

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

**ITED 7050
Distance Education
Three (3) Semester Hours**

Required Textbooks

Required and supplementary readings available online.

Required Technology

You must have regular, reliable use of a computer with appropriate software and Internet access. The instructor is not responsible for tutoring the user in basic computer operations or in using personally selected software to complete class assignments.

Course Description

In this course, we will explore emerging Internet tools such as blogs and podcasts for professional development, and examine their potential for learning, communication and collaboration. Direct experience and practical application will be emphasized.

Department of Curriculum and Instructional Technology Program Standards

The Department of Curriculum and Instructional Technology (C&IT) recognizes the College of Education Conceptual Framework Standards as a guide to the education of teachers as they seek certification. C&IT serves some students who are teachers, but many students who are media specialists, technology supervisors and general trainers. Only a small proportion of our students seek certification and those students 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. The departmental programs are designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

This syllabus contains the AECT standards, upon which the M.Ed. Instructional Technology Program is based, with cross-reference 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)

Course Objectives

The student will:

1. Set up and use Internet-based applications for learning, communication and collaboration. (AECT, Utilization Domain)
2. Use library and online resources to support information needs. (AECT, Utilization Domain)
3. Use materials produced for instructional or professional purposes. (AECT, Utilization Domain)
4. Recognize and adhere to ethical and legal guidelines in IT contexts. (AECT, Management Domain)
5. Develop a portfolio artifact and caption according to given guidelines. (AECT, Utilization Domain)
6. Demonstrate clear competence in oral, graphic and written communication and comprehension. (AECT, Design and Evaluation Domain)
7. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (AECT, Management Domain)

Course Activities / Assignments / Requirements

Detailed descriptions of each assignment are posted as needed on the course site. Activities include using online course tools and collaboration (Course objectives 1; 4; 6); evaluation of online course tools and collaboration tools (Course objectives 1; 2; 4; 6; 7); and authoring a portfolio artifact (Course objectives 5; 6; 7).

Course Evaluation Evaluation Instruments/Methods

1. Course Tool Use (60%)

Results of using course tools and applications. Activities and products that serve as demonstration of your mastery of particular functions. Includes use of existing web-based applications and services as well as creation of new content.

2. Discussion Postings (30%)

Online postings will be used as a substitute for face-to-face (F2F) discussions.

You are expected contribute information which adds new perspectives or depth to the analysis and discussion of topics. I'll often provide readings and resources but you should also locate authoritative sources to help support your statements. These resources should be recent print or web-based articles, or comments from experts which *directly* relate to or inform the topic, with a citation or URL or date of contact that enables any reader to find or identify the source. Personal experiences are valued but should not be your only source. In general, no single post or reply should exceed one single-spaced page of text, so compose and edit your responses carefully. Examples of postings include evaluation of course tools, reflection on the professional experience, and potential applications in educational settings.

I'll use three quality criteria when I assess your performance in the online discussions:

content (addresses topic, adds to discussion, authoritative sources, accurate)
coherent (clear, evidence of consideration and preparation, flows well)
considerate (fair, friendly, cites or credits sources as needed)

3. Portfolio Artifact (10%)

Choose one of the class activities or assignments and prepare it as a portfolio artifact according to given guidelines.

Grading Scale

- A** excellent work - among the best work
- B** satisfactory work - better than average work
- 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.

Participation Policy

Interaction in an online learning community may be asynchronous (such as blog, wiki postings or e-mail) or synchronous (such as audio conferencing or text 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: consider what the actions of a responsible professional would be.

Statement on Plagiarism and Cheating

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

General rule: consider what the actions of an ethical professional would be.

The Dewar College of Education policy on plagiarism is attached to the end of this document.

Special Needs Statement

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 245-2498 (voice) and 219-1348 (tty).

Instructor

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Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."