc.k12.ga.us/pandp/media/homepg.htm</u>

- *Georgia Performance Standards.* (n.d.). Retrieved June 26, 2006, from http://www.georgiastandards.org/
- Information Search Process. (n.d.). Retrieved February 15, 2007, from http://www.asis.org/Bulletin/Feb-99/kuhlthau.html
- *KidsConnect's KCTools*. (n.d.). Retrieved February 15, 2007, from http://www.ala.org/ICONN/kidsconn.html
- Pathways to Knowledge. (n.d.). Retrieved February 15, 2007, from http://www.k12.hi.us/~mkunimit/pathways.htm
- Pathways to Knowledge. (n.d.). Retrieved February 15, 2007, from http://www.intime.uni.edu/model/information/appr.html

The Big 6. (n.d.). Retrieved February 15, 2007, from http://www.big6.com

- The Big 6. (n.d.). Retrieved February 15, 2007, from http://www.kn.pacbell.com/wired/big6/
- The Research Cycle. (n.d.). Retrieved February 15, 2007, from http://questioning.org
- *The Research Cycle*. (n.d.). Retrieved February 15, 2007, from <u>http://www.fno.org/dec99/rcycle.html</u>

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Activities and Assessments:

1. Participation in face-to-face and on-line class activities

Face-to-face class requirements

- Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.
- Absence from on campus sessions may result in a lower cumulative point total. Failure to submit assignments on time will result in a loss of points.

(Objectives # 1,2,3,4; teacher observation)

On-line class requirements

- Students will complete the assigned online activities by the specified timelines. Students must check CourseDen at least 3 times per week. Students are expected to participate in any required online sessions. Students can expect responses from the instructor within 48 hours. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.
- Students need to go through the tutorials that are available by clicking on the "Student" tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately (see contact info on page 1).
- Contact the ITS Helpdesk (see contact info on page 1) if assistance is needed to upload projects to the UWG server. Tutorials are also available on the mitmed wiki at http://mitmed.wikispaces.com/

- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission. All assignments must be submitted by the end of the course in order to be considered.
- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.

(Objectives 1, 2, 3, 4; teacher observation)

2. Thought Provokers

For assigned chapters in the texts and weekly posted readings, students will read and respond formally to the questions and situations posted. Responses should be both reflective and significant in that your answers should include information that you expect to remember and, perhaps, one to five years after you complete this class. What concepts, definitions, and processes are most meaningful to you? These concepts will guide your thinking about the course content and may provoke questions and improve our class and online discussions. Students will also respond to projects developed by their classmates. (Objectives 1,2,3,4; checklist)

3. Student Instruction Design Project - Group Project

Students will discuss and reflect on the Instructional Design steps as presented in *Understanding by Design* in relation to collaborative development, implementation, and evaluation of a Student Instruction project. The discussion will be completed collaboratively between students in the course and school personnel in the field such as school library media specialists, technology specialists, classroom teachers. Discussion groups will be assigned by the instructor based on the background and experience of students. The project will focus on a variety of grade levels and corresponding GPS (Georgia Performance Standards) and will include standards for 21st century learners and technology standards.

- Specific details for the Student Instruction Design project will be posted in the "Student ID Project" backpack on the CourseDen course page.
- Participation in the group discussion each week will constitute half of the points for the project. Discussion participation will not be counted if posted after the due date.
- The work for this project will be completed and submitted periodically throughout the semester.

(Objective 3; rubric)

4. Faculty/Staff In-Service and Professional Development Project - Individual or Group Students will design three modules of materials for Faculty/Staff In-service or Professional Development. The project will focus on information literacy standards, technology standards, and forms of technology. The project must use specific Georgia Performance Standards as the context for the In-Service and Professional Development materials. These modules will be submitted in CourseDen, posted on the UWG server, or built in a Wiki or webpage. Specific details for the In-Service and Professional Development project will be posted in the under "In-Service Project" backpack on the CourseDen course page.
 (Objective 3; rubric)

5. Comparison of Instructional Design Models - Individual Project

Students will define ID, compare three specific instructional design (not research models) models, and explain why they are important in today's society. To accomplish this each student will individually research, reflect, and prepare a comparison documenting the value of instructional design today as it relates to the changing nature of society and learners and describe and compare two specific instructional design models. The comparison must include the definitions of instructional design as presented in the literature as well as the definition of instructional design as the student sees it, the value of instructional design in the schools, the role the student will play as an instructional designer in the future, and the descriptions and comparisons of instructional design models. A minimum of 5 references must be included. Specific criteria will be posted in the "Comparison of Models" backpack on the CourseDen course page. APA format requirements related to intext citations and references must be met.

(Objective 4; rubric)

6. Research Models Exploration

Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards must also be identified. After all of the specified models have been explored, students will write a comparison of the models and describe the potential use for each model. Specific criteria will be posted in the "Research Models" backpack on the CourseDen course page. (Objective 3; rubric)

7. Field Experience Activities (only school library media M.Ed. and Add-On students) Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing inservice materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards. Students will submit the Field Experience Mentor Form, the Field Experience Log, the Field Experience Reflection Form. Students will also need to enter appropriate information on the Activities Checklist and on the Impact of Work with Teachers and Students form. More details provided in the Field Experience backpack.

(Objectives 2, 3, 4; checklist)

8. Completion of Midterm and Final Examination Activities

The midterm and final exam activities will be completed during on-line and on campus sessions and will cover the text materials and other notes posted in CourseDen. The exam activities will consist of both group work and individual work. Students will have access to all materials to use while completing the activities.

(Objectives 1, 2, 3, 4; rubric)

9. Program Reflection

After completing the assignments for this course, School Library Media students will reflect on the assignments and how they helped them gain a better understanding of AASL/GaPSC standards and College of Education Conceptual Framework descriptors. Specific criteria will be posted in the "Program Reflection" backpack on the CourseDen course page. This reflection will be submitted in CourseDen. IT Ed.S. students must consult the miteds wiki for information. IT M.Ed. students must contact Dr. Bray <u>mbray@westga.edu</u> for information.

(Objectives 1, 2, 3, 4; rubric)

Evaluation Procedures:

Assignment		Points	Form of Assessment
Face to Face and Online Class Participation		100	Teacher Observation
Thought Provokers		100	Checklist
Student Instruction Design Project		200	Rubric
Faculty/Staff InService and Professional Development		300	Rubric
Comparison of Instructional Design Models		100	Rubric
Research Models Exploration		100	Rubric
Exams – Midterm and Final		100	Rubric
Field Experience Activities	SLM only		
Program Reflection	SLM only		
	Total Points	1000	

Students will be assessed according to the course objectives with the following percentages:

Attending on campus class sessions and required online sessions, submitting assignments by specified due date, completing assignments without spelling and grammatical errors required.

Grading Policy:

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

File Naming Protocol

Students, we have a new department-wide file naming convention that all students MUST adhere to if they want credit for their assignments. Trust me, 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! You also want to keep the file names as short as possible!

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

Jerry Jingleheimer Johnson, a student in MEDT 7461, submitting his In-Service Module 1 (a Word document) would name that file:

7461_module1_jjj.doc (Word 97-2003) 7461_module1_jjj.docx (Word 2007)

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.pdf.pdf

Again, this is a required naming convention for ALL assignments submitted in ALL courses in your program of study. Thank you very much for your cooperation!

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in 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 late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors loss of points will occur
- Attending on campus class sessions and arriving on time loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing class, please contact the instructor in advance. Since this class meets on campus only once, missing this class will seriously impact the student's ability to complete the course satisfactorily and will be approved only for medical or other emergencies.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <u>http://www.westga.edu/~mcastu/</u>.

Student e-mail Policy

All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Attendance

Attendance at face to face class sessions and participation in all online components of the course are required and will be factored into the course grade.

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*.

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:

<u>http://www.westga.edu/studentDev/index_8884.php</u>. 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.

Disciplinary procedures described in the latest State University of West Georgia

The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Tentative Schedule – Remember that CourseDen will be down every other Friday night. Do not wait until the last minute to post work. You can always post work early!! There is one required face-to-face class sessions.

You will sign up for the required online sessions.

Additional optional face-to-face sessions will also be available if requested.

Ask for help if you need it!

Date	Class Activities	Readings and Assignments	
January 5 - 11	Drop/Add	Make sure you have paid your bill –	
-		you will be dropped from courses	
		without notification !!!!	
Tuesday	* Purchase textbooks and print out the	* Post Introduction Information	
January 11	AASL and ISTE standards	* If new to CourseDen, use tutorials	
CourseDen	* Check for Instructions on CourseDen		
	* Review Syllabus and make notes of		
	questions		
Tuesday	* Read text chapters	* Read chapters 1-6 of Helping	
January 18	* Explore potential resources for	Teachers Teach	
	Comparison of ID Models	* SLM - * Begin reading Information	
	* Begin reading Information Power or	Power or Empowering Learners	
	Empowering Learners (SLM) and the	* All students – Download and begin	
	AASL Standards for 21st Century	reviewing AASL Standards for 21st	
	Learners (SLM and IT) and NETS	Century Learners (SLM and IT) and	
	Standards (IT)	NETS Standards (IT) – see links p. 3	
Friday	Electronic Portfolio Workshop for	SLM and IT faculty will work with	
January 21	M.Ed., Certification, and Ed.S.	students to begin developing their	
6:00 pm	students who will complete their	electronic portfolios – students may	
Lab 204/205	programs this semester	want to bring their electronic files	
Tuesday	* Why Instructional Design?	* Required face-to-face class session	
January 25	* Needs Assessment for InService	* Bring Syllabus and the textbooks to	
Face-to-Face	Professional Development	class	
Lab 205	* Roles of Media Specialists and	* You will begin work on Student	
	Technology Specialists in the Design	Instruction Project Part 1	
	of Instruction	* Read Chapter 7 of <i>Helping Teachers</i>	
	* Instructional Objectives	Teach	
	* InService Responsibilities	* Read Chapters 6, 7, and 8 in text	
	* Georgia Department of Education	Understanding by Design	
	site <u>http://www.k12.ga.us</u>	* Complete Thought Provoker 1	
	* GLC site <u>http://www.glc.k12.ga.us</u>	* Participate in group discussion for	
	* GPS site	Instructional Student Instruction	
	http://www.georgiastandards.org/	Project	
	* AASL and NETS sites	* School Library Media students -	
		Submit Field Experience Mentor	
		Form	

Tuesday	* Work on Comparison of ID Models	* Read Chapter 8 of <i>Helping Teachers</i>	
February 1	* Explore needs assessment strategies	Teach	
CourseDen	for In-Service and Professional	* Respond to Thought Provoker 2	
	Development Module Project	* Participate in group discussion for	
	* Work on InService Professional	Student Instruction Project	
	Development Module Project		
	* Continue group work on Student		
	Instruction Project		
Tuesday	* Work on InService Professional	* Respond to Thought Provoker 3	
February 8	Development Module Project	* Submit Student Instruction	
CourseDen	* Complete InService Professional	Project Part 1	
	Development Planning Template for	* Participate in group discussion for	
	Module 1	Student Instruction Project	
	* Complete Student Instruction Project	* Submit InService Professional	
	Part 1	Development Planning Template for	
	* Work on Comparison of ID Models	Module 1	
Tuesday	* Work on Student Instruction Project	* Read Chapter 9 of <i>Helping Teachers</i>	
February 15	Part 2	Teach	
CourseDen	* Work on InService Project	* Respond to Thought Provoker 4	
	Professional Development Module	* Participate in group discussion for	
	* Complete Comparison of	Student Instruction Project	
	Instructional Design Models	* Submit Comparison of	
		Instructional Design Models	
February 17	Last Day to Apply for Su	·	
Tuesday	* Continue to work on Student	* Read Chapters 9 and 10 of	
February 22	Instruction Project Part 2	Understanding by Design	
CourseDen	* Complete InService Professional	* Participate in group discussion for	
	Development Module 1	Student Instruction Project	
	-	* Read Chapter 11 of <i>Helping</i>	
		Teachers Teach	
		* Respond to Thought Provoker 5	
		* Submit InService and Professional	
		Development Module 1	
Tuesday	* Complete Part 2 of Student	* Read Chapter 10 of <i>Helping</i>	
March 1	Instruction Project	Teachers Teach prior to class	
CourseDen	* Complete Midterm Exam Activity –	* Participate in group discussion for	
	this activity will be determined by the	Student Instruction Project	
	group progress on the Student	* Submit Part 2 of Student	
	Instruction Project	Instruction Project	
	5	* Submit Midterm Exam Activity	
March 2	Last day to withdra	·	
Must be done before 5:00 pm			
March 8 UWG Spring Break			

Tuesday	* Continue working on InService	* Pood Chapter 12 of Helping
Tuesday March 15	* Continue working on InService	* Read Chapter 12 of <i>Helping</i> <i>Teachers Teach</i>
	Professional Development Module 2	
CourseDen	* Complete Planning Template for	* Respond to Thought Provoker 6
	InService Professional Development	* Participate in group discussion for
	Module 2	Student Instruction Project
	* Continue work on Part 3 of Student	* Submit Planning Template for
	Instruction Project	Module 2
Tuesday	* Complete work on Part 3 of Student	* Read Chapter 13 of <i>Helping</i>
March 22	Instruction Project	Teachers Teach
CourseDen	* Continue to work on InService	* Respond to Thought Provoker 7
	Professional Development Module 2	* Participate in group discussion for
		Student Instruction Project
	Advance Registration for Spring	Contact your advisor if needed
Tuesday	* Work on Part 4 of Student	* Respond to Thought Provoker 8
March 29	Instruction Project	* Submit InService Module 2
CourseDen	* Work on Research Models	* Participate in group discussion for
	Exploration	Student Instruction Project
	* Complete InService Professional	* Submit Part 3 of Student
	Development Module 2	Instruction Project
Tuesday	* Work on Part 4 of Student	* Read Chapter 14 of <i>Helping Teacher</i>
April 5	Instruction Project	Teach
CourseDen	* Continue to work on InService	* Respond to Thought Provoker 9
	Professional Development Module 3	* Participate in group discussion for
	* Complete Planning Template for	Student Instruction Project
	InService Professional Development	* Submit Planning Template for
	Module 3	Module 3
Tuesday	* Work on Program Reflection (SLM)	* Respond to Thought Provoker 10
April 12	* Continue to work on Module 3	* Participate in group discussion for
CourseDen	* Continue to work on Part 4 of	Student Instruction Project
	Student Instruction Project	9
	* Complete Course Evaluation	
Tuesday	* Continue to work on Part 4 of	* SLM Post Program Reflection
April 19	Student Instruction Project	* Submit InService Professional
· · · · · · · · · · · · · · · · · · ·	* Complete InService Professional	Development Module 3
	Development Module 3	* Participate in group discussion for
		Student Instruction Project
Fri April 22	M.Ed. and Add-On Portfolios	6:00 am Labs 204/205
Sat April 23	Ed.S. Portfolio Presentations	8:00 am Labs 204/205
Tuesday	* Complete Part 4 of Student	* Submit Field Experience Log form
April 26	Instruction Project	and Field Experience Reflection
April 20		Form (school library media only)
		* Submit Part 4 of Student
Tuesder	* Doot In Someron Drofossion of	Instruction Project
Tuesday	* Post InService Professional	* Submit Final Exam Activities
May 3	Development Modules to share	* Submit Research Models Project
CourseDen	* Complete Final Exam Activities	

The following 2 pages provide Project Due Dates arranged by Project and by Date Due Assignment Due Dates Arranged by Project

Student Instruction ProjectSubmit Part 1FelSubmit Part 2MaSubmit Part 3Ma	huary 18 bruary 8 arch 1 arch 29
Submit Part 1FelSubmit Part 2MaSubmit Part 3Ma	arch 1 arch 29
Submit Part 2MaSubmit Part 3Ma	arch 1 arch 29
Submit Part 3 Ma	arch 29
	wil 06
Submit Part 4 Ap	oril 26
Faculty/Staff In-Service Professional Development Modules	
Submit InService Planning Template Module 1 Fel	bruary 8
Submit InService Module 1 Feb	bruary 22
Submit InService Planning Template Module 2 Ma	arch 15
	arch 29
Submit InService Planning Template Module 3 Ap	oril 5
Submit InService Module 3 Ap	oril 19
Post completed Modules if willing to share with others Ma	ay 3
nstructional Design Model Comparison	
	bruary 15
Research Models Exploration	
Submit completed form Ma	ay 3
Field Experience Assignments - school library media students on	ly l
Field Experience Mentor Form – type and bring to class Jar	nuary 25
Field Experience Log Form Ap	oril 26
Field Experience Reflection Ap	oril 26
Thought Provokers	
Thought Provokers 1 Jar	nuary 25
	bruary 1
Thought Provoker 3 Feb	bruary 8
Thought Provoker 4 Feb	bruary 15
Thought Provoker 5 Feb	bruary 22
Thought Provoker 6 Ma	arch 15
Thought Provoker 7 Ma	arch 22
Thought Provoker 8 Ma	arch 29
Chought Provoker 9 Ap	oril 5
Chought Provoker 10 Ap	oril 12
Program Reflection - school library media only	
Program Reflection Ap	oril 19
Exams	
Midterm Exam Activities Ma	arch 1
Final Exam Activities Ma	ay 3
On Campus Sessions	
Face to face session – required Jar	nuary 25
Required online sessions will be scheduled individually	

Project	Due Date	Date Submitted
Student Info on Wiki	January 18	
First face to face session – required	January 25	
Field Experience Mentor Form – type and bring to class	January 25	
Thought Provokers 1	January 25	
Thought Provokers 2	February 1	
Thought Provoker 3	February 8	
Student Instruction Project Part 1	February 8	
InService Planning Template Module 1	February 8	
Thought Provoker 4	February 15	
ID Comparison Paper	February 15	
InService Module 1	February 22	
Thought Provoker 5	February 22	
Midterm Exam Activities	March 1	
Student Instruction Project Part 2	March 1	
InService Planning Template Module 2	March 15	
Thought Provoker 6	March 15	
Thought Provoker 7	March 22	
Student Instruction Project Part 3	March 29	
InService Module 2	March 29	
Thought Provoker 8	March 29	
Thought Provoker 9	April 5	
InService Planning Template Module 3	April 5	
Thought Provoker 10	April 12	
InService Module 3	April 19	
Program Reflection (SLM only)	April 19	
Student Instruction Project Part 4	April 26	
Field Experience Log (SLM only)	April 26	
Field Experience Reflection (SLM only)	April 26	
Research Models Exploration	May 3	
Post Modules to Share	May 3	
Final Exam Activities	May 3	

Assignment Due Dates Arranged by Date - Space for Students to keep track of Submissions