



RICHARDS COLLEGE OF BUSINESS

**ABED 6107: Instructional Strategies for Technology
Fall 2015**

Course Syllabus

Course Information

Level	: Graduate
Credit	: 3 semester hours
Meetings	: Course is online but there will be two class on-campus class meetings (see Schedule).
Course Web site	: http://www.westga.edu/webct http://westga.view.usg.edu
Instructor	: Dr. Sunil Hazari, Professor Department of Marketing/Business Education
E-mail	: Use CourseDen to send email
Web	: http://www.sunilhazari.com/education
Phone	: 678-839-4842
Fax	: 678-839-5358
Office	: Room 2312, RCOB Building
Office Hours	: Wednesdays, 11:00 am – 4:00 pm (appointment preferred)

Catalog Description

A study of issues, methodologies, applications, and current research in teaching business courses using Technology, Read/Write Web, and Web 2.0 applications.

Course Textbook and other materials

- 1) Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms (3rd Edition)
Authored by: Will Richardson, Corwin Press, ISBN: 1-4129-5746-5 [Required]
- 2) Research-based web design & usability guidelines. Online book available from <http://www.usability.gov/guidelines/> (292 pages) [Recommended]
- 3) Publication Manual of the American Psychological Association, Sixth Edition [Recommended]
- 4) USB Drive (Required), webcam & microphone (Recommended)

Course Objectives

- Evaluate Instructional Design / Learning theories appropriate for technology-based instruction in Business Education
 - Identify instructional strategies that can be used to integrate technology-mediated instruction for Business Education
 - Explore effectiveness of Web 2.0 tools (such as Blogs and Wikis) for teaching and learning Business Education subjects
 - Assess effectiveness of technology-based learning environments
 - Prepare technology-based learning modules for delivery of instruction over the Web (completed as Final Project)
 - Communicate research ideas using correct APA format
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Grading

Readings/Discussions	40%
Weekly Projects	40%
Final Project	20%

The nature of this course relies primarily on discussion and projects. There will be no exams in the course. All class discussions will take place online in asynchronous (discussion board) format. Students are expected to read assigned class material during each week and participate **actively** in asynchronous and synchronous discussions.

Feedback from Instructor: Feedback is an integral part of enhancing learning in all courses. The instructor will post numerical scores for each assignment that are indicators of feedback to students. Assignments are usually graded out of 5 points. A 5 point score indicates the student is doing excellent work in class; a 4 point score indicates the student is doing well but can improve slightly. A score of 3 points is average and anything less is unsatisfactory. Rubrics for scoring and assigning grades will be explained in detail during the first class meeting.

A single low score will not affect the overall grade because of the number of assignments, and the weights given to each category of assignment, but students should make every effort to understand the reason for their low scores. If needed, it is the **responsibility of the student** to request additional *specific* feedback from the instructor. Usually the cause for low scores is because the student has not followed instructions given in the grading rubric. Students are responsible for tracking grades in the spreadsheet template that will be provided by the instructor. Any concerns about weekly assignment grades should be discussed with the instructor within seven days or the grade stands as assigned. At the end of the term, percentage scores will be used to assign letter grades as follows: A=90-100%; B=80-89%; C=70-79%; F= Less than 70%

Policy on Late Assignments: Discussion board topics are locked after the due date has passed (For due dates, see course schedule). It is therefore important that students post information to the discussion board within scheduled period to receive proper credit. Project deadlines are given in the Weekly schedule. Late assignments will be accepted for partial credit only (10% reduced each day) but will need to be e-

mailed to the instructor from CourseDen. The instructor must approve any deviations or substitutions for required assignments in advance. Students should inform the instructor (by e-mail or phone) of any extended absences, or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading purposes.

Technology expectations:

All software used in this course is accessible from lab computers and students are encouraged to use these computers. Since this class relies heavily on use of technology it is preferred that students have access to a computer to complete projects. Students should make alternate arrangements to have access to another computer in case of primary computer problems. Information Technology Support (<http://www.westga.edu/~techlife/>) or CourseDen support (<http://www.westga.edu/webct>) should be consulted for questions about technology related issues. If students would like to install any software on personal computers, it is recommended that computer backup be done before installing any software. Grades on projects will be assigned based **only** on quality of assignment delivered and how well it meets expectations given in project requirements. More time spent on a project without actually completing the project per requirements does not automatically entitle a student to high score.

Assignments

Readings/Discussion: Participation in class discussions is an integral part of this course. Since this class will be taught in an online asynchronous environment, students are expected to complete all assigned readings, and participate in discussions. The nature of online learning requires self-discipline and commitment. Every student is a resource and contributor to the class. Researchers have called this "knowledge ecosystems" where groups of people are engaged in collective inquiry to enhance their personal knowledge and application of the knowledge to work situations.

Although classes do not meet at a specific location on campus during the week, there are deadlines for assignments to be completed, therefore it is recommended that students use effective time and project management skills to complete and submit high quality work on time. It is also strongly recommended that students keep copies of discussion postings, file attachments, and e-mail messages in case these need to be produced in response to discussions or grade appeals for the course.

Questions from the textbook and other online readings will be posted in the discussion forum each week. Based on these questions, students are required to participate in class discussions. Adequate justification for any statements or recommendations made must be provided. Use best practices examples from industry whenever possible and provide hyperlinks to external resources to help other students understand your statements or recommendations. It is equally important for students to respond to question/comments posted by other students and the instructor rather than just providing their views on the reading. The goal is to focus on topics, do research to support positions (an inquiry or exploratory approach). The intent is for the learner to ask questions, review current knowledge, take positions, and engage in scholarly discussion. This ensures critical analysis and

exposes the student to different views that emerge in group discussions. Students will also be given an opportunity to lead weekly class discussions.

Note: As mentioned above, discussion board topics are locked when the week ends (see schedule). It is therefore important that students post information to the discussion board within scheduled period to receive proper credit.

For an example of exemplary discussion post, see:

<http://www.sunilhazari.com/education/courses/gooddiscussion.htm>

Weekly Projects: Students will work with Web 2.0 technology tools (such as Blogs, Wikis, Podcasts etc.) to develop skills in application and integration of educational technology for Business Education subjects.

Final Project: Working in groups, students will develop an **interactive Business Education Web Instruction Module** as a final project in this course. See handout for detailed instructions and requirements.

Academic Honesty Policy

The following is information from University of West Georgia Student handbook honor code: <http://www.westga.edu/~handbook/hb3.php?page=honorcode> :

UWG Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

Definitions:

Cheating: "using or attempting to use unauthorized materials, information or study aids"

Fabrication: "falsification or unauthorized invention of any information or citation"

Plagiarism: "**representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged**"

Based on above definition, copying word-for-word information (such as phrases/sentences/paragraphs from a journal article, book, online information), from any source and providing a reference, but not enclosing information copied in double quotes as required per APA format (see APA manual, 6th edition) is considered plagiarism in this course since the absence of quotation implies the students' work is original. In case this is found, the assignment will be assigned zero points for such infraction and there will be no opportunity to submit the assignment again for grade. The instructor may use external services/software to check originality of students' work. Furthermore, if any such infraction is found at any time during the semester, the instructor reserves the right to review any/all previously graded assignment(s) to check for the violation, and if found, change the student's score on those

assignments to zero. Repeated violations will result in "F" grade for this course and the case will be forwarded to VPAA office for further sanctions from the University.

Tip: Direct quotations of another author's work should be followed by the author's name, date of publication, and the page(s) on which the quotation appears in the original text. (For online sources, paragraph numbers may be used)

Example 1: Brown (2001) stated, "the value of business education is recognized by most organizations" (p. 45).

Example 2: "In most organizations, information is considered to be a major organizational asset" (Smith, 2006, p. 35-36), and must be carefully monitored by the senior management.

For additional information on acceptable/unacceptable cases of referencing (including difference between Paraphrasing and Plagiarism), see:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

Other resources:

<https://www.indiana.edu/~istd/>

<http://panther.indstate.edu/tutorials/plagiarism>

Also see pages 169-173 of the APA Publication manual (6th edition).

Student Rights and Responsibilities: Please review the information at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf)

The document at this link contains important information pertaining to your rights and responsibilities in this class.