UW COLLEGE OF EDUCATION

Developing Competent and Democratic Professionals

Course Syllabus

ITEC 5870 – Seminar in Instructional Technology

Department of Professional Studies

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PREREQUISITES

Graduate standing and instructor consent

COURSE DESCRIPTION

This course details faculty expectations and students' responsibilities in instructional technology graduate degree programs. It builds a knowledge base about program milestones, library research, APA writing guidelines, academic journals, professional presentations, and professional opportunities. We introduce the development and maintenance of required electronic portfolios (ePortfolios) and illustrate how ePortfolios are used by faculty and students to assess student progress over time.

COURSE GOALS

After completing this course you should be able to:

- Identify competencies associated with topics and issues in instructional technology

- Describe faculty expectations of graduate students

- Describe your responsibilities and the policies and procedures applicable to your program

- Describe program examination and defense(s) procedure(s)

- Describe resources available at the UW Libraries and demonstrate how to conduct library research

- Actively participant in a community of learners and/or practitioners

- Describe relevant professional organizations and their benefits

- Explore career opportunities within instructional technology

- Create and maintain a professional electronic portfolio

- Submit a conference proposal to a relevant professional organization

TEXTS AND OTHER READINGS

1. McMillan, J. H. (2012). *Educational research: Fundamentals for the consumer: International edition* (6th ed.). Upper Saddle River, NJ: AddisonWesley. ISBN-10: 013274807X ISBN-13: 978013748070 (required)
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5 (required)
3. Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.). (2014). *Handbook of research for educational communications and technology* (4th ed.). New York: Springer Science+Business Media. ISBN: 9781461431848 (required)

NOTE: This Handbook (1005 pages) is intended for graduate students and their professors, instructional designers and researchers in educational communication and technology plus the libraries that serve them. To purchase the *Handbook of Research for Educational Communications and Technology* visit AECT's Online Store ($293) at http://aect.site-ym.com/ **OR** become a member of AECT (student membership is currently $75/year) and get *full digital access and pdf download of the Handbook as one of the multiple member benefits PLUS access to the three previous editions! AECT membership is **strongly encouraged**.

Other Readings

Masters Student Handbook
http://www.uwyo.edu/profstudies/_files/documents/InstTech_MastersHandbook.pdf

Doctoral Student Handbook http://www.uwyo.edu/profstudies/instech/itec_doctoral_handbook_060812.pdf

Other readings such as journal articles may be assigned throughout the semester and will be available in the instructional units (either to download or access via the UW Libraries system).

COURSE OVERVIEW

Content delivery for this course is limited to online systems. Like any distance delivery, this course can be more challenging than a traditional campus-based course. It has the advantage of convenience and flexibility; however, some challenges may include student isolation, time management, communication challenges, and technological limitations.

The course has five instructional MODULES: (1) Foundations, (2) Library/Research, (3) ePortfolios, (4) Program Milestones, and (5) Professional Development. Within each MODULE you will read assigned materials, develop and discuss issues, and work on assignments. Module length is described in Assignments with associated assignments and readings. You will be able to access the newest instructional module beginning on the start date as set in the **Course Schedule** (below). Access to earlier modules will continue throughout the course. Assignments are due by 11:59 p.m. MT as specified in **Grading** (below). Course work is submitted through the online course site within this course management system.

The course is structured to have all students work on the same topic area at the same time. The community that comes from working together, and progressing together, is as important as some of the content. There are some group assignments and some independent assignments. I expect you to log into the course at least four times a week. At times you might need to simply check for updates but your **consistent** attention to the course is what will make it worthwhile. Threaded discussions require everyone to participate. *More frequent logins of shorter duration are more effective than the once-a-week type. It is the active engagement of the student membership that will make this a satisfying learning experience. Interaction via the threaded discussions keeps the course interesting and adds substance to the texts and resources through the knowledge, skills, and experiences of each student and the instructor. (Please see the detailed **Threaded Discussions** section below.)*

IMPORTANT: If you have technical difficulties or are unable to login for technical or other reasons, make a phone call or send an email and leave a message letting me know of your problem so I will know you are trying to participate!

Course Structure

The Course Home includes the syllabus, calendar, assignments, and a discussion area. Other course tools are linked to the tabs across the top of the page. I will use **Grades** to provide written feedback on your assignments and to provide course grades. Check it often to track your progress and to ensure that I have received all of your work. Use **People** to send a message to one or all members of the class. **Files** is where you and I can upload documents to share with the class. You can make them private (instructor only) or public (entire class). The **Assignments** tab is an assignment management tool, which provides a place for you to submit assignments for grading and feedback purposes. It is integrated with **Grades** and uses an "inbox/outbox" paradigm as well as assignment baskets to organize student work.

Instructor Contact

Individual contact/interaction with the instructor is expected to occur mostly via email.

When you send an email to me, please follow these guidelines:

- **Send the message to my email: kpersi@uwyo.edu.** It is easiest to use the email system provided within this course management system--just click and add my name as the recipient.

- **Use a subject line that begins ITEC 5870.** For example, "ITEC 5870 XXX unit question" **The ITEC 5870 label is critical**. I receive a lot of email and scan their level of importance by using subject headings. Emails related to the classes I teach have highest priority.

- **Include a signature line in your message that contains your complete name, email address, and working phone number.**

- **Use your UWYO email address.**

- Please recognize that your instructors have many responsibilities. I will check-in on this course each weekday and I will try to respond to emails within 48 hours. You could receive a response within minutes or it could be as much as 48 hours later. I will let the class know if I am going to be away from my email for any extended period.

- My experience is that if you have a general question about the course, then somebody else probably has the same query. Please post these queries in **Chat** so all can benefit. If you have a personal question, feel free to call or send me an email.

THREADED DISCUSSIONS AND MODERATING

In each of the MODULEs (except Foundations), there will be a discussion topic (a threaded discussion) that will be active during the time that the MODULE is assigned. Although it will remain available for you to read throughout the course, a meaningful discussion will not continue for longer than the time assigned to the MODULE and the topic. You must participate during the assigned time to receive credit. Read the Threaded Discussions and Moderator Duties sections below for more information.

You are expected to participate in all of the threaded discussions, one for each unit of the course. I expect that you will contribute to the discussions, use them to help clarify occasional fuzzy ideas and to gain an understanding of the concepts from each other, from me, and from the material that you have read. Each discussion will begin with a question that I have posed to the group and will be moderated by a team of class members. Participation in Threaded Discussion is the equivalent to an attendance policy for on-campus, face-to-face classes.

Please adhere to the following guidelines as you participate in the threaded discussions:

1. Plan for each threaded discussion to continue for the entire time assigned to that module.
2. Your comments and questions should be thoughtful and concise. It is important to take the time to post messages that reflect critical thinking about the unit content and that are carefully written. Although you may need to elaborate from time to time on specific issues, try to be concise in each of your postings. Others in the class will appreciate your efforts to be succinct. Instead of directly quoting from course material to make or explain a point, please paraphrase it so I can get an idea of how **you** understand the issue.
3. Please take extra care to be considerate of each other. This is especially important in threaded discussions because emotions are difficult to communicate. Sometimes even carefully worded critiques, meant in a supportive and positive way, lead to misunderstandings and/or hurt feelings.
4. In order to get full credit for a threaded discussion, you must participate at least **three times (not all on the same day)** in the discussion and in a meaningful way. Someone from each Moderator Team must participate every day. Writing "I agree" or something to that effect without elaborating concisely why you agree, will not count as one of the three minimum postings.

5. Please monitor the discussions frequently and post your comments and questions as often as you desire. This is your best opportunity for interaction with the other students in the class and I am confident that these discussions will enhance your learning substantially. After each Module you will receive an evaluation of your participation in that threaded discussion. Please see the section on Grading (below) for more detail.
6. I will monitor the discussions for accuracy and will participate (not monopolize) regularly. I am interested in your conceptual understanding and this is one of the ways in which I can assess and support your learning.
7. The discussion threads will remain available for you to read but will not be active after the assigned time period. Moderator Teams are not asked to monitor the discussion after the assigned module nor will class members be able to participate in the discussion. If you have a question relating to an earlier discussion, please contact me by email or phone.

Moderator Team Duties

Each of you will be assigned to a Moderator Team for one threaded discussion during the course. The expectations/duties for the Moderator Team are:

1. Communicate with your team members so that you can coordinate your efforts.
2. Contact everyone in the class, letting them know who is moderating, when you will start, and when the discussion period ends. Do this by email.
3. Check in on the threaded discussion every day.
4. Keep the discussion moving along and focused on the topic. If the discussion digresses to other issues, it is your task to direct everyone back to the discussion. Sometimes the other issues are important but please make sure the group returns their focus to the topic at hand.
5. Take stock of the discussion often. What issues still need discussion? Is there consensus on others?
6. Encourage your classmates not to repeat things that others have said but rather to bring up questions from the readings, other articles, or from their own experience.
7. Be the facilitator using the following: Guide; lead; pose questions; make helpful comments; encourage; and model.
8. During the unit, send reminder emails to your classmates encouraging their continued (or initial) involvement (returning to the discussion to continue posting in the threaded discussion, more thoughts or responding to others, and reading what others have posted).
9. Send a final summary (from the Moderator Team) of the key ideas expressed in the discussion to me. Within a few days of completing the unit, post this summary in the drop box for the UNIT so the entire class can access the summary.
10. Of course, I will be following the discussion, joining in frequently. However, I want to allow the community learning process to work without my interference. I believe it is very important for you to discover things on your own but I am mindful of the sense of frustration that occurs when you have to struggle.
11. Be very well prepared in advance on your topic so that you can facilitate a lively, accurate, and beneficial discussion. Feel free to contact me at any time with your questions.

COURSE SCHEDULE

Module	Dates (Subject to adjustment by Instructor)	Readings	Moderator Team
Foundations Unit	Sept. 3 to Sept. 10, 2014	McMillan Ch. 1-3	NA
Library/Research Unit	Sept. 8 to Sept. 28, 2014	McMillan Ch. 4-6 Handbook Ch. 1, 2, 9	TBA
ePortfolio Unit	Sept. 29 to Nov. 9, 2014	McMillan Ch. 7-10 Handbook Ch. 11, 13, 14	TBA
Program Milestones Unit	Sept. 3 to Nov. 10, 2014	Relevant Student Handbook McMillan Ch. 11-13 Handbook Ch. 39, 41	TBA
Professional Development Unit	Nov. 11 to Dec. 12, 2014	Handbook Ch. 66, 69, 73, 74	TBA
Finals Weeks	Dec. 15 to Dec. 19, 2014		NA

GRADING

Major Assignments	Possible Points	Due Date
Foundations Module		
Your Introduction to the Class	4	Sept. 10, 2014
Library/Research Module		
Journal Matrix	4	Sept. 21, 2014
Abstract	4	Sept. 21, 2014
Classic Works	4	Sept. 28, 2014
ePortfolio Module		
ePortfolio Template	4	Oct. 6, 2014
ePortfolio Introduction Documents	4	Oct. 21, 2014
ePortfolio Goals	4	Oct. 30, 2014
ePortfolio Evaluations	4	Nov. 9, 2014

Program Milestones Module		
Program Plan & Timeline	4	Nov. 10, 2014
Professional Development Module		
Employment Cover Letter	4	Nov. 18, 2014
Expert Interview	4	Dec. 2, 2014
Conference Proposal	4	Dec. 12, 2014
General		
Discussion Participation (4 per Module)	16	End date of the Module
Total Points	64	

A - 90% and above   (58 + points)

B - 80% to 89.99%   (51 to 57 points)

C - 70% to 79.99%   (45 to 50 points)

D - 60% to 69.99%   (38 to 44 points)

F - below 60%   (37 or fewer points)

Each assignment will evaluated using the following scale:
4 = submitted on time and complete; meets almost all required elements of the assignment
3 = almost complete; meets the majority of the required elements of the assignment
2 = meets some required elements of the assignment
1 = meets few required elements of the assignment
0 = assignment not submitted within 3 days of due date (without permission for an extension)

[Please note adjustments to the Rubrics for three of the ePortfolio assignments.]

Discussion Participation. You are expected to participate in **all** class discussions and to be an active learner. You all have a significant contribution to make due to your unique combination of background, educational experience, and perspective. Your participation reflects the extent to which you comprehend the material; it enhances the learning processes of your peers as well as your own thinking. Active participation in the class includes reading assigned material in advance of each unit and sharing your ideas during discussions.

Participation on each discussion will be graded on a scale from 0 to 4:
0 = no participation
1 = unacceptable (minimal participation)
2 = basic (some participation but adds little of substance to the discussion, relates personal experiences without explicit connection to unit content)
3 = proficient (prepared and participates at least 3 times in a timely, regular, and meaningful way; relates personal experiences by connecting to the content for the unit)
4 = distinguished (prepared and participates in a timely, regular, and meaningful way; provides support and

leadership for peers, proposes interesting issues about the content, and exceeds 4 substantive postings).

Be aware that 4 points is only given when the person goes above and beyond, relative to the proficient level. In other words, you should expect to receive 3 points if you provide 3 substantive postings. Please read the descriptions above (THREADED DISCUSSIONS and MODERATOR TEAM DUTIES) that more thoroughly explain my expectation for your participation in the online discussions and moderator duties. Keep in mind that participation is the equivalent to attending an on-campus class and is an opportunity for you and me to gauge your understanding of the course content as the course progresses.

GENERAL INFORMATION

Participation

You are expected to visit the course website on a regular basis during the course, navigating your way through the units as you view, read, and interact with course materials and other students in the class. I expect that you will be "in class" regularly. Keep in mind that a 3 credit course carries the expectation that you will spend 3 hours a week "in class" and a considerable amount of time reading, studying, and practicing the content outside of class.

Incomplete Grades

Incomplete grades are not ordinarily available in this course because the course is not accessible after the semester ends. You will not be able to participate in discussions or access any of the course material. However, if you have participated fully throughout the course and you are unable to complete the Conference Proposal by the due date for a compelling reason, you MAY be able to take an incomplete. *You must contact me prior to Dec. 12, 2014, provide a rationale for the incomplete, and gain approval.*

DISABILITY STATEMENT

If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

ACADEMIC HONESTY

"The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (from the University Catalog)." Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. The University regulation can be found at: http://www.uwyo.edu/generalcounsel/_files/docs/UW-Reg-6-802.pdf

In the College of Education and the Department of Professional Studies, we take this policy very seriously. Academic honesty issues include, but are not limited to: cheating, plagiarism, and deceit. If you ever have any question regarding an academic honesty issue, please feel free to contact me or your academic advisor.

**I may make changes to the syllabus as the course proceeds.
If changes are necessary, I will communicate with you.**

Your Introduction to the Class. Within the first week of the course, go to the threaded discussion *Welcome + Kay's Intro* and post a personal introduction. You will find my introduction there to serve as a basic sample.

Abstract. Select one article (**not editorial and without an abstract included**) from one of the journals in the Journal Matrix and write an abstract for that article according to the formatting and content description provided in the *APA Manual*.

Journal Matrix. Groups of four (identified by me at the start of the class) will create a matrix consisting of relevant professional journals that indicates the following: *Primary Field(s)*; *Research/Theory or Practitioner*; brief comment as to *Reputation* for the quality of the articles.

Classic Works. Groups (to be identified by major area of specialization after the course begins) will create a list of classical works in their respective fields. All reference citations must be in APA form.

ePortfolio Template. Your ePortfolio is one element of the oral capstone defense (MA students) or the preliminary exam (PhD/EdD students). Although you begin your ePortfolio in ITEC 5870, you should continue adding to it throughout your program (e.g., forming new goals and working towards them, reviewing teaching philosophies, updating resumes and CVs, and evaluating your progress). One purpose of an ePortfolio is to document professional growth over time, so updating does not necessarily mean deleting and replacing…just something to keep in mind as you decide about additions, revisions, deletions, etc. in the future.

 [See ePortfolio Template.docx in Files for additional details.]

List of ePortfolio elements:
- Introduction (home page)
- Resume or Curriculum Vitae
- Learning Philosophy
- Program Timeline
- Summary of Goals/Achievements
- Program Pillars
- Personal Evaluation
- Program Evaluation

ePortfolio Introduction Documents. In this assignment (the first of three to help you begin your ePortfolio), you will complete four sections: an introduction, resume or CV, learning philosophy, and program timeline. The remainder of this document articulates what is required in each section. If you have already composed these sections of your ePortfolio, be sure to review them and make updates as needed.

 [See ePortfolio Introduction Documents.docx in Files for additional details.]

ePortfolio Goals: In this section of your ePortfolio you will identify goals for this semester and align them to one or more of the four program pillars: **educational foundations, learning and development, technological understanding, and research and scholarship** (see your program handbook for additional details).

[See ePortfolio Goals.docx in Files for additional details about this assignment.]

ePortfolio Evaluations. This is your final ePortfolio assignment for ITEC 5870. However, it is expected that you will continue to identify goals and work toward them during the remainder of your program. As you continue your program, you should also update your learning philosophy, goals, and all other elements of your ePortfolio to document your professional growth over time and to represent your current perspectives.

In this final assignment you will evaluate your work in the program thus far and reflect on how the program is or is not meeting your needs. Remember: these sections should be dated so that future evaluations allow the reader to follow your evolution through the program.

Program Plan & Timeline. Prepare a personalized Program Plan with a Timeline that includes: all courses to be completed (required and elective) and anticipated semester of enrollment, other program requirements (e.g., ePortfolio defense, dissertation defense) and target completion timeline, and target date of graduation. Submit this assignment to me as a pdf **AFTER** you have met with your academic advisor, discussed the plan, and have a dated signature on the plan from the discussion with your advisor. It is likely that you will use several parts of the ePortfolio assignment to complete this assignment.

Employment Cover Letter. Select a job announcement/advertisement that is of interest to you and that you might consider applying for either now or in the near future. Write a cover letter (no more than 1.5 pages with standard margins and 12 pt font) that you would attach to any other required application materials for each position, if you were to apply. Submit a copy of the position posting and your cover letter.

Expert Interview. Select a person in your field of study and conduct a short interview with this individual. This individual might be a human resources director, instructional designer, consultant, professor/instructor, or researcher who is currently working in your future specialty area. Submit the complete transcription of the interview including details of: interviewee, date, time, and place/method of the interview.

Conference proposal. Write an approximately 1000 word conference proposal for the Association for Educational Communications and Technology (AECT) 2015 annual conference. You must reference a minimum of six sources (four of which must be peer-reviewed) and adhere to current APA guidelines when referring to in-text citations, references, headings, and so forth. Proposals may be joint with no more than one additional author (peer or colleague).