

IT521 Proseminar I: Instructional Technology as a Profession
Last Updated August 19, 2015

University of Tennessee Knoxville
Instructor Information
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*Please note that the instructor reserves the right to modify the syllabus during the semester and participants will be notified through this website and Blackboard Announcements

Meeting Time Wednesday 5:45PM- 8:35PM, All meetings are online both synchronous and asynchronous formats.
Office Hours Monday 3:45PM-4:45PM (Online or Face-to-Face), Other appointments can be arranged upon request

Course Description and Value

This course is designed for both Master's and Doctoral students interested in the instructional/educational technology profession. Participants will reflect on issues related to the definition of the field, ethics, and career options. Through these reflections, participants will identify their future role in the field and develop personal goals with accompanying plan for achieving those goals. Participants will be introduced to media evaluation and visual design principles within the context of electronic media development. Master's students will begin designing their portfolio for the program and doctoral students will begin exploring a topic of interest in the field and conduct a literature review based on seminal and current works.

Course Format

This is 100% online with blended synchronous and asynchronous meetings through Blackboard Collaborate and Blackboard. To ensure that you are available for all synchronous course activities please make sure that you are available for the set course hours. Additionally, please make sure that you have access to a computer with a high speed Internet connection and a USB headset with a microphone for optimum participation in the synchronous sessions. Please review the Classroom Etiquette section carefully to understand your responsibilities as a professional participant in this course. If you choose to engage in activities that are unprofessional, disrespectful to others, or disruptive you will lose points toward course participation.

Initial Course Ground Rules

The following document lists the course ground rules approved by past participants. We will examine and update them.

As a member of IT 521 I understand that it is best to have a set of ground rules of participation. I also understand that the ground rules are a living document, and when the need arise I will bring to attention to others by contacting the instructor privately or by sharing comments publicly asynchronously or synchronously in class.

The Ground Rules of Participation include...TBA:

Objectives

Course participants will be able to:

1. Develop an online community of professionals;
2. Explore instructional/educational technology as a field (masters and doctorate);

3. Explore and identify career paths within instructional/educational technology and examine personal roles in the field (masters and doctorate);
4. Evaluate electronic media for instructional purposes (masters and doctorate);
5. Design an electronic professional portfolio (masters only), and
6. Explore and develop a research agenda within the field (doctorate only).

Alignment to Standards

- AECT Standard 2 Content Pedagogy: Candidates will be encouraged to grow as practitioners within a supportive community of practice that enables them to demonstrate effective implementation of educational technologies based on content pedagogy.
- AECT Standard 5 Research: Candidates explore, evaluate, synthesize and apply systemic methods of inquiry to enhance learning and improve performance.
- ISTE.NETS-C 1 Visionary Leadership Technology coaches 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
- ISTE.NETS-C 4 Professional Development & Program Evaluation Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice to student learning.

Required Text

- Reiser, R., & Dempsey, J. V. (2011). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon.

Readings Posted Electronically on Box.com

- The URL to access the Box.com folder for this course is provided in Blackboard. You may violate copyright laws if you choose to share this URL to others so please act responsibly.

Required Equipment

- Personal computer with high speed internet connection
- USB headset with a microphone--every participant must access the synchronous session with USB headset with a microphone

Course Resources

BlackBoard <https://bblearn.utk.edu/>

MyUTK <https://my.utk.edu/>

Graduate Certificate in Qualitative Research http://web.utk.edu/~edpsych/gradcert_qualresearch.html

Graduate Catalog: <catalog.utk.edu/index.php?catoid=7/> (Listing of academic programs, courses, and policies)

Hilltopics: <dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)

Academic Planning www.utk.edu/advising (Advising resources, course requirements, and major guides)

Student Success Center studentsuccess.utk.edu (Academic support resources)

Instructor Generated Resources

[10 Habits of Being a Successful Graduate Student and Beyond](#)

[How do I know when an article is peer Reviewed?](#)

[Peer Reviewed Article Matrix](#)

Resources for Searching Journal Articles

Google Scholar <http://scholar.google.com/>

UTK Library <http://www.lib.utk.edu/>

Course Communications

You will regularly receive course related communications from the instructor through email and through BlackBoard Announcements. It is your responsibility to make sure that your university email account is in working condition. If you have technical issues or need help troubleshooting, please contact OIT at remedy.utk.edu/contact/ or call the helpdesk at 865-974-9900. You should expect your instructor to respond to your message within 24 hours on regular business days during the week and 48 hours on weekends and university holidays. If you do not hear back from the instructor, please send another message or call 865-974-7712.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Services

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall (ods.utk.edu/) to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

Your Role in Improving Teaching and Learning Through Course Assessment

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Academic Honesty

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares:

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

You are expected to complete your own work. You cannot re-submit work here that was done for previous classes.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).

- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

For this class, plagiarism will result in a zero on the assignment and a meeting with your academic advisor.

Academic writing conventions and abilities

All assignments must conform to the style and reference notation format outlined in the Publication Manual of the American Psychological Association. The APA manual is an essential tool for graduate school academic writing. Please study it carefully and refer to it often. If you are unsure about particular APA formatting and citation rules, refer to the manual.

The ability to write in an appropriate academic manner is critical to successful graduate study. If you find that you need assistance with your writing, please visit the university's free Writing Center housed in the English department: web.utk.edu/~english/writing/writing.shtml. They do not proofread or edit your work, but they can help with idea development and organization – key elements of successful academic writing.

Resources and Responsibilities

It is assumed that this course will "cost" you extra resources in time and expense. Any new skill such as computer use or graphics design should be considered time-consuming and most work will be done outside of the regular class period. It is further assumed that those who enter the course have a wide range of experience and expertise in the field. Ownership of a microcomputer is not required; however, access to one is a necessity. We will be using both Macs and PCs in this course.

Attendance Policy

Students are expected to be on time, attend all classes, and participate in class discussions, small group activities, exercises, and projects. You may not receive class participation credit for missed classes and are responsible for missed information. However, emergencies can occur at any time and the instructor reserves the right, based on the individual situation, to accommodate a student with any emergency. A student missing class must complete all assignments to the satisfaction of the instructor before credit will be issued. Absences are not considered excused for job interviews, vacations, regular doctor's appointments, or general lack of planning. Students are granted one "free" absence, regardless of the situation. However multiple absences and excessive tardiness are considered unacceptable for success in this course and can be cause for a final grade reduction. Attendance will be taken every class session, and every unexcused absence after the "free" absence will cost you a 10 point deduction from your final grade.

Tardiness

Tardiness is disruptive and rude to your instructor and your fellow students and reflects badly on you - it can speak about your attitude and work ethic. Students arriving late to class should wait until the instructor, fellow student, or guest speaker is finished talking and should take a seat close to the door. Excessive tardiness = 20 minutes late more than two times.

Classroom Etiquette

During synchronous sessions, while your instructor, your peer, or guest lecturer is conducting a presentation you are expected to pay complete attention to what they are presenting. It is not only rude, but also distracting to other participants when you engage in activities on your computer, personal portable devices, and cell phones that is disruptive to the synchronous meetings. If you engage in disrespectful and disruptive behaviors during synchronous meetings, you will lose points from course participation, which will affect negatively on your final

grade for this course. Make sure that your cell phone and/or beeper are turned off or set on manner mode. Please inform the instructor before class session begins if you are experiencing circumstances that warrant your cell phone/beeper to be turned on, such as extreme weather conditions that may put your family members

Assignments

Overview

In order to become a successful instructional designer and or instructional/educational technologist you need to: gain experience to understand the profession and what future jobs may be available for you, explore what role you may be taking in the field, and design instructional products. It is expected that participants submit assignments at the designated time. When assignments are submitted late the instructor may be able to grade your work, but will not be able to provide feedback to your work.

To support you in gaining these experiences the activities and assignments in this course will help you to:

- Understand the broad scope of the field;
- Engage in thoughtful analysis and synthesis of how to contribute to the field while developing a professional agenda;
- Understand the nature of the jobs that are available after degree completion;
- Start developing a professional portfolio for Master's students; and
- Start developing a research agenda for Doctoral students.

The readings and assignments have been designed to provide you with experiences that assist you to become a successful instructional designer/instructional technologist/educational technologist.

1. Class Participation

General Participation 100 points

Read assigned articles/book chapters

Please be prepared for each class session by completing readings on days that they are due with relevant questions for class, and by being a productive participant in course discussions. You need to share your understandings about the readings, new ideas, and discoveries about instructional/educational technology through collegial, effective, and professional discussion in both synchronous and asynchronous activities. When you read each work make sure that you take note of interesting ideas you would like to explore through discussion with other participants. If there are ideas that are unclear to you, please make note of those and do not hesitate to bring them up in asynchronous forums and the synchronous class sessions.

Engage in Weekly Activities 100 points

As a graduate student you need to take an active role in your own learning and helping others develop their understanding of instructional/educational technology. You have a responsibility to yourself and others to show your contribution by putting a genuine effort every week in course related activities. Participation points will be deducted if you do not show that you are engaged in class.

2. Definition Concept Map and Professional Statement 150 points

The goal of this assignment is for you to explore what the field of instructional/educational technology is about. In order to meet this goal you need to (a) demonstrate an understanding of the definition of the field in a concept map format, (b) identify competencies that you aspire to master as a member of the instructional/educational technology profession, and (c) identify how you will continue your professional development in specific competency areas that you currently have not mastered. Additionally, it is very important that at this point in your graduate career you develop a professional voice that is reflected in your writing style. Therefore, you will be assessed on your proficiency for following APA style and your overall professional voice reflected in your paper.

Free Concept Mapping Tools to Explore and Use

- bubbl.us
- [gliffy](http://www.gliffy.com/)
- Visual Understanding Environment (VUE) vue.tufts.edu/

Commercial Products

- Inspiration www.inspiration.com/
- Microsoft Visio office.microsoft.com/en-us/visio/microsoft-visio-professional-2013-create-professional-diagrams-FX103791368.aspx

3. Interview a Professional in the Field 150 points

You are responsible for conducting an interview with a professional in the field. The individual can be an instructional designer, educational technologists, instructional technologist, technology support administrator, university faculty, and university support staff who is dedicated to faculty training. You are encouraged to find individuals to interview at your current place of work or any other settings, but the instructor will provide you with a list of individuals who have agreed to be contacted for a potential interview if you have trouble finding a volunteer respondent. When you have identified who you plan to interview please inform the instructor and obtain permission to proceed.

During the interview you will ask questions that will help you understand your respondent's experiences in the profession, gain a further understanding about the field in general, and understand what types of jobs you can anticipate to find in the field. This assignment requires the cooperation of a third party individual who you can anticipate has a very busy work schedule. Please think about how you present yourself in a professional manner and be respectful of your respondent's time. If there are situations that your respondent needs to reschedule the agreed interview time and will impact your ability to submit your work on time please contact the instructor. After the interview is completed, you are required share a draft of the written report to all participants of this course, then submit a final version of the report to the instructor. All participants will read the shared draft and engage in further insights about the field and future jobs, as well as provide constructive comments for individual participants to write the final report.

Please note that in your report you need to refer to the respondent with a pseudonym, and do not reveal his/her true name.

4. Usability Testing of a Web Authoring Tool 300 points

You will work in a team of 3 or 4 members to complete a usability testing of a web authoring tool that will help you decide which tool you will use for your web-based portfolio project. The goal of this assignment is for you to gain experience working in a collaborative online team, help you make progress with the portfolio assignment, and gain initial experience with usability testing. Doctoral students are required to complete this assignment as well to gain experience in usability testing. This assignment requires the collaborative team to prepare a team report, for each member to prepare an individual reflection paper, and each member to submit a peer evaluation of his/her team members including him/herself.

5a. *Master's Professional Portfolio Prototype and Showcase 200 points

You are responsible for starting a professional web-based portfolio. You will use a web authoring tool of your choice and create the basic design components of an electronic portfolio following the MS IT Portfolio Requirements. You must provide the following artifacts and rationale for this assignment as part of your portfolio sections:

1. Current Resume;
2. Program of Study;
3. Professional Statement that reflects your understanding of the field, what role you plan to take in it, and your professional goals;
4. One section of the portfolio following the guidelines for introducing your competencies, description of an artifact, and your rationale for including the artifact in your portfolio. If at this time you do not have an artifact from this program that is fine, please select an artifact from your past. By the least, you will be able to enter the Usability Testing of a Web Authoring Tool from this class in the Assessment and Evaluation section of the portfolio.

You also need to engage in an evaluation of your portfolio with assigned peers and make modifications as necessary based on your results.

After the evaluation submit a reflection paper that addresses

1. What you learned about yourself as a professional by developing your portfolio?
2. What usability changes you made after the evaluation? and
3. What went well and/or what did not go well in your prototype?

Finally, you will showcase your portfolio to the class with evaluation results.

5b. *Doctoral Literature Review and Presentation 200 points

You will develop a literature review that discusses a topic of your interest within instructional/educational technology. You will build a convincing argument that your topic is relevant to instructional/educational technology. In your discussions you need to articulate the theoretical/practical value of your topic and the importance of your topic. Make sure you use primary source literature including peer-reviewed work as a source of reference. This paper is an opportunity for you to demonstrate your understanding of the field and your topic of interest.

The following sections should be included in your literature review:

- Title Page
- Introduction that provide a clear overview including the purpose
- Topic discussions:
 - Discussion of your topic based on the literature
 - Relevance to instructional/educational technology based on the literature
- Significance of your topic in instructional/educational technology
- References
- Appendix (optional)

Your literature review should not exceed 2500 words double-spaced using 1-inch margins 12-point Times New Roman font excluding title page and references following APA style guide 6th edition. If you exceed the required word count your work will not be read past that point. On the title page please include the exact word count of your document excluding the title page and reference.

Finally, you will be presenting your literature review to other members of the class.

Assignments, Alignment to Course Objectives, Format, and Total Possible Points

| Assignments | Alignment to Objectives | Format | Points |
|--|--------------------------------|---------------------|---------------|
| 1. Class Participation | Objectives 1, 2, 3, 6 | Individual | 200 |
| 2. Definition Concept Map and Professional Statement | Objectives 1, 2, 3, 6 | Individual | 150 |
| 3. Interview a Professional | Objectives 1, 2, 3, 6 | Individual | 150 |
| 4. Usability Testing of a Web Authoring Tool | Objectives 4, 5 | Collaborative Group | 300 |
| 5a. *Professional Portfolio Prototype and Showcase | Objectives 4, 5 | Individual | 200 |
| 5b. *Doctoral Literature Review and Presentation | Objective 6 | Individual | 200 |
| | | Total Possible | 1000 |

Assignment of Final Grade

Grades are updated regularly in Blackboard. Final grades will be given according to the UT grading scale: A=900-1000 B+=850-899 B=800-849 C+=750-799 C=700-749 D=600-699 F=599 and below

A Note Regarding Letter Grades

Completing all assignments and meeting the minimum expectations of the course constitutes “B” work; truly outstanding/superior work constitutes “A” work; and failing to meet the minimum expectations will result in a grade of “C” or lower. Spending a lot of time on course requirements (or having a history of being an “A” student) may not, in and of itself, necessarily result in an “A” grade.

Criteria

A= Superior performance, B+= Better than satisfactory performance, B=Satisfactory performance, C+=Less than satisfactory performance, C= Performance well below the standard expected of graduate students., D=Clearly unsatisfactory performance and cannot be used to satisfy degree requirements, F=Extremely unsatisfactory performance and cannot be used to satisfy degree requirements

Schedule

*Please note that readings must be completed by the date they appear in the schedule.

*All assignments are due 11:59pm the day it is due.

*All discussion board participation are due 11:59pm unless it is otherwise indicated.

| Week | Day | Topic | Assignments/Readings |
|------|------|---|--|
| 1 | 8/19 | Course Introduction, Ground Rule, and Instructional/Educational Technology History We will meet Synchronously on 8/19 | Readings <ul style="list-style-type: none"> • Reiser (2011) in Reiser & Dempsey (Eds) Ch. 3 • Lehman, & Conceição (2014) • Motteram & Forrester (2005). |
| 2 | 8/26 | Instructional/Educational Technology as a Field and Definition of the field Your Asynchronous post is due 8/21 at 11:59pm and your comments to other participants are due 8/25 at 11:59pm. We will meet Synchronously on 8/26 | Readings <ul style="list-style-type: none"> • AECT (2008) in Januszewski & Molenda Ch. 1 • Reiser (2011) in Reiser & Dempsey (Eds) Ch. 1 • Branch & Merrill (2011) in Reiser & Dempsey (Eds) Ch.2 |
| 3 | 9/2 | Understanding How People Learn and Designing Learning Environments <ul style="list-style-type: none"> • Learning Theory Discussion • Learning Theory Matrix Your Asynchronous post is due 8/28 at 11:59pm and your comments to other participants are due 9/1 at 11:59pm. We will meet Synchronously on 9/2 | Readings <ul style="list-style-type: none"> • Driscoll (2011) in Reiser & Dempsey (Eds) Ch. 4 • Richey, Klein, & Tracey (2011) Ch. 4 • Robinson Molenda & Rezabeck (2008) in Januszewski & Molenda Ch. 2 |
| 4 | 9/9 | Class will facilitated Asynchronously, no Synchronous Meeting Instructional/Educational Technology as a Profession and Professional Associations Your Asynchronous post is due 9/4 at 11:59pm and your comments to other participants are due 9/8 at 11:59pm. | Readings <ul style="list-style-type: none"> • Reiser (2011) in Reiser & Dempsey (Eds) Ch. 26 • Gabrielli & Branson (2011) in Reiser & Dempsey (Eds) Ch. 27 • Klein, Rushby, & Su (2011) Reiser & Dempsey (Eds) Ch. 28 |

No Synchronous meeting

| | | | |
|---|------|--|---|
| 5 | 9/16 | <p>Portfolio Assessment, IT Online Master's Portfolio, Web Hosting, File Structure, and Web Authoring</p> <p>Your Asynchronous post is due 9/11 at 11:59pm and your comments to other participants are due 9/15 at 11:59pm.</p> <p>We will meet Synchronously on 9/16</p> | <p>Readings</p> <ul style="list-style-type: none"> IT Online Portfolio Template and Requirements |
| 6 | 9/23 | <p>Visual Literacy</p> <p>Your Asynchronous post is due 9/18 at 11:59pm and your comments to other participants are due 9/22 at 11:59pm.</p> <p>We will meet Synchronously on 9/23</p> | <p>Readings</p> <ul style="list-style-type: none"> Johnson (2010) Ch. 1, 2, & 3 Krug (2005) Ch. 1 <p>Assignment</p> <ul style="list-style-type: none"> Definition Concept Map and Professional Statement |
| 7 | 9/30 | <p>Media Evaluation and Usability Testing</p> <p>Your Asynchronous post is due 9/25 at 11:59pm and your comments to other participants are due 9/29 at 11:59pm.</p> <p>We will meet Synchronously on 9/30</p> | <p>Readings</p> <ul style="list-style-type: none"> Rubin & Chisnell (2008) Ch. 1 & 2 Krug (2005) Ch. 10 |
| 8 | 10/7 | <p>Essential Web Design and Development Skills for your Portfolio I Basic HTML and Google Sites</p> <p>Your Broken Code Examples and your Google Sites are due before we meet for the synchronous session, also help each other in the "Hi all I need Help!" Blackboard Discussion Board throughout the week</p> <p>We will meet Synchronously on 10/7</p> | <p>Readings</p> <ul style="list-style-type: none"> Lloyd (2011) pp. 21-41 Google Sites Help support.google.com/sites/?hl=en |

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| 9 | <p>10/14 Essential Web Development Skills for your Portfolio II WordPress and Weebly</p> <p>Your WordPress and Weebly sites are due before we meet for the synchronous session, also help each other in the "Hi all I need Help!" Blackboard Discussion Board throughout the week</p> <p>We will meet Synchronously on 10/14</p> | <p>Readings</p> <ul style="list-style-type: none"> WordPress.com Support en.support.wordpress.com/ Wix Support www.wix.com/support/html5/ <p>Assignment</p> <ul style="list-style-type: none"> Interview a Professional--draft due to share to other participants |
| 10 | <p>10/21 What do instructional technology professionals say about the field?</p> <p>Your Asynchronous post is due 10/16 at 11:59pm and your comments to other participants are due 10/20 at 11:59pm.</p> <p>We will meet Synchronously on 10/21</p> | <p>Readings</p> <ul style="list-style-type: none"> Interview a Professional Reports <p>Assignment</p> <ul style="list-style-type: none"> Interview a Professional--final version due |
| 11 | <p>10/28 Class will facilitated Asynchronously, no Synchronous Meeting</p> <p>Instructional Technology Ethics and Digital Citizenship</p> <p>Your Asynchronous post is due 10/23 at 11:59pm and your comments to other participants are due 10/27 at 11:59pm.</p> <p>No Synchronous meeting</p> | <p>Readings</p> <ul style="list-style-type: none"> Yeaman, Eastmond, Napper (2008) in Januszewski & Molenda Ch. 11--Skim most, Read 283-290 (stop at Historical Background) and 295-299 (Start at Code of Ethics section and stop at Reconceptualization) Smaldino, Donaldson, Herring, (2011) in Reiser & Dempsey (Eds) Ch. 35 |
| 11/4 | Participant Work Week | Work with your team to finalize Usability Testing of a Web Authoring Tool |
| 12 | <p>11/11 What have you learned so far about Instructional Technology as a Profession?</p> <p>Your Asynchronous post is due 11/6 at 11:59pm and your comments to other participants are due 11/10 at 11:59pm.</p> <p>We will meet Synchronously on 11/11</p> | <p>Assignment</p> <ul style="list-style-type: none"> Usability Testing of a Web Authoring Tool |
| 13 | <p>11/18 Portfolio Prototype Showcase/Literature Review Presentation</p> <p>Post the link to your portfolio on assigned Blackboard Discussion Board by 11/18 at 11:59pm.</p> <p>We will meet Synchronously on 11/18</p> | <p>Assignment</p> <ul style="list-style-type: none"> Portfolio Prototype/Literature Review Showcase/Presentation |

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|----|-------|------------------|--|
| 14 | 11/25 | No Class Meeting | Assignment <ul style="list-style-type: none">• Portfolio Prototype/Literature Review |
|----|-------|------------------|--|

Reading Details

Week 1

- Text: Reiser (2011) A history of instructional design and technology. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 3
- Lehman, R. M., & Conceição, S. C. O. (2014). Motivating and Retaining Online Students: Research-Based Strategies That Work. San Francisco, CA: Jossey-Bass.
- Motteram, G., & Forrester, G. (2005). Becoming an Online Distance Learner: What can be learned from students' experiences of induction to distance programmes? Distance Education, 26, 281–298. doi:10.1080/01587910500291330

Week 2

- AECT. (2008). Definition. In A. Januszewski & M. Molenda (Eds.), Educational Technology: A Definition with Commentary. Lawrence Erlbaum.
- Text: Reiser (2011). What field did you say you were in? Defining and naming our field. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 1
- Text: Branch & Merrill (2011). Characteristics of instructional design models. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 2

Week 3

- Text: Driscoll (2011). Psychological foundations of instructional design. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 4
- Richey, R. C., Klein, J. D., & Tracey, M. W. (2010). The Instructional Design Knowledge Base: Theory, Research, and Practice. Routledge. Ch. 4
- Robinson, Molenda, & Rezabeck (2008). Facilitating Learning. In A. Januszewski & M. Molenda (Eds.), Educational Technology: A Definition with Commentary. Lawrence Erlbaum. Ch. 2

Week 4

- Text: Reiser (2011). Getting an instructional design position: Lesson from a personal history. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 26
- Text: Gabrielli & Branson (2011). Getting a job in business and industry. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. Ch. 27
- Text: Klein, Rushby, & Su (2011). Professional organizations and publications in instructional design and technology. In R. A. Reiser & J. V. Dempsey (Eds). Trends and Issues in Instructional Design and Technology (3rd ed.). Allyn & Bacon. 28

Week 5

- IT Online Portfolio Template and Requirements
- Other required readings

Week 6

- Johnson, J. (2010). Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Rules (1st ed.). Morgan Kaufmann. Ch. 1, 2, & 3
- Krug, S. (2005). Don't Make Me Think: A Common Sense Approach to Web Usability, 2nd Edition (2nd ed.). New Riders Press. Ch. 1

Week 7

- Rubin, J., & Chisnell, D. (2008). Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests (2nd ed.). Wiley. Ch. 1 & 2
- Krug, S. (2005). Don't Make Me Think: A Common Sense Approach to Web Usability, 2nd Edition (2nd ed.). New Riders Press. Ch. 10

Week 8

- Lloyd, I. (2011). Build Your Own Website The Right Way Using HTML & CSS (Third ed.). SitePoint. pp. 21-41
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