

ACED 4680
**Instructional Materials Development in Technical, Trade
and Industrial Education**
3 Semester Hours Credit

Dewar College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher
Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXT

Miller, W.R., & Miller, M.F. (latest). Instructors and their jobs. Homewood, IL. American Technical Publishers.

ADDITIONAL TEXTS (not mandatory)

Heinich, R., Molenda, M., Russell, J.D., & Smaldino, S.E (1999). Instructional media and technologies for learning. Columbus, OH: Merrill-Prentice Hall

Roblyer, M. D., & Edwards, J. (2000) Integrating Educational Technology into Teaching. Columbus, OH: Merrill-Prentice Hall

COURSE DESCRIPTION

Principles and procedures for planning and developing both print-based and non-print instructional materials for use in the Technical, Trade and Industrial classroom and laboratory.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) 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.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed

at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Standards)

Upon completion of this course, the student will be able to:

:

1. plan for the delivery instruction based on the goals and objectives related to the instructional unit (3)
2. plan and develop instructional materials that support in-class and out-of-class instructional activities (1, 2, 6)
3. develop instructional materials that supplement various methods of delivery supported by lesson plans in order to guide student learning (1, 2, 3, 4, 5)
4. utilize various teaching techniques in order to effectively teach each student (1, 2, 3, 4, 5)
5. complete lessons plan encompassing the previously mentioned objectives (3, 4, 5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Attendance and Participation

Learners will exchange ideas and fully participate in class and group discussions. (2,4,)

2. Poster

Each learner must develop a poster for his/her class presentation. It must be well organized and professionally designed and developed. (3)

3. PowerPoint Presentation or other digital presentation

Each learner must develop one power point/digital presentation for his/her class presentation. It must be well organized and professionally designed and developed. (3)

4. Objectives

Each learner must develop at least three objectives for class instruction of a specific lesson. These objectives must address the three domains of learning – psychomotor, cognitive and affective. They must be well organized and professionally designed and developed. (1)

5. Lesson Plan: Cognitive domain

Each learner must develop a Lesson plan that addresses cognitive domain. It must be well organized and professionally designed and developed. (1, 2, 3, 4, 5)

6. Lesson Plan: Psychomotor domain

Each learner must develop a Lesson plan that addresses psychomotor domain. It must be well organized and professionally designed and developed. (1, 2, 3, 4, 5)

7. Lesson Plan: Affective domain

Each learner must develop a Lesson plan that addresses Affective domain. It must be well organized and professionally designed and developed. (1, 2, 3, 4, 5)

8. Workbook/manual/handbook

Each learner must develop a workbook that must be part of the teaching materials for the Lesson plan that addresses psychomotor domain. It must be well organized and professionally designed and developed. (2, 3, 4)

9. Web page

Each learner must develop a web page that could be used for class instruction. It must be well organized and professionally designed and developed. (2, 3, 4)

10. Final Examination

Each learner must take the final exam. There is no substitute for this exam. (1,2, 3, 4,5)

COURSE EVALUATION

Activity	Possible Points	Earned Points
1. Attendance & Participation (CO. 2, 4,)	55	_____
2. Poster..... (CO. 3)	105	_____
3. PowerPoint/digital presentation (CO. 3)	105	_____
4. Goal Objectives..... (CO. 1)	105	_____
5. Lesson Plan: Cognitive domain (CO. 1,2,3,4,5)	105	_____
6. Lesson Plan: Psychomotor domain..... (CO. 1,2,3,4,5)	105	_____
7. Lesson Plan: Affective domain..... (CO. 1,2,3,4,5)	105	_____
8. Workbook (CO. 2,3,4)	105	_____
9. Web page (CO. 2,3,4)	105	_____
10. Final Exam..... (CO. 1,2,3,4,5)	105	_____

FINAL GRADING SCALE

900—1000.....	A
800—890.....	B
700—790.....	C
600—690.....	D
000—590.....	F

ATTENDANCE POLICY

Attendance Requirement

Due to the fact that much of the information covered in adult and career education (ACED) courses is applied, attendance at all class sessions is mandatory. In the event that an absence is absolutely necessary, the following makeup assignment must be completed in addition to regular class assignments.

Makeup Assignment

For each class session missed, the student must abstract five articles related to the missed class topic, using the format provided below. A class session is defined as a Friday evening or Saturday morning, or Saturday afternoon for weekend classes. For classes that meet weekly, one class session equates to one class meeting. This assignment must be completed, regardless of the reason for missing the class. Failure to complete the assigned work will result in a loss of 5 percent of the total course points for each session missed. In any case, a student missing 20 (or more) percent of the course will be subject to receiving a “W” or “F” for the course, at the discretion of the instructor.

Abstract Format

Use the following format for each article. Critiques must be typed or word-processed. Attach a copy of the article to the abstract.

Title of Article

Author(s)

Title of Periodical

Date

Reference Citation (APA format)

Summary of Article

Implications

Note: It is the student's responsibility to be sure that makeup work is completed and submitted to the instructor.

PROFESSIONALISM

Educators recognize, participate in, and contribute to teaching and learning as a profession.

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 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 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 Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the 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 Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

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