



ISTD 7351 Distance Learning Spring 2018

Instructor: Dr. Tammy Seneca
Phone: 225-270-7579
Email: tss038@shsu.edu

Online office hours:
**Monday &
Wednesday**
7:00 pm – 8:30 pm
**Via Google Hangout
or Skype**

Google Hangouts: tammy.seneca@wbrschools.net
Skype: tammy.seneca (Port Allen, Louisiana)

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

Course Description: This course presents the instructional, technical, and management issues evident in instruction and learning offered via distance delivery systems. Various delivery systems and technology tools within those systems will be studied and critiqued to evaluate the effectiveness of each. The course highlights effective online course design and delivery with an attention to the learning resources and strategies evident in successful online teaching and learning.

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

1. Demonstrate and assist classroom teachers in **applying** technology in the instructional process
2. Demonstrate and assist classroom teachers in integrating the fundamental principles, generalizations, or theories involved in **applying** technology in the instructional process
3. Demonstrate and assist classroom teachers to integrate specific skills, competencies, and points of view

needed by professionals while **applying** technology in the instructional process

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

Textbooks: 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 an online learning venue.

Course Content:

1. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning system appropriate in a school environment.
2. Organize and coordinate online collaborative curricular projects with corresponding team activities/responsibilities to build bodies of knowledge around specific topics.
3. Define ethical issues inherent in online instruction.
4. Establish assessment for online instruction to access and evaluate the effectiveness of online strategies.
5. Evaluate the effectiveness of distance learning delivery resources including the Internet, video and handheld devices.
6. Profile the learning styles and demographics of the online learner.

Course Requirements:

Requirements for this CIED 7351 Distance Learning course are as follows:

1. **Literature Review (and interim assignments leading to this)**
2. **Training Implementation (and interim assignments leading to this)**
3. **Scholarly Work to submit for publication (and interim assignments leading to this)**

Programmatic Requirements:

Requirements for the Masters of Instructional Technology Program this semester are as follows:

1. **Reflection on the ISTE Standards for Coaches that are associated with the Training Implementation and Scholarly Work**

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 Messagers 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).

	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.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

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 - SPA Standard Alignment- ISTE Coach Standards: http://www.iste.org/docs/pdfs/ncate-tech-coaches-standards.pdf?sfvrsn=4 DDP- Diversity and Disposition Proficiencies CF – Conceptual Framework Indicator
<u>Visionary Leadership:</u> Candidates inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10
<u>Teaching, Learning, & Assessments</u> Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.	*Literature Review	*Rubric with expectations	SPA Standards: 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3 DDP's: 1-10
	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10
	*Scholarly Work (Article/Grant) to be presented for presentation/publication	*Written Article/Grant/Publication	SPA Standards: 2.3, 2.8, 6.3 DDP's: 1-10
<u>Digital-Age Learning Environments:</u> Candidates create and support effective digital-age learning environments to maximize the learning of all students.	*Literature Review	*Rubric with expectations	SPA Standards: 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3 DDP's: 1-10
	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10

<u>Professional Development & Program Evaluation:</u> Candidates conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.	*Literature Review	*Rubric with expectations	SPA Standards: 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3 DDP's: 1-10
	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10
<u>Digital Citizenship</u> Technology coaches model and promote digital citizenship.	*Literature Review	*Rubric with expectations	SPA Standards: 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3 DDP's: 1-10
	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10
<u>Content Knowledge and Professional Growth:</u> Candidates demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas, as well as adult learning and leadership, and are continually deepening their knowledge and expertise.	*Training Implementation	*Performance-Based Rubric	SPA Standards: 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3 DDP's: 1-10
	*Scholarly Work (Article/Grant) to be presented for presentation/publication	*Written Article/Grant/Publication	SPA Standards: 2.3, 2.8, 6.3 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 midnight electronically 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/>