

**ACED 4830**  
**Technology Work and Performance**  
**(3 Credit) SEMESTER HOURS**

---

**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 lifelong 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 TEXTBOOKS**

Van Tiem, D.M., Moseley, L.J., & Dessinger, C.J. (2012), Fundamentals of Performance Improvement. Pfeiffer. San Francisco; CA.

Please visit the VSU Bookstore online at: <http://services.valdosta.edu/bookstore/>

### **COURSE DESCRIPTION**

Exploration of the roles and impact of modern technologies on work and worker performance through the examination of contemporary workplace sectors and environments. The emphasis of this course is to study how technology is changing how work is accomplished in various job sectors and the competencies and performance expected to be successful in the global workplace.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

(identify those that apply to the course)

I. CONTENT AND CURRICULUM: Professionals demonstrate a strong knowledge of content area(s) appropriate for their positions in the workplace.

II. KNOWLEDGE OF EMPLOYEES AND THEIR PARTICIPATION: Professionals support the intellectual, social, physical, and personal development in relation to workplace skills.

III. WORKING ENVIRONMENTS: Professionals create working environments that encourage positive social interaction, active engagement in learning, and self-motivation in relation to topics on technology and performance in workplace.

IV. ASSESSMENT: Professionals understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of technology and workplace skills related topics.

V. PLANNING AND IMPLEMENTATION: Professionals create positive work experiences based on their knowledge of content and mastery in technology and performance improvement topics.

VI. PROFESSIONALISM: Professionals recognize, participate in, and contribute to performance improvement and positive working conditions 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):**

- CO1. Explain the foundation of technology work and performance in the United States; (COE CFS I)
- CO2. Describe how technology work and performance are related to the Workforce development; (COE CFS I)
- CO3. Explain the major U. S. federal legislation that affects the growth and development of technology work and performance; (COE CFS I, VI)

- CO5. Explain the various sociological, political and economic factors that have, and are currently changing the technology, work and performance; (COE CFS I)
- CO6. Explain the emerging trends in Technology, work and performance; (COE CFS I, II)
- CO7. Explain how technology has changed workers performance in the workplace (COE CFS I, II, VI)
- CO8. Recognize the relationship between technologies and performance improvement in the workplace; (COE CFS I, II, III, VI)

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Module	Topics	Activities
1	<ul style="list-style-type: none"> <li>• Introduction &amp; Orientation</li> <li>• Course Syllabus &amp; General Overview of the course</li> </ul>	<ul style="list-style-type: none"> <li>• Post personal information online</li> <li>• Post &amp; discuss the concept and spirit of the topic</li> </ul>
2	<ul style="list-style-type: none"> <li>• The foundation of technology work and performance in the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>
3	<ul style="list-style-type: none"> <li>• Major U. S. federal legislations that impact the growth and development of technology in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>
4	<ul style="list-style-type: none"> <li>• Major state and local legislations that impact the growth and development of technology work and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• <b>A component of Field Study</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• The relationship between technologies and performance improvement for small businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>
6	<ul style="list-style-type: none"> <li>• The impact of technology on government agencies and how it has changed workers performance</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• <b>A component of Field Study</b></li> </ul>
7	<ul style="list-style-type: none"> <li>• Impact of the various sociological, political and economic factors that have and are currently changing the technology in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• <b>A component of Field Study</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• Impact of sociological, political and economic factors that have and are currently changing the employee performance in relation to the use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• <b>Philosophy Paper</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• The emerging trends in technology work and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>
10	<ul style="list-style-type: none"> <li>• The current issues in technology work and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>
11	<ul style="list-style-type: none"> <li>• How technology will cause employees to lose some of the basic technical skills and impede the development of those skills</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• <b>A component of Field Study</b></li> </ul>
12	<ul style="list-style-type: none"> <li>• Reflection In-Action Exercise: The use of technology in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• <b>A component of Field Study</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Philosophy Paper</b></li> </ul>
13	<ul style="list-style-type: none"> <li>• Reflection On-Action Exercise: The improvement of workplace performance when technology is used</li> </ul>	<ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• <b>A component of Field Study</b></li> <li>• <b>Philosophy Paper</b></li> </ul>
14	<ul style="list-style-type: none"> <li>• Synthesis of the major advancement of technology to improve workplace performance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Online Final Examination</b></li> </ul>

NOTE: The instructor reserves the right to revise the course outline and activities as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.

### **COURSE EVALUATION**

Student performance will be formally assessed through the aforementioned assignments and examinations. The following is the course assessment criteria:

Field Study	250 points
Philosophy Paper	100 points
Final Examination	150 points
Mini Assignment	150 points
Threaded Discussion	350
<b>Total</b>	<b><u>1000 points</u></b>

**NOTE:** Scores will be posted in BlazeView within approximately one week of the due date of each assignment. It is the student's responsibility to check the gradebook in BlazeView each week, and to discuss any questions or discrepancies with the professor *no later than one week after a score is posted.*

Evaluation of student earning gain will then be based on the following grading scale:

- A = 900 -1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = Below 600 points

### **ATTENDANCE POLICY**

For attendance purposes, students are required to access and participate in course discussions in BlazeView with a minimum of TWO DIFFERENT DAYS each week. Participating only one day will result in one absence for the week. Not participating in course discussions during a week will result in two absences for that week.

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. The following points may be deducted from the final course average:

0-3 absences	= final course average not affected
4 absences	= 2 points deducted from course average
5 absences	= 4 points deducted from course average
6 absences	= 6 points deducted from course average
7 absences	= 8 points deducted from course average
8 absences	= 10 points deducted from course average
9 absences	= 12 points deducted from course average
10 absences	= student dropped from course with "F"

Please review the *Distance Learning Policies and Procedures for Online Attendance* at: [http://www.valdosta.edu/distance/online\\_attendance.shtml](http://www.valdosta.edu/distance/online_attendance.shtml)

## **PROFESSIONALISM**

### **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>.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: