



## ISDT 5367: Readings and Trends in Instructional Technology (3 Sch) Fall, 2017

*ISDT 5367 is a required course for Master of Education in Instructional Systems Design and Technology Degree*  
**College of Education, Department of Curriculum and Instruction**

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**Note:** e-mail communication is the fastest way to reach me in an emergency

### Office hours:

Mon	10:00 am – 2:00 pm	TEC 225 & Online - Skype
Tue	9:00 am – 12:00 pm	Online - Skype
Wed	12:00 pm – 3:00 pm	Online - Skype

**Note:** To avoid wait times during office hours, please make an appointment. In addition to the posted office hours, I am happy to meet with virtually by appointment or anytime I am “available” on Skype. Do not hesitate to contact me anytime.

### Class Format:

The content of this course is delivered online using the **Blackboard** course management system and various Web 2.0 tools. More specifically, course concepts are learned through **project based learning activities**, self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, exams, and professor assessments using rubrics for products and discussions.

**Class day and time:** Online/ **Central Standard Time**

**Class location:** Online

### Course Description:

5000-level class for graduate credit. This course is designed to acquaint candidates with the critical writings and ideas of prominent practitioners, researchers, and theorists in instructional technology with a focus on understanding the trends and issues pertaining to a scholarly study of integrating technology into teaching and learning. Candidates will evaluate the best instructional technology strategies evident in the literature and in practice in PK-16 education and industry settings

### Textbooks:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. ISBN 9781433805615
- American Psychological Association. (2012). *APA style guide to electronic references* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. ISBN 9781433807046

**Course Objectives:**

The following objectives will be met during this course:

- Participate in the development and communication of a shared vision for the use of technology to support a digital-age education for all students
- Assist teachers in using technology effectively for providing rigorous and relevant learning experiences for all students
- Use digital communication and collaboration tools to communicate locally and globally with peers and the larger community
- Model and promote digital citizenship
- Demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

**IDEA Objectives:**

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

Analyze and critically evaluate ideas, arguments, and points of view regarding trends and issues related to successfully integrating technology into instruction

**Important:**

Develop specific skills, competencies, and points of view needed by technology specialist

**Course/Instructor Requirements:****System Criteria**

It is expected that candidates who register for an online course can meet the following minimum system requirements, including a webcam and microphone, found at <http://online.shsu.edu/campus/support-desk/system-requirements.html>

**Technology Proficiency**

It is essential that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating multimedia presentations, taking digital pictures and video, scanning documents, conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer.

**Candidate Participating Outside of the Central Standard Time Zone**

If a graduate candidate will be participating in this course from a time zone other than the time zone of the university, it is expected that the candidate will notify the instructor at the beginning of the semester.

**Group Work**

In this course, graduate candidates will be required to extensively work in groups.

Certain behaviors will be required when working in groups:

- Work together as a team in order to achieve project goals. No hitchhiking. In other words, there are no free rides. Everyone participates.
- Respect the viewpoints of others. Listen to everyone's ideas, even if you do not agree. Constructively criticize ideas, not individuals.
- Organize group communications and meetings so that everyone knows at all times what the group has planned and what part they must play.
- Plan early to allow sufficient time for the process and to accommodate varying work schedules and time zone differences. When planning to meet synchronously, bear in mind time zone restrictions of peers.

## Course Outline

### Major Assignments:

#### APA Style Test

This test will assess the candidate's understanding of APA 6th edition editorial style. s open book and is not timed.

#### Annotated Bibliography

The candidate will individually research an assigned specific skill needed by individuals to be effective in a global community and workforce.

#### Multimedia Survival Guide

Teams will develop a skill specific educational training, which also incorporates a current technology trend, to prepare learners for citizenship in a global community and workforce.

### Grades:

Assignment	% of Final Grade
APA Style Test (Individual)	10%
Annotated Bibliography (Individual)	30%
Multimedia Survival Guide (Team)	50%
Course Activities (similar to "in-class" assignments)	10%

#### Letter grades:

A = 90-100%

B = 80-89%

C = 70-79%

69% or Below – retake course

### Note

- The professor reserves the right to alter course requirements to better meet the learning needs of the graduate/teacher candidates.
- All course and program requirements must be completed in order to receive a grade in this course.

### Schedule:

A schedule of course activities, including assignment due dates, may be viewed at this [link](#).

The schedule (aka Course Calendar) is also available in blackboard under Course Information.



## Student Guidelines

### University Policies:

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: N/A
  - Technology during exams: N/A
  - Technology in emergencies: N/A
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Attendance:

Attendance is measured by logging in to Blackboard in timely and consistent fashions.

### Course Expectations:

#### Time Commitment

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

#### Late Assignments

Because your active participation is so important, it is imperative that all assignments be submitted on dates due (as set in the Calendar provided under Course Information – not the calendar Blackboard automatically generates, which is not always correct). Assignments will be considered “on time” if submitted by 11:59 pm the day due unless otherwise noted by professor (NOTE: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

**Late assignments will be reduced by 10% of points possible for every day late and will not be assessed for points if submitted more than 5 calendar days late. All assignments must be completed to receive a grade in this course.**

#### Extra Credit & Revisions

Revisions after a submission deadline or extra credit, beyond working with the writing center prior to submission of work, are not permitted in this course unless otherwise stated in the assignment instructions. It is imperative that candidates seek assistance prior to deadlines and use assessment indicators provided on grading rubrics to achieve the grade they desire.

### Professional Participation

It is expected that graduate candidates be active, enthusiastic, and collegial participants during the semester.

Original work in each course is expected. If individual assignments possess a striking similarity to previous work of the candidate or another candidate's work, penalty may be, minimally, the drop of one letter grade.

Attendance, punctuality, the quality of your interactions with colleagues and professors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the degree process. The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Graduate Program.

### Program GPA Requirements

Candidates must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

### Bibliography:

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- Bozarth, J. (2010). *Social media for trainers: Techniques for enhancing and extending learning*. San Francisco: Wiley.
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- Wagner, T. (2010). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need – and what we can do about it*. New York: Basic Books



## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.