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

ITED 8400
Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration
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

Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. Includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments. (*This course requires at least 10 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

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.

> **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).

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. Apply research in the selection and utilization of technologies for learning. (GaPSC: 3.0100, 3.0200; O-TL 1.1).
2. Apply research to the adoption and diffusion of technologies in learning communities. (GaPSC: 3.0100, 3.0600; O-TL 1.1).
3. Make implementation decisions based on design specifications. (GaPSC: 3.0200, 3.0600).
4. Implement and evaluate resource management techniques using current research. (GaPSC 3.0200, 3.0400, 3.0600; O-AL 1.1)
5. Demonstrate clear competence in oral, graphic and written communication and comprehension. GaPSC: 3.0200, 3.0400, 3.0500, 3.0600).

6. Demonstrate skill in organizing, documenting and reflecting upon assigned and self- generated activities. (GaPSC: 3.0100, 3.0200, 3.0400, 3.0500, 3.0600)
7. Work effectively and efficiently both as a leader and member of a group. (GaPSC: 3.0100, 3.0200, 3.0400, 3.0500, 3.0600).

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:
Reading and Online Discussion (Course objectives 1-7); Library & WWW Research (Course objectives 1-4); Multimedia Presentation (Course objectives 5-7).

COURSE EVALUATION

Note: All work prepared and submitted electronically unless other directions are given. Any documents submitted as attachments will be in Microsoft Office Word or Adobe Acrobat PDF format.

This course requires at least 10 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.

A. Modules - Forum Contributions (40 pts. total; 40% of course grade)

Online forum postings will be used as a substitute for face-to-face (F2F) discussions and to collect replies to assignments. Forum activities will be organized as modules with suggested resources, directions, and instructor focus questions or statements. Students are expected to find related information which adds new perspectives or depth to the topical discussion. The instructor will provide readings and resources; students should also locate two authoritative sources to help support their statements. These sources should be recent (1-2 years maximum) print or web-based articles, or websites, or comments from experts which DIRECTLY relate to or inform the topic, with a citation or URL or date of contact that enables any reader to find or identify the source. A minimum of one print source is required, though this source may be online in full-text format. Personal experiences are valued but should not be the only source. In general, no part of a reply should exceed one single-spaced page of text, so student should compose and edit responses carefully. Supporting resources should be listed at the end of your posting. You do not need to use in-text APA style citations, but you should practice your APA formatting when you describe the resources you used.

B. The following three criteria form the basis of assessment of performances in the online discussions and are elaborated upon in grading rubrics for each module: 1) Quality of response: content (addresses topic, based on authoritative sources, accurate); coherence (clear, evidence of consideration and preparation, flows well); college-level (construction, expression); 2) Successful synthesis or integration that includes authoritative sources and peer postings (when applicable). Peers may be mentioned by name if that seems appropriate; 3) Timely response.

- Module 1: 10 pts. (Course objectives 2 - 4)
- Module 2: 15 pts. (Course objectives 1 – 2; 4 - 5)
- Module 3: 15 pts. (Course objectives (1-7)

C. Exercises (40 pts. total; 40% of course grade)

Practical activities designed to improve skills as educational technology evaluators, consumers and consultants. Students use research and resources from commercial, educational and other authoritative sources to make wise decisions regarding the purchase, installation and integration of computer-related technology. Response to these exercises is through forum threads assigned to each activity. Details concerning these exercises will appear in the content pages of BlazeVIEW course shell.

The following three criteria form the basis of assessment of performances in the online discussions and are elaborated upon in grading rubrics for each exercise: 1) Quality of response: content (addresses topic, based on authoritative sources, accurate); coherence (clear, evidence of consideration and preparation, flows well); college-level (construction, expression); 2) Successful synthesis or integration that includes authoritative sources and peer postings (when applicable). Peers may be mentioned by name if that seems appropriate; 3) Timely response.

- Exercise 1: 10 pts. (Course objectives 1, 3, 4)
- Exercise 2: 15 pts. (Course objectives 1, 6)
- Exercise 3: 15 pts. (Course objectives (1, 2, 6)

D. Final Project: Troubleshooting Presentation Project (20 pts.; 20% of course grade)

Web page sharing and application demonstrations using a web-based conferencing tool. Each student will plan, practice, schedule, and execute a live 15 minute presentation, attend the presentation of a peer, and reflect upon the experiences.

The emphasis will be on assessing your knowledge of, and skill in using, low-cost or no cost software. You also need to complete the practical activities that prepare you to improve your knowledge and skills in making wise decisions regarding the purchase, installation and integration of computer-related technology. You need to respond to the exercise through forum threads assigned to each activity. Details concerning these exercises will appear in the content pages within the course management system.

The following three products/performances will be assessed for the final project: Presentation, Participation, and Reflection. Expectations for performance in these areas are elaborated upon in a grading rubric for the final project. (Course objectives 5, 6)

Specifically this project needs 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.

IF you own Livetext, there will be ONE required submission (Final Product Documentation) to Livetext in this class.

E. Minimal Field Experience Expectations (Pass/Fail component of course): ITED 8400 requires a minimum of 10 hours of field work. This work should be related to your Final Project. The project must be in these areas: commercial, educational, and other authoritative sources for learning environments in the content area in which the candidate holds a certification.

Minimally, 3 hours in each of the following areas should be accrued in the field: 1) the activity will be on assessing your knowledge of, and skill in using, low-cost or no cost software, and 2) the

practical activities that prepare you to improve your knowledge and skills in making wise decisions regarding the purchase, installation and integration of computer-related technology. Another 4 hours of professional development style field work should be accomplished in partnership with an 8400 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.

By the end of week 6 of the summer class you should have submitted the completed 8400 page in the Field Experience Log. This is the log that you copied and saved with your name in the filename during EDUC 5999. It is the same document that you used in ITED 8100 and ITED 8200. You should have been using this throughout the program. Be thorough and specific. You need to put something in every section of the page. Do NOT upload a Word document or a PDF file, you must attach the Livetext document that you created in 5999. If you do not own Livetext or are a NON P-12 candidate, this does not apply to you.

Note: Use of your own computer or other computer resources is necessary. However, the instructor is not responsible for tutoring the user in basic computer operations or in using personally selected software to complete class assignments.

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

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.