

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

ITED 7200
Information Sources and Uses
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.

InTASC Model Core Teacher (Educator) Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher (educator) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher (educator) uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher (educator) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher (educator) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher (educator) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher (educator) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher (educator) plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher (educator) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher (educator) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher (educator) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

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. (InTASC Standard: 10)

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. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (InTASC Standards: 9 and 10)

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. (InTASC Standard: 9)

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. (InTASC Standard: 9)

COURSE DESCRIPTION

Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Consideration of legal issues, accessibility, and diversity in learner characteristics.

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*).

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 (CPL), 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.

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate competence in oral, graphic and written communication and comprehension. (GaPSC 2.0100-2.0800)
2. Demonstrate competence in organizing, documenting and reflecting upon assigned and self-generated activities. (InTASC Standard: 9; GaPSC: 6.0100, 6.0200; Theme: O-EDL3.1)
3. Recognize and adhere to ethical guidelines in IT contexts. (GaPSC 4.0200)
4. Develop a portfolio artifact and caption which effectively demonstrate introductory-level skills and knowledge in the field of instructional technology. (GaPSC 3.0200, 6.0200)
5. Locate, evaluate, and select appropriate resources for professional development and teaching/learning. (GaPSC 2.0400, 2.0500, 2.0600, 4.0100, 4.0300)
6. Recognize, adhere to, and encourage ethical behavior towards copyright regulations, particularly those related to Internet use. (InTASC Standard: 9; GaPSC: 4.0200; Themes: O-EDL1.2)
7. Recognize, adhere to, and encourage ethical behavior towards regulation of Internet access and use by minors. (InTASC Standard: 9; GaPSC: 3.0400, 4.0100, 4.0200; Themes: O-EDL1.2)
8. Recognize, adhere to, and encourage ethical behavior towards accessibility to Internet resources. (InTASC Standard: 2; GaPSC: 3.0400, 4.0100, 4.0200; Theme: O-EDL1.2)
9. Incorporate accessibility features into Web page development. (InTASC Standard: 2; GaPSC: 3.0400, 4.0100, 4.0200; Themes: O-EDL1.2, O-TL2.1)
10. Evaluate Internet, database, and other resources for quality and appropriateness for use in instruction. (InTASC Standards: 5, 7; GaPSC: 2.0200, 2.0400, 2.0500, 2.0600; Theme: O-TL2.1)
11. Design and develop Web pages, in collaboration with colleagues, that incorporate Internet resources for meaningful learning. (InTASC Standards: 1, 2, 5, 6, 7, 8; GaPSC: 2.0100, 2.0300, 2.0500, 3.0200, 3.0300, 3.0400, 3.0700, 4.0100, 4.0200, 4.0300; Themes: O-CPL2.1, O-CPL2.2, O-TL2.1, O-TL2.2)

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: Assignments (Course objectives 1-3, 5-10); Weekly Journal Entries (Course objectives 1, 2, 4); Oral Presentations; Small-Group Activities (Course objectives 1, 2, 5,10); Review/Revision by Expert, Peer, & Self (Course objectives 1, 2, 3, 10).

COURSE EVALUATION

The culminating Web Site Project involves the design and development of an educational Web site. Each candidate individually creates a Web-based learning resource on an educational topic of his or her choice that includes: (a) an informative and engaging homepage, (b) annotated and categorized links to other Web sites, (c) subtopic sections containing student/teacher resources on the topic, and (d) an information problem-solving activity.

The assignments that candidates complete during this course prepare them with the knowledge, skills, and dispositions needed to successfully create the culminating project Web site. In fact, some of these assignments involve creation of components for the candidate's Web site.

Assignment 1 – Project Topic and Learner Description (4 points): Candidates write a proposal for their Web Site Project. The proposed project must involve learner engagement with Internet resources, not be too broad or too narrow in focus, and be appropriate for the learners. Description of the learners should include the grade level of the learners, the subject, the range of proficiency of the learners in the subject (including any special needs or skills), and their computer skills.

Assignment 2 – Bookmarks (4 points): Candidates employ the Google search engine and search strategies (such as use of Boolean operators) to find information on their proposed topic. They bookmark useful WWW sites and create a Web page with working bookmark links for their topic. They also write a description of their search process, including the strategies used and the success achieved.

Assignment 3 – WWW Databases (4 points): Using a variety of Internet-based databases, candidates search for resources on their project topic. These databases include a subject directory, Invisible Web database, and the ERIC database. Candidates also use a recommended search engine (other than Google) and compare the results of its use to results from their searches using the other search tools. They then write a description of their search processes and results.

Assignment 4 – WWW Education Databases and APA Style (4 points): Candidates use Education World to find two Web sites, lesson plans, or other resources (other than journal articles) on their project topic. Using GALILEO, the Georgia online educational resources provider, they also locate full-text versions of two journal articles on their topic. Candidates write descriptions of the four obtained resources. To properly identify their sources, they include a correctly formatted APA-style reference list of all four resources.

Assignment 5 – Hyperlinked Resource Page (10 points): Each candidate creates a Word-based Web page containing a description of his or her topic and annotated Internet links from searches for resources for learner use on the topic. The page should include an introductory paragraph, at least two subtopic sections (each with a description), 8 or more working links to Web sites, and a title in large font.

Assignment 6 – Evaluation of Web Sites (4 points): Candidates read about Web site evaluation concepts. They then use a checklist to evaluate Web pages on their individual topics. Appropriate responses correctly identify Web site quality and author bias.

Assignment 7 – Web Site Homepage (4 points): Candidates use Google Sites to generate an informative and engaging homepage for their chosen topic. The homepage includes an introduction describing the topic, purpose, and audience. The homepage also must have a last-updated date, a link to the candidate's

e-mail address, a link to a biography page about the candidate, and a descriptive menu with items for the main sections of the Web site. The candidate should incorporate into the homepage the page design principles introduced in this lesson. These principles include use of complementary text and background colors, a small number of font sizes and styles used consistently for similar purposes across sections, graphics that relate to and complement the text and incorporate accessibility features, and navigation that is consistent across pages.

Assignment 8 – Internet Problem-Solving Activities (4 points): In this assignment, candidates peruse and critique WWW information problem-solving activities for students. They use the Big Six Skills (Eisenberg & Berkowitz, 1992) as guidelines for analyzing and reviewing activities found on the Internet, including projects on topics similar to their own.

Assignment 9 – Web Activity for Information Problem Solving (14 points): In this assignment, the candidates design and develop a section for the Web site to promote learner engagement and use of higher-order thinking skills for information problem solving. They do this by incorporating an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet. Candidates design the activity to support learners' thinking at the levels of analysis, synthesis, or evaluation (Dodge, 1997). Candidates are provided Web resources about WebQuests and the Big6 Skills as examples and guidance for their design.

Assignment 10 – Copyright and Fair Use (4 points): Candidates gain familiarity with copyright and Fair Use concepts, especially for Internet and multimedia resources, by discussing decision scenarios about fair use of resources for Web-based instruction. Candidates then generate their own scenarios, similar to the ones discussed, and provide explanations for decisions based on the scenarios.

Assignment 11 – Subtopic Sections for the Web Site (4 points): Candidates are guided to create the subtopic sections of their Web site. Each candidate designs and develops sections that include annotated Internet links from his/her previously submitted Hyperlinked Resource Page, explanation of the subtopics, a biography page, and the information problem-solving activity, as well as the homepage. They create links to the pages and other components to provide logical and consistent navigation of the Web site.

Web Site Project (40 points): The 10 criteria in the course Web Site Evaluation Rubric reflect the knowledge and skills on which course assignments focused and guide the candidate's completion of Web Site Project development. After submitting the Web Site Project, each candidate evaluates two classmates' Web sites and provides comments at each site. Candidates use their peers' and instructor's feedback when revising the Web Site Project. The instructor uses the Web Site Evaluation Rubric to assess each candidate's Web Site Project and assign a grade.

Required LiveText submission: If you are in the M.Ed. in Instructional Technology, P-12 Technology Applications concentration (not Library Media concentration or Non P-12 Tech Apps concentration), you are required to submit to LiveText the URL for your Web Site Project along with a caption (as a Word document) for the Project. Send an email to your instructor when you have uploaded your project URL and caption to LiveText. This is a pass/fail requirement of the course.

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 candidate. 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

Candidates 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 candidates to make sure that they have adequate equipment and access to maintain this online presence. Because candidates 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 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 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 inquires 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 candidates will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Candidates 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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>.