

College of Education

Valdosta State University

Department of Curriculum, Leadership, and Instructional Technology

ITED 8400

Technology Selection for Learning Environments

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. Adobe Acrobat is needed to prepare and submit documents as PDF files. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home or workplace.

Course Description

Practical experiences as evaluators and consumers of educational technology, based on research and review of commercial, educational and other authoritative sources. Includes source, vendor and product analysis, study of effectiveness and other benefits, and incorporation in technology plans and facilities.

College of Education Conceptual Framework Standards (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

Curriculum and Instructional Technology Program Standards

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. These 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 Ed.S. 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. Apply research in the selection and utilization of technologies for learning. (AECT, Utilization Domain)
2. Apply research to the adoption and diffusion of technologies in learning communities. (AECT, Utilization Domain)
3. Make implementation decisions based on design specifications. (AECT, Utilization Domain)
4. Implement and evaluate resource management techniques using current research. (AECT, Management Domain)
5. Demonstrate clear competence in oral, graphic and written communication and comprehension. (AECT, Design and Evaluation Domains)
6. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (AECT, Management Domain)
7. Work effectively and efficiently both as a leader and member of a group. (AECT, Management Domain)

Course Evaluation

Evaluation Instruments/Methods

Note: All work prepared and submitted electronically unless other directions are given. Any documents submitted as attachments will be in Adobe Acrobat PDF format.

A. Modules - Forum Contributions (40%)

Online forum postings will be used as a substitute for face-to-face (F2F) discussions and to collect replies to assignments. Forum activities will be organized as modules with suggested resources, directions, and my focus questions or statements.

You are expected to find related information which adds new perspectives or depth to the topical discussion. I will provide readings and resources but you should also locate two authoritative sources to help support your statements. These sources should be recent print or web-based articles, or websites, 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. A minimum of one print source is required, though you may find this source online in full-text format. Recent means one year old is best, and up to two years old is acceptable. Personal experiences are valued

but should not be your only source. In general, no part of a reply should exceed one single-spaced page of text, so compose and edit your responses carefully.

List the supporting resources you found at the end of your posting. You do not need to use in-text APA style citations, but you should practice your APA formatting when you describe the resources you used.

I will use three criteria when I assess your performance in the online discussions:

1) Quality of response:

content (addresses topic, based on authoritative sources, accurate)

coherent (clear, evidence of consideration and preparation, flows well)

college-level (construction, expression)

2) Successful synthesis or integration that includes authoritative sources from # 1 and peer postings (when applicable). Mention peers by name if that seems appropriate. You do not need to include every peer posting before yours, only those you judge most relevant or valuable. Of course, if you are among the first few to post, you may not be able to include peer postings. However, you should be able to integrate readings, your authoritative source(s) and perhaps your own experience.

3) Timeliness. I will check the discussions to see how often you were among the last to post. Occasionally being among the last is fine. Just try not to fall into this category too often.

B. Exercises (40%)

These are practical activities designed to improve your skills as educational technology evaluators, consumers and consultants. You will use research and resources from commercial, educational and other authoritative sources to help you make wise decisions regarding the purchase, installation and integration of computer-related technology. You will respond to these exercises in forum threads assigned to each activity. Details concerning these exercises will appear in the content pages of WebCT.

Assessment based on quality of response:

content (addresses topic, based on authoritative sources, accurate)

coherent (clear, evidence of consideration and preparation, flows well)

college-level (construction, expression)

C. Presentation (20%)

We'll explore web page sharing and application demos using a web-based conferencing tool. Details will be given later, but basically you'll schedule a 15 min. demo session, practice, do a demo, attend one other, and then reflect on the experience. Things may not always go smoothly, but that's part of the exploration. We'll use our collective experience and your reflections to evaluate the potential of this delivery method and to inform future similar activities. Our final class activity will be a true exercise in "technology selection for learning environments."

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.

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 discussion group postings or e-mail) or synchronous (such as instant messaging or 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. ❖