

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

**ITED 8100
Theories, Models, and Perspectives of 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

Model and facilitate the use of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments. (*This course requires at least 15 hours of work in the field of instructional technology in the form of peer professional development and/or hands-on technology applications with the learners in the field in which you work.*)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Reiser, R. A., & Dempsey, J. V. (Eds.) (2012). *Trends and Issues in Instructional Design and Technology* (3rd ed.). Saddle River, NJ: Pearson Education. (ISBN-13: 978-0132563581)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (ISBN-13: 978-1433805615)

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. Identify learning theories from which a variety of ID models are derived and the consequent implications. (GaPSC 2.0100; Theme: O-CPL1.1)
2. Identify the theories and historical background of analysis as a component of instructional design and instructional systems development. (GaPSC 2.0100; Theme: O-CPL1.1)
3. Recognize and articulate current trends in the development of theory and emerging

practice related to instructional design and instructional technology. (GaPSC 2.0100; Theme: O-CPL3.1)

4. Demonstrate personal skill development with two or more: computer authoring application, web authoring tool, video tool, electronic communication application, or other tool approved by professor. (GaPSC 3.0200; Theme: O-TL2.2)
5. Articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (GaPSC 1.0300, 2.0100, 5.0100-5.0200; Theme: O-CPL3.1)
6. Analyze the effectiveness of macro- and micro-level design efforts by considering the interactions of learner characteristics, instructional strategies, nature of content, and the learning situation. (GaPSC 3.0400; 4.0100; 5.0100; Theme: O-CPL3.1)
7. Demonstrate clear competence in oral, graphic and written communication and comprehension. (GaPSC 3.0700; Theme: O-TL2.2)
8. Identify ethnic, gender, age and ability differences in multicultural organizations and analyze the impact on technology access and use. (GaPSC 2.0200; Theme: O-DL2.1)
9. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (GaPSC 6.0100-6.0300; Theme: O-EDL2.1)
10. Work effectively and efficiently both as a leader and member of a group. (GaPSC 1.0100, 3.0200, 3.0700; Theme: O-DL2.1)
11. 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; Theme: O-TL1.2 and O-EDL2.1)
12. Describe professional careers and areas of specialization in instructional technology. (GaPSC 6.0100; Theme: O-EDL2.1)
13. Analyze and set goals for achievement of professional growth and development. (GaPSC 6.0100-6.0200; Theme: O-EDL2.1)
14. Collaborates with others to deepen the learning community's awareness of the moral and ethical demands of professional practice (GaPSC 4.0100-4.0200; Theme: O-EDL3.1)
15. 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; Theme: O-FL1.1)

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: Reflective writing (Course objectives 1-3; 5-9; 11-13); Reading and Online Discussion (Course objectives 1-3; 5-9); Library & WWW Research (Course objectives 1-3; 5-6; 8); Review/Revision by Expert, Peer & Self (Course objectives 1-15); Instructional Design (Course objectives 1-3; 5-9; 14); Multimedia Presentation (Course objectives 4; 7); Group Projects (Course objectives 4, 6-10, 14), Field Interview (Course objective 15); Course Portfolio (Course objectives 4, 7, 9, 11-13).

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 both of these components are 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. Online Discussions (24% 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. Various online group strategies including discussion, chats, and Blackboard Collaborate Classroom will be employed. 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 instructional technology. The criteria for evaluation 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 1-9)

2. Reflective Caption/Artifact (RCA) (20% of course grade)

You will construct an artifact (wiki site) representing your work in the online discussions for the first half of the semester. The artifact may consist of compiled discussion logs and other relevant materials. A reflective caption for the artifact is also required. This caption will explain the process that led to the creation of the product and will also demonstrate your reflective stance toward your own learning. The RCA will assess your skills in analyzing your own work and the work of your peers in relation to theories, models and perspectives of change, communication, diversity, learning, and instruction. (Course Objectives 1-3, 5-7, 9)

3. Knowledge Management Project (KMP) (26% 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 a caption explaining the process that led to the creation of the product and will also demonstrate your reflective stance toward your own learning. The remainder of the wiki site will connect the IDT practice-oriented textbook readings to your current and future work. (Course Objectives 4, 7, 9, 11-13, 15)

4. Digital Citizenship Project (DCP) (30% of course grade)

You will investigate a specified technology related issue important in society. In groups, you will develop supporting online learning activities for professional development and curriculum use based on authoritative sources, supporting GaPSC IT Standards. The activities will be implemented within the course management system, reviewed by peers and the instructor, revised if indicated, and placed in a repository of lessons. (Course Objectives 4, 6 - 14) ***This is a required Proficiency Level Assessment related to CAEP themes of ethics and dispositions O-(EDL₃) and should not be modified or removed from this course without the approval of the program faculty.***

5. LiveText Submission (Required)

This task is for students with a P-12 Technology Applications major. If you own Livetext (meaning you purchased it in EDUC 5999), there will be a submission to Livetext in this class. The successful completion of it 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. The 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>).