CIED 7352
Fall 2017

CIED 7352 is a required course for:
Doctorate of Education in Instructional Systems Design and Technology

College of Education, Department of Curriculum & Instruction

Instructor: Dr. Marilyn Rice
                       Garrett TEC 278B
                       P.O. Box 2119

                       SHSU

                       Huntsville,   Texas   77341

                       Phone:(936) 294-1133

                       Fax: (936) 294-1056

                       E-Mail: edu_mpr@shsu.edu

Office hours:

Monday	1:00 p.m. – 3:00 p.m.
Tuesday	2:00 p.m. – 5:00 p.m.

To better serve my online students, I am available on SKYPE as follows:

Tuesday	8:00 p.m. – 9:30 p.m.
Wednesday	8:00 p.m. – 9:30 p.m.

SKYPE Name: marilyn.rice1

OR By Appointment (either Face-to-Face or Online): Please contact me at

             edu_mpr@shsu.edu   for an appointment.

ALSO: In an effort to be available to my students when it is critical to their learning, I am available online throughout every day, including weekends, at various times. I check my e-mail regularly.

Day and time the class meets: Online

Location of class: Online via SHSU Online (Blackboard) and Other Online Venues

Course Description: Instructional Planning provides technology leaders with strategies to assist instructional personnel to plan and use digital-age tools.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

1. Demonstrate a*pplying* technology in the instructional planning process

2. Demonstrate integrating the fundamental principles, generalizations, or theories involved in ***applying*** technology in the instructional planning process

3. Demonstrate integrating specific skills, competencies, and points of view needed by professionals while ***applying*** technology in the instructional process

4. Practice skills assisting stakeholders in improving their integration of technology in the curriculum and instruction

Textbooks:

Reiser, R.A. & Dempsey, J.V. (2012). *Trends and Issues in Instructional Design and Technology*. Boston: Pearson Education, Inc.

Selected Readings and Research Topics

Tk20 Account statement (if required for class)

Tk20 Account **is NOT** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format: The format of the class consists primarily of applying instructional technology integration skills into the workplace.

Course Content:
1. Research the foundational elements that prepare instructional technology leaders to inspire and facilitate a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practices, and maximize job performance of all stakeholders

2. Research instructional innovations focused on continuous improvement of digital-age learning

3. Analyze the components necessary in designing learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all stakeholders

4. Demonstrate the practice of staying abreast of educational research and emerging trends regarding effective use of technology and evaluating new technologies for potential to improve learning/performance

5. Analyze the elements of change that can maximize the achievment of organizational goals via the appropriate use of technology and media-rich resources

6. Develop a shared cultural understanding and involvement in global issues through the use of contrmporary communication and collaboration tools

Course Requirements:

Requirements for this CIED 7352 Instructional Planning course are as follows:

1. **Review of Learning Theories/Theorists**
2. **Human Performance Technology**
3. **Organizational Environment**
4. **Communication & Technology Influences**
5. **Power of Motivation**
6. **Critical Thinking in Practice**
7. **Change and Visionary Leadership**

Student Syllabus Guidelines

- 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 Messages in Academic Classrooms and Facilities #100728
- 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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment **S -** ISTE Leader Standards: **DDP –** Diversity and Disposition Proficiencies **CF – Conceptual Framework Indicator**
Visionary Leadership: **Candidates inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization**	*Research on Learning Theories/Theorists *Research in Human Performance Technology *Comparison of Motivation Theorists * Philosophy of Vision *Implementing Change Theory *Environmental Study *Communication Skills and Tech Tools	*Performance-Based Rubric	S – 1a **DDP's:** 1-10
Digital Age Learning Culture: **Leaders create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging learning environment for all personnel**	*Research on Learning Theories/Theorists *Research in Human Performance Technology *Comparison of Motivation Theorists * Philosophy of Vision *Leading Critical Thinking	*Rubric with expectations	S- 2a, 2c **DDP's:** 1-10
Excellence in Professional Practice **Leaders promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources**	*Research on Learning Theories/Theorists *Research in Human Performance Technology *Comparison of Motivation Theorists * Philosophy of Vision *Implementing Change Theory *Leading Critical Thinking *Environmental Study *Communication Skills and Tech Tools	*Performance-Based Rubric	**S-3d** **DDP's:** 1-10

Systemic Improvement **Leaders provide digital age management to continuously improve the organization through the effective use of information and technology resources**	*Research on Learning Theories/Theorists *Research in Human Performance Technology *Comparison of Motivation Theorists * Philosophy of Vision *Environmental Study *Communication Skills and Tech Tools	*Rubric with expectations	**S- 4a** **DDP's:** 1-10
Digital Citizenship **Technology Leaders model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture**	*Research on Learning Theories/Theorists *Research in Human Performance Technology *Comparison of Motivation Theorists * Philosophy of Vision *Leading Critical Thinking	*Performance-Based Rubric	**S-5d** **DDP's:** 1-10

Course Evaluation:

Grading Scale

               Points
    A = 90% of Total Possible Points
    B = 80% of Total Possible Points
    C = 70% of Total Possible Points

*With a grade below a "C", the student will have to re-take the course

To receive your final grade for this course, you must complete all program requirements by the assigned due dates.

Expectations:

- Late assignment policy:
  Scheduled assignments are due by <u>midnight electronically</u> on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that "extenuating circumstances" may occur, documentation of

reason for late work may be submitted to instructor for consideration of reinstating original possible points.

- Time requirement:
  For each hour in class, you 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.

- Professionalism policy:
  Professionalism is expected, both in the classroom and in the public schools.   If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

- Academic Dishonesty policy
  1. GENERAL

  The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life to wit:

  5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

  5.31 The University and its official representatives, acting in accordance with Subsection

  5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

  "Cheating" includes the following and similar actions:

  (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

  (2) Using, during a test, materials not authorized by the person giving the test.

  (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or

alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System Rules and Regulations and Sam Houston State University Student Guidelines except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course.

If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

- Cell Phone Policy Sam Houston State University **Academic Policy Statement 100728** :

*Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.

*Do NOT text, e-mail, or access student My Space or Facebook pages.

*Do NOT call students on their cell phones or home phones.

*Contact with students outside of school is prohibited.

*Do NOT give students rides or socialize with them or their families.

- Student Syllabus Guidelines with link - http://www.shsu.edu/syllabus/

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

http://www.shsu.edu/syllabus/