ISDT 7350: Issues in Instructional Technology (3 Sch)
Spring, 2018

ISDT 7350 is a required course for Education Doctorate in Instructional Systems Design and Technology Degree

College of Education, Department of Curriculum and Instruction

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Instructor Response Policy

- I will respond to e-mails, voicemails, and coffee lounge posts within 36 hours on weekdays. Messages (emails/voicemails/posts) left after 5:00 pm (CST) on Friday will be returned before 5:00 pm (CST) Monday.
- E-mails should be sent to my official SHSU email listed above.
- ***Note:*** E-mail communication is the fastest way to reach me in an emergency.

Office hours

Mon	9:00 am – 2:00 pm	TEC 225 & Online - Skype
Tue	11:30 am – 1:00 pm	Online - Skype
Wed	11:30 am – 1:00 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 third-party web tools. More specifically, course concepts are learned through self-study, online peer discussions and responses, modified project based activities, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

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

Course Description:

7000-level class for graduate credit. This course examines current social, economic, and ethical issues surrounding the acquisition and implementation of technology in instruction. Emphasis is placed on the research of past, present, and future applications of technology in instruction and applying theory to practice. Theoretical perspectives that inform future research in instructional technology will also be considered. Prerequisites: Admission into the Ed.D. Instructional Systems Design and Technology program.

Textbooks:

- Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology* (4th ed.). New York: Pearson Education, Inc.
  - *ISBN-13: 9780134235462*
  - **You should have already acquired this text in a previous course**
  - Print and electronic copies are available for purchase via Pearson's website http://www.mypearsonstore.com/bookstore/trends-and-issues-in-instructional-design-and-technology-9780134235462?xid=PSED. The text is also available from other sources.
- Roblyer, M.D. (2015). *Introduction to systematic instructional design for traditional, online, and blended environments.* Upper Saddle River, NJ: Pearson Education, Inc.
  - *ISBN-10: 0133831647*
  - **You should have already acquired this text in a previous course**
  - eText with enhancements and optional print upgrades must be purchased via the following link: http://www.pearsonhighered.com/etextbooks/ted
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
  - *ISBN-13: 9781433805615*
  - **You should have already acquired this text in a previous course**
- American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, D.C.: American Psychological Association.
  - *ISBN-13: 9781433807046*
  - **You should have already acquired this text in a previous course**

Course Objectives:

The following objectives will be met during this course:

- Compare and evaluate various definitions of the field of instructional technology
- Examine and discuss instructional technology roles in various associated fields
- Analyze key trends and issues in the fields of instructional technology

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link.

Note: The instructor reserves the right to alter course requirements to better meet the learning needs of the graduate candidate.

IDEA Objectives:

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

Essential:

Learning to apply course material to improve thinking, problem solving, and decisions related to instructional design and technology

Important:

Learning how to find, evaluate, and use resources to explore issues in depth

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 and internet 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 in this program feel comfortable using a computer and developing proficiency with unfamiliar third-party tools without explicit instruction.

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 (CST), 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 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.

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Course Outline

Major Assignments:

Mini Research Paper

The candidate will research definitions of the field of instructional technology. Based on the research findings, the candidate will develop an original definition of and label for the field.

Instructional Design Multimedia Presentation

Given several instructional design scenarios, the candidate will choose one scenario to explore in depth. The candidate will address specific elements of the assumed role through a multimedia presentation.

Vision for Learning Project

Teams will construct a virtual town hall on the future of education and learning for an authentic setting. As part of the process, candidates will analyze the current situation, develop a vision regarding the future of education and learning, identify specific interventions to support these ideas, outline a training/course to address one intervention, and address specific questions regarding the proposed training/course.

Making Connections Reflection

The candidate will write a reflection connecting knowledge acquired in this course to the previous professional development course.

Grades:

Assignment	% of Final Grade
Mini Research Paper (Individual)	15%
Instructional Design Multimedia Presentation (Individual)	25%
Vision for Learning Project (Team)	35%
Making Connections Reflection (Individual)	15%
Course Activities (similar to "in-class" assignments)	10%

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = 69% or below

Note: All course and program requirements must be completed in order to receive a passing grade.

Feedback Posting

- The instructor will make every attempt to have feedback and assessment scores available within one week of submission. In the event that the assessment process takes longer, candidates will be notified and provided an updated timeline.
- Grades and feedback are accessed through the Blackboard Grade Center unless otherwise noted by the instructor.

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 one letter grade for every day late and will not be assessed for points if submitted more than 4 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 only permitted when noted by the instructor. Requests for special consideration will not be granted. 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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Bonk, C.J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.

Bozarth, J. (2010). *Social media for trainers: Techniques for enhancing and extending learning.* San Francisco, CA: Wiley.

Bugaj, C.R., & Norton-Darr, S. (2010). *The practical and fun guide to assistive technology in public schools: Building or improving your districts AT team*. Washington, DC: International Society for Technology in Education (ISTE).

Cho, Y., Park, S., Jo, S. J., & Suh, S. (2013). The landscape of educational technology viewed from the *ETR&D* journal. *British Journal of Educational Technology*, *44*(5). 677-694.

Churches, A. (2008, April 1). Bloom's taxonomy blooms digitally. *Tech & Learning.* Retrieved from http://www.techlearning.com/article/Blooms-Taxonomy-Blooms-Digitally/44988

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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.