

**TEXAS A&M UNIVERSITY-TEXARKANA
COLLEGE OF ARTS & SCIENCES AND EDUCATION**

COURSE SYLLABUS Spring 2011

COURSE NUMBER: ITED 550.01W
COURSE TITLE: Capstone in Instructional Technology
CREDITS: 3 Semester Credit Hours
INSTRUCTOR: Dr. Bosede Aworuwa
OFFICE: RM. 237
CLASS MEETING: TBA
OFFICE & ONLINE HOURS: Office hours (M, W, R 1-4pm)
Online hours (M, R 4-6pm)
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COURSE DESCRIPTION

This capstone course provides an opportunity for students to define their professional goals, assemble the evidence of their skills and abilities; and create a comprehensive electronic portfolio aligned with their professional goals. Students also complete evaluation of an instructional product.

PREREQUISITES

ITED 501, 511, 512 OR 530, 520, 521, 523 and Permission of the instructor.

REQUIRED READINGS

Steven M. Ross AND Gary R. Morrison *Getting started in instructional technology research*, Third edition. <http://www.aect.org/Intranet/publications/Research/index.html>

Dick, W., Carey, L., & Carey, J.O. (2005). *The systematic design of instruction*. 6th Edition. Boston: Pearson Allyn & Bacon.

Resources:

http://www.interlabs.bradley.edu/ATL/For_Authors/Recommended_structure_ATL_journal_paper.pdf

STANDARDS

AECT Standard 1: DESIGN

Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

AECT Standard 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

AECT Standard 5: EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

COURSE OBJECTIVES

By the end of the semester, students enrolled in the course will have completed: 1) a comprehensive program e-portfolio; and 2) a capstone project report demonstrating their ability to apply instructional technology concepts and principles appropriately in a selected work setting.

In the two deliverables (e-portfolio and capstone project report), students will demonstrate:

1. knowledge of effective methods for incorporating technology into an instructional unit to maximize student learning and teacher effectiveness
2. knowledge of current research on design and development of effective technology-enhanced learning environments
3. skills in using current and emerging technologies to design, develop, and evaluate instruction for specified learner group and learning environment; and
4. knowledge and skills in program/project/product evaluation.

INSTRUCTIONAL DELIVERY STRATEGIES

The student will schedule a weekly one-on-one interactive session with the professor during each phase of the capstone project. The phases include: 1) Proposal Development, 2) Data

Collection and Analysis, and 3) Project Report. Communication will be through e-mail, chat and phone call.

EVALUATION

The course will be evaluated according to these criteria:

- 1) Comprehensive Program E-Portfolio Assessment – 30% (see portfolio rubric)
- 2) Capstone Project Report – 70% (see capstone project rubric)

Comprehensive Program Portfolio

In past semesters, you have been developing learning materials that you have been storing in your working portfolio. They consist of materials developed in different courses and from your professional life. Using artifacts carefully selected from your working portfolio, construct a comprehensive professional e-portfolio as a capstone of your achievements in the Instructional Technology program. Your portfolio artifacts must meet several performance indicators of the AECT standards. See rubric for portfolio assessment. **(100 points)**.

Please note the following timeline:

1. Portfolio plan **Week 2**
 2. Draft or template of portfolio (30 points) **Week 6**
 3. Final portfolio must be submitted for grading (70 points) **Week 12**
- Total = 100 points

Capstone Project

The capstone project is designed to enable you demonstrate readiness to assume the role of an instructional technology leader in your work place. You will identify an instructional need in your workplace, propose, design, and implement an instructional solution to the problem. In your proposed solution (project), you will demonstrate:

- 1) the ability to use current and emerging technology to improve instruction and learning,
- 2) skills in systematic approach to designing, developing, implementing, managing, and evaluating the integration of technology into instruction, and
- 3) respect for diversity among individuals and ethical standards and practice in the field of instructional technology.

Note that you can repurpose a project completed in previous courses for your capstone project. In which case, you would only need to revise the project, design a plan to do product evaluation, and complete a report of the evaluation.

The phases of the capstone project and timeline for completion are:

1. Project proposal (that must be approved by the instructor) **(Weeks 1-3) – 50 points**
2. Instructional product (designed or repurposed) **(Weeks 4-5) (100 points)**
3. Data collection and analysis **(Weeks 6-10)**
4. Project report completed and first draft submitted **(Weeks 11-12) (50 points)**
5. **Final project report submitted (Weeks 13-14) – 100 points**

ACADEMIC INTEGRITY

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog. The student is responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.

DISABILITY ACCOMMODATIONS

Students with disabilities may request reasonable accommodations through the A&M Texarkana Disability Services Office by contacting Mr. Carl Greig, Aikin room 223 or by calling 903-223-3062.

STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu

Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

REQUESTING AN INCOMPLETE GRADE

When a student's work is satisfactory in quality but, due to circumstances beyond his or her control, is not completed by the end of the semester, a student may request an Incomplete ("X") in the course. The student is responsible for initiating discussion with the instructor regarding a grade of "X" in a course and for completing the required "Incomplete" form found on the university website. The completed form, signed by the Dean, must be submitted to the Registrar's Office by the close of business on the date final grades are due (as listed in the Schedule of Classes) or a grade of "F" must be recorded.

You can download guidelines on how to complete an incomplete grade form from this link: <http://www.tamut.edu/admissions/Forms/incompletegradelines82006.doc>

You can download a blank incomplete grade form from this link: <http://www.tamut.edu/admissions/Forms/incompletegradeform82006.doc>

STUDENT E-MAIL ACCOUNT

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

SYSTEM REQUIREMENTS

- Hardware - Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to work on this course. However, the hardware minimum requirement includes:
 - Pentium (2 GHz or greater)
 - 256 megabytes (MB) random access memory (RAM)
 - 20 GB or greater hard drive
 - Operating Systems: Windows 98/NT/2000/ME/XP or OS 9.1 to OS X; G3, G4, or higher.
- Internet access: A DSL or Cable connection is preferable to a dial-up connection, where possible. Dial-up connection has less bandwidth and class materials may download slowly

or not at all. High speed DSL or cable provides adequate connection for other class events such as chat and discussion board. Choose reliable Internet Service Provider, especially those that provide technical support.

- Internet browser and email software: Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater). You may also download Firefox as alternative or additional browser. Sometimes some Internet tasks are easier to perform with Firefox than with Internet Explorer. Both browsers can run on your computer without any difficulty. Browsers that are part of the MSN and AOL software include proprietary modifications that may not work correctly with other resources. You may continue to use AOL or MSN as your Internet service provider, but once connected to the Internet; you should minimize the AOL or MSN window and launch Internet Explorer, Netscape, or Firefox.
- Applications Software: Access to MS Office 2007 professional edition
- Adobe Acrobat Reader: Available for download at <http://www.adobe.com>, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- Plug-ins: You may also download players or plug-ins such as Adobe Flash Player 9.0 (available at <http://www.adobe.com>) and allows you to view any content delivered in Flash, Windows MediaPlayer (download latest version at <http://www.microsoft.com/windows/windowsmedia/download>); Apple Quicktime (<http://www.apple.com/quicktime>); RealPlayer (<http://www.real.com>) allow you to play multimedia content online.
- Virus Protection: Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect your system, you should purchase up-to-date antivirus software and regularly check your computers for viruses. Try to keep your antivirus software current by regularly downloading updates from the software company's Web site.

References

Instructional Design References

Jonassen, D.H. (Ed.) (1996) [Handbook of Research for Educational Communications and Technology](#). Association for Educational Communication and Technology (AECT)
<https://www.aect.org/Intranet/Publications/index.asp>

Seels, B. & Glasgow, Z. (1998). [Making instructional design decisions](#). (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Reiser, R.A. & Dempsey, J.H. (Eds.) (2007). [Trends and issues in instructional design and technology](#). Upper Saddle River, NJ: Prentice Hall

Other Related References

Grabinger, S. (1996). Rich environments for active learning. In [A handbook of research for educational communications and technology](#), D. Jonassen (Ed.). New York: Simon & Schuster.

Hopkins, T. (1999). [Internet resources for educators](#). Westminster, CA: Teacher Created Materials, Inc.

Jonassen, D.H., Peck, K.L., & Wilson, B.G. (1999). [Learning with technology: A constructivist perspective](#). Upper Saddle River, NJ: Prentice-Hall, Inc.

Roblyer, M.D. & Edwards, J. (2000). [Integrating educational technology into teaching](#). (Second Edition). Upper Saddle River, NJ: Prentice-Hall, Inc.

Internet References:

Virtual Reference Desk
<http://www.vrd.org/>

Instructional Design Link
<http://www.oit.umd.edu/units/as/design.html>

Instructional Design Models
http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html