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

ITED 7400
Digital Learning Environments
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. (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

Creation, support, and effective management of digital learning environments. The course includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Required and supplementary readings available online.

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

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

1. Describe functional parts of a personal computer. (GaPSC 3.0100, 3.0200, 3.0500, 3.0600; O-TL_1)
2. Apply troubleshooting techniques for computer components. (GaPSC 3.0100, 3.0200, 3.0500, 3.0600; O-$TL_{2.2}$)
3. Apply basic facility planning guidelines. (GaPSC 3.0100, 3.0600; 2010 AASL 5.3)
4. Evaluate computers and related technology systems from consumer and end-user perspectives. (GaPSC 3.0100, 3.0200, 3.0300, 3.0600; 2010 AASL 3.3; O-$TL_{1.1}$)
5. Describe components of a computer network. (GaPSC 3.0100, 3.0200, 3.0500, 3.0600; O-$TL_{1.1}$)
6. Document a typical building or system network. (GaPSC 3.0100, 3.0200, 3.0400, 3.0500, 3.0600; O-$TL_{1.1}$).
7. Explain the basic operations of a network and its use by a given audience. (GaPSC 3.0200, 3.0300, 3.0500; O-TL_2).
8. Produce education oriented content deliverable via a smart phone or other mobile device (GaPSC 3.0200, 3.0300, 3.0400; 2010 AASL 3.3; O-TL_2).
9. Use multimedia technology to produce instructional content delivery via the Web (GaPSC 3.0200, 3.0300, 3.0400; 2010 AASL 3.3; O-TL_3).
10. 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; O-TL_3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described below. Detailed descriptions of each assignment are posted as needed on the course website. These activities include: Observation of skills during online class activities and exercises (Course objectives 1-7); Classroom Technology Infrastructure Audit and Networking Project (Course objectives 1-3, 5-10); Technology Integration and Troubleshooting Project (Course objectives 2, 4, 8-9); Portfolio artifact (Course objectives 10); Reading and Online Discussion (Course objectives 1-4).

COURSE EVALUATION

A. Online Discussions (10% of course grade)

You 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. Throughout the term you will be asked to actively search for resources beyond the required readings, cite these resources in the online discussions, and use the knowledge gained from these resources to stimulate further

discussion and debates related to specific topics related to digital learning environments. The criteria for are as follows: 1) You should use references in the discussions to provide a basis and source for the information shared. 2) You should offer something substantive and valuable to the discussion (offer a different perspective or viewpoint or point of reference), 3) You should participate in each online discussion according to the specific instructions given for that discussion. (Course objectives 1-2, 4-6, 10-11)

B. Classroom Technology Infrastructure Audit and Networking Project (50 % of course grade)

The project involves technology classroom/media center technology infrastructure and networking service. Each candidate has to (1) identify the basic specifications of computer and computer projection equipment; (2) measure space configurations and infrastructure capacity of facility/library media center, (3) understand the structure of networking service and relevant network security issues, and (4) design and develop a technology product for digital learning environments using new technologies (e.g., mobile technologies). (Course objectives 1-5, 7-11)

C. Technology Integration and Troubleshooting Project (40% of course grade):

This project involves technology tool evaluation, integration, and troubleshooting. Each candidate has to (1) evaluate screen capture/recording tools and identify the best one for instruction, (2) develop a technology integration lesson plan to identify possible strategies for integrating screen capture/recording software into instruction; (3) use a chosen screen capture/recording tool to create a screencast tutorial for supporting student learning, (4) develop the skills to troubleshoot problems using screen capture/recording software, and (5) evaluate and reflect on the learning experience learned from this project (e.g., including technology integration skills and troubleshooting skills). (Course objectives 4, 6, 10-11)
O-TL$_{3a}$ ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

D. LiveText Submission (Required)

If you own Livetext (meaning you purchased it in EDUC 5999), there will be two submissions to Livetext in this class. More information will be provided at a later date, but the successful completion of both 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. Each item to be submitted will be done as part of the regular course by all students -- the upload to or submit for review in LiveText is the only additional piece that will be required.

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

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 SOI Procedures and Timelines (located at http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php).