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

ITED 7100
Foundational Theories in Instructional Technology
3 SEMESTER HOURS

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.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

Instructional Technology GaPSC Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

Teaching, Learning, & Assessment (2.0000)**.** Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively

plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

COURSE DESCRIPTION
Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS
No textbooks are required. Readings and other resources will be provided within the course website and via links to external online resources.

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 VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES (_Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses_).
Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate clear competence in oral, graphic and written communication and comprehension. (GaPSC 3.0700; Themes: O-TL1.2)
2. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (GaPSC 6.0100-6.0300; Themes: O-EDL2 .1)

3. Use research and theory that are grounded in the foundations of the IT field to develop instructional materials. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
4. Recognize and adhere to ethical guidelines having impact on instructional technology design, development, utilization, management and evaluation. (GaPSC 4.0200; Themes: O-EDL2 .2)
5. Collaborate in group problem-solving and communication of solutions. (InTASC Standards: 1, 2, 3, 4, 5 and 10; GaPSC 1.0100; 3.0200; 3.0700; Themes: O-DL2.2)
6. Identify ethnic, gender, age, ability, and motivational similarities and differences in organizations and analyze their impact on technology access and use. (GaPSC 2.0200; Themes: O-DL2.2)
7. Define, discuss and analyze the application of learning and instructional theory, systems theory, communications theory and information theory to research and practice in instructional technology. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
8. Define instructional technology as the design, development, utilization, management and evaluation of the processes and resources for learning. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
9. Describe the characteristics of and interrelationships among the domains of instructional technology. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
10. Identify and efficiently utilize information resources in instructional technology to find professional and academic information. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
11. Describe important developments in the history and evolution of instructional technology. (2.0100-2.0200; Themes: O-CPL1.1)
12. Identify trends in instructional technology and predict future issues and implications. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
13. Summarize major areas of instructional technology research. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
14. Critically examine organizations as environments for incorporating technology for learning. (GaPSC 2.0100-2.0200; Themes: O-CPL1.1)
15. Describe professional careers and areas of specialization in instructional technology. (GaPSC 6.0100; Themes: O-EDL2 .1)
16. Advance achievement of professional goals through instructional technology activities and resources. (GaPSC 6.0100; Themes: O-EDL2 .1)
17. Analyze and set goals for achievement of professional growth and development. (GaPSC 6.0100-6.0200; Themes: O-EDL2 .1)
18. Develop portfolio artifacts and captions which effectively demonstrate introductory-level skills and knowledge in the five domains of instructional technology. (GaPSC 6.0100-6.0200; Themes: O-TL1.2 and O-EDL2 .1)
19. Observes highly skilled professionals (e.g., teachers, other school professionals, and/or leaders) appropriate for the candidate's area of certification/preparation. (GaPSC 6.0100-6.0300; Themes: O-FL1.1)
20. Shares resources and strategies with others to help them better understand the cultural, economic, ethnic, gender and learning differences of learners and their communities. (GaPSC 2.0200; Themes: O-DL3.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products included in the Course Evaluation methods generally described below. (More detailed descriptions of each evaluation component can be found on the course website.) These activities include: Reflective writing (Course objectives 1-4, 6-18); Reading and Online Discussion (Course objectives 1, 4-5, 7, 11-14); Scenarios (Course objectives 4-5); Library & WWW Research (Course objectives 3-7, 10-14); Review/Revision by Expert, Peer & Self (Course objectives 1-19); Problem-Based Learning strategy (Course objectives 4-5), Group Projects (Course objectives 1, 3, 4-6, 10, 13, 19-20) and Course Portfolio (Course objectives 1-2, 15-18).

Alignment to the following educational themes is noted below: Technology Proficiencies (OTL), Diversity Proficiencies (DL), Field Experience Proficiencies (FL), Ethics and Dispositions Proficiencies (EDL), Content Pedagogy (CP), and Assessment Proficiencies (AL) are indicated below. Level 1 refers to exploring, Level 2 refers to applying, and Level 3 refers to integrating. The number after the decimal in the levels is meaningless for you at the moment and is included for the professor's tracking purposes.

The field application will be assessed using the Field Log in LiveText that you should have started in EDUC 5999. If you do not own LiveText or are a NON P-12 candidate, this does not apply to you. If you are seeking P-12 certification, the Field Log entry is required to pass this class.

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. Instructional Technology and Self Project (30% of course grade)

The student will participate in and complete specified individual and group activities designed to build knowledge and skills in instructional technology related to personal and professional goals. Activities related to career goals, theoretical frameworks, IT domains, research-based practices, and identification of professional organizations and resources comprise the IT & Self Project. (Course objectives 1-2, 5, 8-10, 13, 15-17, 19)

2. Instructional Technology and Community Project (30% of course grade)
The student will participate in and complete specified individual activities designed to build knowledge and skills in instructional technology related to Instructional Technology theory and practice. Activities related to theories (learning, instruction, systems, communications and information), research methods, and history and trends in the field comprise the IT & Community Project. (Course objectives

1-2, 5, 7, 11-14)

3. Instructional Technology and Society Project (30% of course grade)
Students will participate in and complete specified individual and group activities designed to build knowledge and skills in instructional technology related to societal issues and implications of Instructional Technology. Activities related to law and ethics, most specifically issues of intellectual property rights, privacy rights, diversity and equitable access, comprise the IT & Society Project. (Course objectives 1-6, 20)

4. Knowledge Management System (10% of course grade)
You will construct an artifact that can be used as a personal knowledge management system, constructed in a wiki. The home page of the wiki site will include an introduction and a final reflection explaining the process that led to the creation of the product and will also demonstrate your reflective stance toward your own learning in this class. The remainder of the wiki site will demonstrate your knowledge developed from the IT & Self Project, IT & Community Project and IT & Society Project. (Course objectives 1-3, 5, 18)

5. Student Engagement in Learning (Advisory to Student and to Course Grade)
Twice during the term, student engagement in learning will be assessed using a rubric. Behaviors that would indicate optimal student engagement are demonstration of punctuality in completing assignments, full online attendance, effort, careful attention to detail, willingness to revise based on feedback, creativity, enthusiasm, helpfulness to peers, self-reliance, courtesy, and cooperation in group work situations. (Course objectives 2, 5)

6. LiveText Submission (Required)

This task is for students with a P-12 Technology Applications Concentration only. If you own LiveText (meaning you purchased it in EDUC 5999), there will be a submission to LiveText in this class. More information will be provided at a later date, but successful completion by the due date is a pass/fail requirement of the course. If you do not post it and are required to, you will fail the class.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

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.

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.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Anti-Plagiarism Software
By taking this course, you agree that all required course work may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW.
For more information on the use of TurnItIn at VSU, see TurnItIn for Students:
https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php

ACCOMMODATIONS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

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 to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. 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 SOIProceduresandTimelines (located at http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php).

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