

CIED 7603
Design and Delivery of Instruction for E-Learning
THREE (3) SEMESTER HOURS

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Dewar College of Education & Human Services
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

None: Should refer to textbooks for CIED 7601 and CIED 7602.

Optional Supplemental Resource

Dawley, L. (2007). *The tools for successful online teaching*. New York: Idea Group, Inc. ISBN: 978-1-59140-958-8 (eBook).

Course Description

Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population. Prerequisites: CIED 7601 and CIED 7602.

College Of Education Conceptual Framework Standards (Cfs) (*identify those that apply to the course)

*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.

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.

Department Of Curriculum, Leadership, And Technology Program Standards

The Department of Curriculum, Leadership, and Technology recognizes the College of Education Conceptual Framework Standards (CFS) as a guide to the education of teachers and other school service personnel as they seek certification. The Curriculum and Instructional Technology (C & IT) programs serve some who are teachers; some who are media specialists, technology supervisors, and trainers; and some who are not affiliated with P-12 education learning environments.

CIED 7603 Design and Delivery of Instruction 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 7602 Resources and Strategies for E-Learning.

Note: Students must successfully complete the requirements for CIED 7601 and CIED 7602 to be allowed to take CIED 7603.

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

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)

COURSE OBJECTIVES (CO): Given the syllabus, course materials, and guidance from a professional the candidate will:

1. effectively use Internet browsers, email applications and online etiquette; candidates additionally can design and maintain a module using an online course learning management system (AECT, Development Domain; NETS-T, Technology Operations and Concepts Standard)
2. demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction (AECT, Utilization and Management Domains; NETS-T, Teaching, Learning, and the Curriculum).

3. provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (Also includes key components in syllabus: expectations for interactions, grading criteria, inappropriate behavior criteria, class organization, etc.) (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
4. provide a copyright statement or disclaimer which clearly identifies the owner(s) of the course and the source(s) of the material students are about to use (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
5. apply experiences as an online student to develop successful strategies for teaching online (AECT, Evaluation and Management Domains; NETS-T, Productivity and Professional Practice Standard).
6. provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
7. provide activities, modified as necessary, that are relevant to special education modifications, student age, cultural background and experiences (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
8. create or select effective assessment instruments to measure online learning that reflect sufficient content validity (i.e., adequately sample the content that they are designed to measure) and reliability (i.e., produce consistent results from administration to administration) (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
9. employ effective self-evaluation tools to ensure their courses have a variety of timely and appropriate activities to assess student readiness for course content and mode of delivery (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
10. gather appropriate background and content knowledge assessment data for each student and base instruction on student assessment data (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: Review/Revision by Expert, Peer & Self (Course objectives 1-10); Learning Module Design and Delivery (Course objectives 1-10).

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. P-12 Practicum Learning Module (80% of course grade).

Designed and delivered unit of instruction for specific P-12 target audience. Includes analysis of learner, objectives, selection of materials, implementation of instruction, learner, guidance, assessment of learner, and evaluation of unit. This unit will include a reflective explanation of the process that led to the creation of the product will also demonstrate the students' reflective stance toward their own learning. Three products document the P-12 Practicum Learning Module: 1) an online course syllabus, 2) the PPLM Plan, 3) the PPLM Teaching and Assessment Materials, and 4) the Summary Evaluation Report (SER). In CIED 7603 the unit will be constructed within a specified course management system, on candidate-selected topic; implemented with members of the target audience, with 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 7603. (Course objectives 1-10).

2. Knowledge Management System (20% 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 7603. The purpose of the Knowledge Management System is to show clear evidence of developing mastery of selected course objectives of CIED 7603, and to maintain a record of progress in the Online Teaching Endorsement requirements, if the candidate is pursuing that goal. (Course objective 5).

3. PPLM Progress Discussions/Teaching Logs (Required)

Students will be required throughout the semester to review weekly instructor posted discussion threads, the statements and questions will be based on required course work. Throughout the term students will be asked to actively report the progress of P-12 practicum learning module in their online discussions and teaching logs, and use the knowledge gained from the learning module to stimulate further discussion and debates related to specific topics related to e-learning. The criteria for evaluation are as follows: 1) Students should use references in their discussions/logs to provide a basis and source for their information shared. 2) Students should offer something substantive and valuable to the discussion/log (offer a different perspective or viewpoint or point of reference), 3) Students should participate in each Online Discussion/Activity according to the specific instructions given for that activity. (Course Objectives 1-10)

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

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. Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

Professionalism

Within your coursework and fieldwork, you are 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 your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. As a professional, you 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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