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

ITED 7600
Introduction to Discipline-Based Best Practices Literature
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
(*identify those that apply to the course)

*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.

INSTRUCTOR

Name: Ellen W. Wiley, Ed.D.
Office Number: Curriculum, Leadership, & Technology Bldg, Room 210
Telephone Number: 229-333-5633
Email Address: ewiley@valdosta.edu
Office Hours: TBA

COURSE DESCRIPTION

Introduction to analyzing discipline specific literature and applying the conventions of academic writing using the *Publication Manual of the American Psychological Association.*

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Publication Manual of the American Psychological Association. (6thed.).(2009). Washington DC: American Psychological Association.

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

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. Identify articles as empirical research, determine type of research and ask questions to facilitate an understanding of the studies. (GaPSC 1.0300, 5.0200; O-EDL$_{1.2}$, O-EDL$_{2.1}$)
2. Evaluate exemplary curricular and instructional practices described in the professional literature. (GaPSC 1.0300, 2.0600, 5.0300)
3. Articulate the relationships within the discipline between theory, research, and practice as well as the interrelationships between people, processes, and devices. (GaPSC 1.0400, 2.0600; O-EDL$_{1.2}$)
4. Use a variety of research tools, including electronic resources, to investigate instructional design and technology research. (GaPSC 6.0100; O-EDL$_{1.2}$)
5. Analyze and summarize research studies. (GaPSC 6.0100, 6.0300; O-TL$_{1.2}$, O-EDL$_{2.1}$)
6. Demonstrate clear competence in written communication and comprehension. (GaPSC: 6.0300; O-EDL$_{1.2}$, O-EDL$_{2.1}$)

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 1-4; 7; 9; 10); Classroom Technology Infrastructure Audit and Networking Project (Course objectives 1-5, 7-11); Technology Integration and Troubleshooting Project (Course objectives 4, 6, 10-11); Portfolio artifact (Course objectives 10-12); Reading and Online Discussion (Course objectives 1-2, 4-6, 10-11).

COURSE EVALUATION

A. Area of Focus Assignment (10% of course grade)

   You will identify an area of focus based on an educational concern/problem/issue regarding teaching and/or learning. You will then construct a search strategy to identify and evaluate 10 peer reviewed journal articles to support your area of focus. Each article will then be annotated and referenced. Detailed instructions and criteria will be provided in the ITED 7600 Learning Module. (Course Objectives 1, 2, 3, 5, 6)

B. APA Skills Assessment Module (10% of course grade)

   You will complete a skills assessment module based on the *Publication Manual of the American Psychological Association*. (Course Objectives 1, 4, 6)

C. Literature Review Outline (10% of course grade)

   You will develop a *Literature Review Outline* using the 12 peer reviewed journal articles (no more than 3 years old). Detailed instructions and criteria will be provided in the ITED 8960 Learning Module. (Course Objectives 1, 2, 3, 5, 6)

D. Sample Paragraph (10% of course grade)

   You will prepare a *Sample Paragraph* based on the content from your Literature Review Outline. Detailed instructions and criteria will be provided in the ITED 8960 Learning Module. (Course Objectives 1, 2, 3, 5, 6)

E. Discipline-based Literature Review (60% of course grade)

   You will produce a short Literature Review

   - 5 page minimum/6 page maximum (excluding reference list and title page)
   - Double-spaced
   - 10-12 references
   - APA format

   The first draft of the Discipline-based Literature Review will be assessed for 20% of the course grade. The final draft of the Discipline-based Literature Review will be assessed for 40% of the course grade. The first and final drafts combine for a total of 60% of the course grade. The purpose

of the Literature Review is to show clear evidence of developing mastery of course objectives 1-6 for ITED 7600. Detailed instructions and criteria will be provided in the ITED 7600 Learning Module. (Course Objectives 1, 2, 3, 5, 6)

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

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. 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/academic/OnlineSOIPilotProject.shtml.