

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

ITED 7300
Instructional Technology for Teaching, Learning, and Assessment
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.

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.

2010 ALA/AASL Standards for Initial Preparation of School Librarians

1. **Teaching for Learning:** Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.
2. **Literacy and Reading:** Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.
3. **Information and Knowledge:** Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.
4. **Advocacy and Leadership:** Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.
5. **Program Management and Administration:** Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

(From

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)

COURSE DESCRIPTION

Integrate technology into personal teaching practice and collaboratively plan with and assist other educators to improve teaching, learning, and assessment.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Smaldino, S. E., Lowther, D. L., Mims, C., & Russell, J. D., (2015). Instructional technology and media for learning (11th ed.). New Jersey: Pearson Education.

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 (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

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. Model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (GaPSC 2.0100; O-TL 3.1, O-CPL 2.2)
2. Model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (GaPSC 2.0200; 2010 AASL 1.4, 3.3; O-DL 1.1)
3. Model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (GaPSC 2.0300; O-TL 3.1)
4. Model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind. (GaPSC 2.0400; O-TL 3.1)
5. Model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (GaPSC 2.0500; 2010 AASL 1.1; O-TL 3.1, O-CPL 2.2)
6. Model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (GaPSC 2.0600; 2010 AASL 1.2, 1.4; O-TL 3.1, O-CPL 2.2)
7. Model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (GaPSC 2.0700; 2010 AASL 1.1; O-AL 3.1)
8. Model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (GaPSC 6.0800; 2010 AASL 1.2; O-TL 3.1, O-AL 3.1)
9. Model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. (GaPSC 3.0100; O-TL 3.1)
10. Effectively manage digital tools and resources within the context of student learning experiences. (GaPSC 3.0200; O-TL 3.1)

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: Guided Reading (Course objectives 1-10); Independent Reading (Course objectives 1-10); Digital Research and Resource Evaluation (Course objectives 1-10); and Online discussions (Course objectives 1-10).

COURSE EVALUATION

Assignments will be due on the Monday evening of each week at 11:59 p.m. immediately before the following week begins.

A. Instructional Design Project (IDP)

Students will design and implement technology-enhanced, authentic learning experiences aligned with student content standards and student technology standards. The IDP will include the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind. Learner data from diagnostic, formative, and summative assessments during the IDP implementation will be interpreted using digital tools. Recommendations on how to improve instructional practice to maximize learning will be made based on the data. **Students will design, develop, implement, and evaluate an instructional design with** the ASSURE model as follows:

- 1.0 Develop Project Proposal
 - 1.1 Introduction
 - 1.2 Describe Target Audience
 - 1.3 List Project Goals
 - 1.4 Schedule
- 2.0 Develop ASSURE Blueprint
 - 2.1 Analyze Learners
 - 2.2 State Standards and Objectives
 - 2.3 Select Strategies, Technology, Media, and Materials
 - 2.4 Utilize Technology, Media and Materials
 - 2.5 Require Learner Participation
 - 2.6 Evaluate and Revise
 - 2.6.1 Assessing Learner Achievement
 - 2.6.2 Evaluating and Revising Strategies, Technology, and Media
 - 2.6.3 Revision
- 3.0 Final IDP Documentation
 - 3.1 IDP Revisions
 - 3.2 Work Samples
 - 3.3 *t* Test results or Data Analysis Report
 - 3.4 Summary (and or Reflection)
 - 3.5 IDP Packaging

(Course objectives 1-10) ***This is a theme proficiency level assessment related to the CAEP theme of Assessment and should not be modified or removed from this course without the approval of the program faculty.***

B. Individual Activities

Synthesis and analysis of course content will be evaluated through individual activities which are listed in the course syllabus and described in individual assignment links in D2L course content page.

C. Required LiveText submission

If you own LiveText (meaning you purchased it in EDUC 5999), there will be one required submission (Final IDP Documentation in PDF) to LiveText in this class. Send an email to your instructor when you upload your submission 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 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 online discussion groups. Responsibility of the student is to make sure that adequate equipment and access to maintain online presence is given. 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 discussion situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

ACADEMIC INTEGRITY

Students in the course are expected to know and follow proper policies regarding academic integrity. This includes cheating, plagiarizing sources, violating copyright, etc. If students are found to infringe upon these policies they will be reported by the instructor. In addition, the instructor has the right to fail the student from the course, fail the student on the particular assignment, give 0 points for the assignment, or use other repercussions depending upon the severity of infringement. For more information please visit <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-code-of-conduct.pdf>.

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](#).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESS/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 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.

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 [SOI Procedures and Timelines](https://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php) (located at <https://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php>).