CIED 7602
Resources and Strategies for E-Learning
Three (3) Semester Hours

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

Cavanaugh, C., & Blomeyer, R. (2007). *What works in K-12 online learning*. Washington, DC: ISTE. (ISBN: 978-1564842367)

Wang, H., & Gearhart, D. L. (2006). *Designing and developing web-based instruction*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (ISBN:978-0130987808)

Optional Supplemental Resource

Dawley, L. (2007). *The tools for successful online teaching*. New York: Idea Group, Inc. (ISBN: 978-1591409588).

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your Georgia VIEW E-Mail on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word and Adobe Acrobat. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE DESCRIPTION

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (as part of the COE CFS programs also align with the professional organizations that set the standards for their fields, consequently those standards are included in this section as well)

I.   CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators 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: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

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

- **Department of Curriculum, Leadership, and Technology Program Standards**

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework (CFS), 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.

CIED 7602 Resources and Strategies for E-Learning is an elective course taken for Master's level Instructional Technology students. The course is also included in the three courses designated and submitted to the Professional Standards Commission for approval for Valdosta State University to recommend candidates for the Online Teaching Endorsement (Certification Rules 505-2-.162; 505-3-.85; www.gapsc.com). The other two courses designated are CIED 7601 Course Management Systems for E-Learning and CIED 7603 Design and Delivery of Instruction for E-Learning.

This syllabus contains the AECT Domains, upon which the M.Ed. Instructional Technology – Technology Applications Option Program is based, and the ISTE Standards, upon which the Professional Standards Commission (PSC) has based the candidate requirements for the Online Teaching Certification, 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)

- **International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)**

"Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (http://www.iste.org).

1. TECHNOLOGY OPERATIONS AND CONCEPTS: Teachers demonstrate a sound understanding of technology operations and concepts. (CFS III, V)

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES: Teachers plan and design effective learning environments and experiences supported by technology. (CFS III, V)

3. TEACHING, LEARNING, AND THE CURRICULUM: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (CFS I, II, III, V)

4. ASSESSMENT AND EVALUATION: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. (CFS IV, V)

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE: Teachers use technology to enhance their productivity and professional practice. (CFS VI)

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. (CFS II, III, V, VI)

Selected Program-level Educational Outcomes (EO) addressed in this course:

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation.

COURSE OBJECTIVES (CO)

The student will:

1. incorporate visual resources into an online module (AECT, Utilization Domain; NETS-T, Technology Operations and Concepts Standard)
2. effectively use and incorporate subject specific developmentally appropriate software in an online learning module (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
3. apply current research on teaching and learning with technology when planning learning environments and experiences (AECT, Design Domain; NETS-T, Productivity and Professional Practice Standard).
4. lead online instruction groups that are meaningful, project-based, inquiry-oriented (AECT, Utilization Domain; NETS-T, Teaching, Learning, and the Curriculum).
5. differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
6. apply technology to engage students' higher order thinking skills and creativity (AECT, Design Domain; NETS-T, Teaching, Learning, and the Curriculum).
7. use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
8. demonstrate the ability to anticipate challenges and problems in the online classroom (AECT, Evaluation Domain; NETS-T, Productivity and Professional Practice Standard).
9. continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness (AECT, Design Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
10. create assignments, projects and assessments that are aligned to address visual, auditory, and tactile learning styles (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
11. use authentic assessment of student acquired knowledge and skills as part of the evaluation process (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
12. develop a triangulation of the assignments, assessments and standards-based learning goals (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
13. create assignments that are authentic and relevant to the content and should elicit a response from the student comparable with the level of competency demanded in the related task (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
14. create assessments, assignments and projects that address multiple intelligences (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
15. respect diverse talents and use strategies designed to include all students (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
16. provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
17. provide opportunities for student self assessment within courses (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Online Discussion and Scenarios (Course objectives 1-17); Professional Literature and WWW Research (Course objectives 3; 12-13; 16); Review/Revision by Expert, Peer & Self (Course objectives 1-17); Instructional Design and Development (Course objectives 1-17) and Learning Module Facilitation (Course objectives 4-5; 7; 15).

COURSE EVALUATION

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 of the course.

1. Scenarios (10% of course grade)

Posed problems addressing specific program standards in relation to skills for P-12 implementation. Scenarios in CIED 7602 will focus on areas of standards-based teaching, online teaching, learning and assessment strategies, web-based resources, P-12 learning object repositories, multi-media resources, and evaluation of online resources. Solutions may require discussion or product. The purpose of the Scenarios is to show clear evidence of developing mastery of selected course objectives of CIED 7602 (Course Objectives 3; 5-7; 9; 15; 17).

2.   Syllabus Construction (10% of course grade)

Document that fully communicates a description of a course within which the CIED 7602 Learning Module would be employed. Is written on a level appropriate to the target P-12 audience. Includes goals, objectives, and assessments, instructor and student interaction expectations, learner guidance, grading system, policies concerning academic honesty, and class organization. Syllabus Construction in CIED 7602 will be for a candidate-selected topic and be self-, peer-, and instructor- reviewed. The purpose of the Syllabus Construction is to show clear evidence of developing mastery of selected course objectives of CIED 7602 (Course objectives 5; 8-10; 12; 17)

3.   P-12 Learning Module (50% of course grade)

Designed an unit of instruction for specific P-12 target audience. This unit will include a reflective paper on the process that led to the creation of the product that demonstrates the students' reflective stance toward their own learning. In CIED 7602 the unit will be constructed within a specified course management system, on candidate-selected topic, and

implemented with peers role-playing students, and the candidate facilitating and moderating. The purpose of the Learning Module is to show clear evidence of developing mastery of selected course objectives of CIED 7602. (Course objectives 1-17).

4. Knowledge Management System (30% of course grade)

Hyperlinked document or database that organizes e-learning resources helpful to the candidate, including professional literature, websites, learning objects, repositories, and lesson plans. Candidates may be directed to add resources within a particular category related to program standards, or they may add entries in a self-directed manner. Descriptive and reflective annotations will be required. Included in the KMS will be the Online Teaching Endorsement Competency Checklist, a full list of the standards required. Candidates will be required to self-assess and to annotate progress during CIED 7602. The purpose of the Knowledge Management System is to show clear evidence of developing mastery of selected course objectives of CIED 7602, and to maintain a record of progress in the Online Teaching Endorsement requirements, if the candidate is pursuing that goal. (Course objectives 1-3; 7-8; 13; 16)

5. Online Discussions (required participation)

Students will be required throughout the semester to review weekly instructor posted discussion threads, the statements and questions will be based on required readings, previous discussions, and prerequisite knowledge. Various Online Group Strategies including discussion, chats, and Live Classroom will be employed. Throughout the term students will be asked to actively search for articles beyond the required readings, cite these articles in their online discussions, and use the knowledge gained from these articles to stimulate further discussion and debates related to specific topics related to instructional technology. The criteria for evaluation are as follows: 1) Students should use references in their discussions to provide a basis and source for their information shared. 2) Students should offer something substantive and valuable to the discussion (offer a different perspective or viewpoint or point of reference), 3) Students should participate in each Online Group Discussion/Activity according to the specific instructions given for that activity. (Course Objectives 1-17)

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly.

90-100=A   80-89=B   70-79=C   60-69=D   Below 60=F

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days

late will not be accepted and a "0" will be assigned as the grade.

ATTENDANCE POLICY / PARTICIPATION POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators 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 work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

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

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/colleges/education/kinesiology-and-physical-education/forms/concern-form.pdf).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf).

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/colleges/education/kinesiology-and-physical-education/forms/concern-form.pdf).   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://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf). 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."

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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

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