

**College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**CIED 7060
Curriculum, Instruction, and Technology Integration
Three (3) Semester Hours**

Required Text

Posner, G., & Rudnitsky, A. (2006). *Course design: A guide to curriculum development for teachers* (7th ed.). New York: Addison Wesley Longman.

Course Description

Prerequisite courses: None. An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

Instructors

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Department of Curriculum and Instructional Technology Program Standards

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework, including Vision, Guiding Principles, and Standards as a guide to the education of teachers as they seek certification. Our programs serve students who are teachers, but also many students who are media specialists, technology supervisors and general trainers. Those students who seek initial or advanced certification do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. Masters and Education Specialist programs are also designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

CIED 7060 Curriculum, Instruction, and Technology Integration is a required course for Master's level Instructional Technology Library Media option students. Other Master's and Ed.S. level students may take the course as an elective. This syllabus contains the AECT Domains, upon which the M.Ed. Instructional Technology – Technology Applications Option Program is based, and the AASL Standards, upon which the M.Ed. Instructional Technology – Library Media Option is based, with both cross-referenced to the College of Education CFS.

Association for Educational Communications and Technology (AECT) Domains

Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)
2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

American Association of School Librarians (AASL) Standards

STANDARD 1—USE OF INFORMATION AND IDEAS: School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (CFS III)

STANDARD 2—TEACHING AND LEARNING: School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning. (CFS II)

STANDARD 3—COLLABORATION AND LEADERSHIP: School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas. (CFS VI)

STANDARD 4—PROGRAM ADMINISTRATION: School library media candidates administer the library media program in order to support the mission of the school and according to the principles of best practice in library science and program administration. (CFS I, IV)

Course Objectives

The student will:

- 1) Apply a variety of instructional systems design models. (AECT, Development and Utilization; AASL, Standard 1)
- 2) Utilize principles and procedures of instructional design in a variety of contexts and systems. (AECT, Utilization and Management; AASL, Standard 1)
- 3) Demonstrate personal skill development with two or more: computer authoring application, video tool, or electronic communication (not telephone). (AECT, Development and Utilization; AASL, Standard 1)
- 4) Utilize the research, theoretical, and practitioner foundations of the fields in the development of instructional materials. (AECT, Design, Development, and Utilization; AASL, Standard 1)
- 5) Demonstrate congruency among goals/objectives, instructional strategies and assessment measures. (AECT, Evaluation; AASL, Standard 1)
- 6) Conduct basic and applied research in the evaluation of emergent learner assessments. (AECT, Development, Utilization, Management, and Evaluation; AASL, Standard 1)
- 7) Articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (AECT, Evaluation; AASL, Standard 1)
- 8) Conduct basic and applied research related to message design, which includes multiple media. (AECT, Design, Development, and Utilization; AASL, Standard 1)
- 9) Analyze the effectiveness of macro-level design efforts by considering the interactions of learner characteristics, instructional strategies, nature of content, and the learning situation. (AECT, Evaluation; AASL, Standard 1)
- 10) Demonstrate in-depth synthesis and evaluation of the theoretical constructs and contemporary research related to the identification and importance of learner characteristics. (AECT, Evaluation; AASL, Standard 1)

- 11) Collaborate with a development team to apply principles of design specifications to produce technological products. (AECT, Design and Development; AASL, Standard 1)
- 12) Solve problems of design specifications for embedding learning theories and effective teaching strategies into technological products. (AECT, Development and Evaluation; AASL, Standard 3)
- 13) Create instructional or professional products using technology resources such as CD-ROMs, laser discs, Web page, and other emerging technology resources. (AECT, Design, Development, Utilization and Evaluation; AASL, Standard 3)
- 14) Implement strategies for the diffusion and adoption of innovations in learning communities. (AECT, Utilization and Evaluation; AASL, Standard 2)
- 15) Demonstrate instructional technology leadership skills in a variety of environments. (AECT, Utilization and Management; AASL, Standard 3)
- 16) Demonstrate clear competence in oral, graphic and written communication, and comprehension. (AECT, Management; AASL, Standard 3)
- 17) Identify ethnic, gender, age and ability differences in multicultural organizations and analyze the impact on technology access and use. (AECT, Evaluation; AASL, Standard 1)
- 18) Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (AECT, Evaluation; AASL, Standard 1)

Course Activities/Assignments/Requirements

A number of course activities are inherent in the completion of the processes and products described in the Course Evaluation methods described below. These activities include: Course Planning Steps and (Course Objectives 1-18) and Course Design Products (Course Objectives 1-18).

Course Evaluation

Evaluation Instruments/Methods

A. Course Planning Steps (60%)

The course planning steps form the planning for the course design products. These course planning steps are posted via online discussions. These events will require participation by all students. Specific instructions for course planning steps will be made available through the website.

B. Course Design Products (40%)

The course planning steps for this course will result in the following course design products:

- Course Title
- Introduction/Rationale
- Content Outline
- Conceptual Map for Unit
- Sequence of Subunits
- Subunit Titles
- Intended Learning Outcomes
- Instructional Foci/Central Questions
- General Teaching Strategy
- Evaluation

All course design products must be submitted. Specific instructions for course design products will be made available through the web site.

Note: Use of your own computer or other computer resources is necessary. However, the instructor is not responsible for tutoring the user in basic computer operations or in using personally selected software to complete class assignments. Please make sure you are using a compatible program and version when you submit assignments. The instructor uses the following programs: WebCT, Microsoft Office XP, and Adobe Acrobat.

General Grading Scale

- A excellent work - among the best work at the graduate level
- B satisfactory work - better than average work at the graduate level
- C honest attempt - needs moderate to major revisions to be satisfactory
- D unsatisfactory, perfunctory, or missing work
- F lacking even an attempt to learn or do, dishonesty, plagiarism

Late work will automatically be dropped one letter grade.

Professionalism / Disposition

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. As a professional, you should practice fairness based upon a belief that all learners can achieve.

Participation Policy

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course.

General rule: In all cases, consider what the actions of a responsible professional would be.

Policy Statement on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227, or online as requested. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn a "0" on the assignment, test, project, etc.

Second Offense: The student will earn the letter grade "F" for the course.

Third Offense: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure in the course.

Special Needs Policy

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).