

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

**ITED 8300
Technology Tools for Training and Education
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.

COURSE DESCRIPTION

Prerequisite--ITED 8200. Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment. (This course requires at least 15 hours of work in the field of instructional technology in the form of peer professional development and hands-on technology applications with the learners in the field in which you work.)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Alessia, S. M., & Trollip, S. R. (2001). *Multimedia for learning: Methods and development* (3rd ed.). Needham Heights: Allyn and Bacon.

Online resources delivered via BlazeVIEW course site. Students will locate and utilize additional sites and readings as needed to support individual projects.

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.

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

Key GaPSC Elements at the core of ITED 8300 are related to Standards 2.0000 and 3.0000

(2.0000) TEACHING, LEARNING, & ASSESSMENT. 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.

- 2.0100 Candidates model & facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards;
- 2.0200 Candidates model & facilitate the use of research-based, learner-centered strategies addressing the diversity of all students;
- 2.0300 Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences;
- 2.0400 Candidates 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;
- 2.0500 Candidates model and facilitate the design and implementation of technology-enhanced *Positively Impacting Learning Through Evidence-Based Practices*

- 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;
- 2.0600 Candidates 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;
- 2.0700 Candidates 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.
- (3.0000) DIGITAL LEARNING ENVIRONMENTS. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.
- 3.0300 Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators;
- 3.0500 Candidates troubleshoot basic software and hardware problems common in digital learning environments

Selected Program-level Educational Outcomes (EO) addressed in this course:

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development. (GaPSC 6.0000)
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology. (GaPSC 1.0000, 4.0000)
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning. (GaPSC 2.0000, 3.0000, 5.0000)
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation. (GaPSC 4.000, 5.000)

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 (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/

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

1. 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 2.0400, 2.0700; O-TL 2.1, 2.2)
2. Use research and theory that are grounded in the foundations of the IT field to develop instructional materials. (GaPSC 2.0400, 2.0500, 2.0600; O-CP2.1, 2.2)
3. Articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (GaPSC: 2.0500; O-CP1.1, 1.2)

4. Investigate basic and applied research related to message design, which includes multiple media. (GaPSC: 2.0100-2.0500; O-CP1.1, 1.2)
5. Identify and use multiple instructional strategies to demonstrate appropriate contextualized application within practice and field experiences. (GaPSC: 2.0600; O-CP3.1)
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 in context of designing, developing, implementing, and evaluating your tutorial. (GaPSC: 2.0500; O-DL1.1, 2.1, 2.2, 3.1, 3.2)
7. Create an instructional product using technology resources. (GaPSC 2.0100-2.0400; O-TL2.1, 2.2)
8. Make implementation decisions based on design specifications, implement, evaluate, revamp. (GaPSC 2.0700, 3.0300; O-CP1.1, 1.2, 2.1, 2.2, 3.1, 3.2; O-TL1.1,1.2, 2.1, 2.2, 3; O-FL3.1)
9. Use research-based, learner-centered strategies to effectively instruct all learners. (GaPSC 2.0200; O-DL2.1; O-CP3.2; O-FL3.1, 3.2)
10. Demonstrate clear competence in oral, graphic, and written communication and comprehension. (GaPSC 2.0100-2.0700, 3.0300; O-DL2.1)
11. Identify ethnic, gender, age, ability, and motivational similarities and differences with the students in the learning environment in which you work, then design and develop the content, process, and product of the instructional design project to support those similarities and differences, evaluate of effectiveness after integration into the classroom. (GaPSC 2.0100-2.0700; O-DL1.1, 2.1, 2.2, 3.1, 3.2; O-AL1,2,3; O-FL1.1, 2.1, 2.2, 3.1, 3.2)
12. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (GaPSC 6.0000)
13. Design a standalone, multimedia tutorial aligned with student content standards and student technology standards. (GaPSC 2.0100, 2.0200, 2.0500; O-CP1.2, 2.1, 2.2; O-TL1.1, 1.2, 2.1, 2.2; O-AL1,2; O-DL2.1)
14. Develop the standalone, multimedia tutorial aligned with student content standards and student technology standards that you designed. (GaPSC 2.01, 2.04, 2.05, 2.07, 3.05; O-CP2.1, 2.2; O-TL2.1, 2.2)
15. Implement and evaluate the standalone, multimedia tutorial aligned with student content standards and student technology standards. (GaPSC 2.0100-2.0700; O-DL3.1, 3.2; O-TL3.1; O-AL1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2; O-FL2.1, 2.2, 3.2; O-CPL3.1, 3.2)
16. Use digital tools and resources to engage students in the tutorial you designed and developed. (GaPSC2.0300, 3.0300, 3.0500; O-TL2.1, 2.2, 3.1; O-CP2.2, 3.2)
17. Use digital tools and resources to make the tutorial an authentic learning experience for students. (GaPSC 2.0300; O-CP3.1, 3.2)
18. Effectively use diagnostic, formative, and summative assessments to measure student learning and product value. (GaPSC 2.0700; O-AL 2.1, 2.2)
19. Model the accomplishment of course objectives. (GaPSC 2.0100-2.0700, 3.0300)
20. Facilitate the accomplishment of course objectives for others. (GaPSC 2.0100-2.0700, 3.0300)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Reflective writing (Course objectives 1-4, 8,10, 12, 13, 18); Online discussion (Course objectives 2,3, 5, 7, 9, 10, 11, 13, 15-20); Analysis (Course objectives 1, 2, 4, 6, 8, 13-20); Synthesis (Course objectives 1-3, 12, 15, 18); Review/Revision by Expert, Peer, and Self (Course objectives 2, 3, 6, 9, 10, 11, 13-15, 18-20); Problem-Based Project (Course objectives 1-20); and Project Presentation (Course objectives 1-20).

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.

Specifically the assignments in this course need to be completed in **relation to your previous area of certification** or as a professional development project for others in your area of certification and applied in the field. 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 be posted correctly, completely, and on time in order to pass this class**.

COURSE EVALUATION

- A. Final Presentation of Learning: Documentation of achievement of course objectives (25% of course). Detailed instructions are found in the Assignment Section of the course in BlazeVIEW. Submission is required in both BlazeVIEW and LiveText for all candidates seeking P-12 certification.

Student will create and share a presentation that demonstrates achievement of course objectives. The student will develop the presentation in Word, PowerPoint, Acrobat or other software that may be approved by the professor. The Final Presentation will address the experience of learning new technology, explain how the student accomplished the Course Objectives listed on the 8300 Syllabus, include a Self Evaluation of performance in the course that relates to the grading chart from the syllabus, describe how the work the student did in ITED 8300 relates to the GaPSC standards for instructional technology, and provide a formative course evaluation, which the professor will use in subsequent semesters to improve the course.

A separate assignment sheet, **Final Presentations**, on the course Website details the requirements for this product. (Course Objectives 1-20; Themes: EDL 1.2, 2.1, 3; CP 1.1, 1.2, 3.1, 3.2; OTL 1.2, 2.1, 2.2, 3) ***This is a theme proficiency level assessment related to CAEP themes of diversity and content pedagogy and should not be modified or removed from this course without the approval of the program faculty.***

- B. Atomic Learning Tool Training (ALTT: 25% of course)

Student will follow guidelines found on the course Website to improve skills with two technologies of his/her choosing. At least 3 hours of video training provided by Atomic Learning should be used. If Atomic Learning does not provide training in the area a student needs, negotiations should be undertaken with the professor for alternative training.

A separate explanation of ALTT is provided on the course Website that details the requirements for this product. (Course Objectives 1, 7, 12, 14, 16: minimally; Themes: EDL 2.1; DL 2.2; OTL 1.1, 1.2, 2.1, 2.2)

- C. Instructional Design and Development Project (50% of course).

Each student will do an individual Planning/Design Document (PDD) and each will build an individual Tutorial; however, **all work should be completed in tandem with a partner and it is recommended the partner be outside the level of schooling in which you work**. Diversity in

partnerships can stimulate creativity and generate questions that someone in your area may not ask, but need to be considered when designing for specific learning groups. When work begins on the PDD weekly exchanges with your partner are expected. To neither submit to your partner or not provide feedback to your partner in a timely and constructive manner will result in up to 10 points of your final grade for the project. This partnership is how you demonstrate your ability to “model and facilitate” the skills called for by Georgia’s IT standards.

Student will complete one IDD project during the semester. The project will be a stand-alone, multimedia, interactive, instructional lesson. The instructional lesson will be made available to and evaluated by peers and professor in the course management system. The target audience, however, will be those with whom you work regularly and potential learners who may bring diversity to the group on the occasion in which they are in your class (e.g., cultural diverse students, students who are ESL, and students with special needs that may require assistive technology). The project will be planned in detail (using supporting references from the literature for choices you make) and storyboarded in the Planning and Design Document that you will complete before you begin development of the multimedia tutorial.

The tutorial will include an assessment component that accurately assesses the learners’ accomplishment of the intended instructional goal. Any instructional resource production skill(s) may be employed, at levels from intermediate to expert. You and your professor must agree on the project before it will qualify for your 8300 IDD project. Agreement will come through discussions and are explained in the IDD Project Handbook (as are all the details of the project).

The student will read and apply professional literature that is referenced in the text book as well as literature that is made available as an online supplement. The student will use current research findings related to instructional materials production to make decisions related to designing and developing instruction for the project. Theories on learner control, navigation, multiple media use, and learning preferences are a few of the topics that the student will explore. Evidence of utilization of this literature will be determined by the **integration of the literature** into Planning and Design Documents and/or threaded discussions. (Course Objectives 1-20; Themes: FL 1.1, 2.1, 3.1; AL 1.3, 2.2, 3.1; DL 1.1, 2.1, 3.1, 3.2)

- D. **Minimal Field Experience Expectations:** ITED 8300 requires a minimum of 15 hours of field work related to the design and development of a standalone, multimedia tutorial to be used in the learning environment in which the candidate works. The project must be related to strengthening pedagogy in the content area in which the candidate holds certification. The work in this course involves demonstrating pedagogical best practices that integrate instructional technology, which includes instructional design as well as integration of computer-based technologies, in the candidate’s area of certification. Minimally, 1.25 hours in each of the following areas should be accrued in the field: needs assessment, analysis of learners, reviewing design of instruction with other teachers, development assistance from technology coordinators or media specialist, formative evaluation by candidate’s students, formative evaluation by other teachers, and summative evaluation in both the candidate’s classes and another teacher’s class. Another 7 hours of professional development style field work should be accomplished in partnership with an 8300 classmate who works at a different level of schooling than do you. Consequences of not meeting this requirement may prevent you from obtaining certification in instructional technology.

Grading Scale: Given the categories of description below, final grades will be assigned accordingly.

Grade	Quality of Products	Quantity of Work	Professional Dispositions
A	Excellent, Above average products that indicate clear, advanced application of domains of instructional technology, Demonstration of skills at a professional level, high level of engagement in appropriate discussions, consideration of diversity among learners addressed across products.	All assignments completed and participation in discussions as called for in the course materials was evident.	Demonstration of positive helpful attitude, all work completed in timely fashion and posted per directions. No unprofessional commentary posted.
B	Good, Complete products that indicate solid application of domains of instructional technology, Demonstration of significantly improved skills between start and end of course, contributions to discussions showed increasing knowledge level, consideration of diversity across learners mentioned.		
C**	Products demonstrated improved skills, but lacked evidence that the domains of instructional technology were applied appropriately. Demonstration of some improvement in skills with technology between start and end of course, minimal but some evidence of involvement in some discussions.	Some assignments were not completed. Participation in discussions did not occur as called for in the course materials.	Demonstration of critical or non-professional attitude, occasional work turned in late or without following directions.
D*	Unacceptable work. Little to no evidence of improved skills. Little to no evidence of engaging in core activities as described in the syllabus.	If any of the main products listed in the syllabus are missing (PDD, ID project, At Learn, Final Presentation, Field Experience Log)	Ongoing demonstration of critical or non-professional attitude, regularly turning work in late or without following directions.
F**			

*if one of the three categories of work is identified at this level it will result in the grade in column A

**any two categories identified on this level result in a the grade from column A

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>

TITLE IX

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
Positively Impacting Learning Through Evidence-Based Practices

prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, 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: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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 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.

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>.