

MEDT 7461 E01 & E04 Instructional Design, Fall 2018

## Class Information

**Class Meeting/Time/Location: CourseDen**

### Instructor Information:

- Dr. T. Logan Arrington
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- Dr. Angela Branyon
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  - Office Hours: Mon/Wed 8:00-12:00; online Mon/Wed 12:00-2:00; other by appointment

**Support for Courses – hyperlinks are below, full URL addresses are at the end of the document.**

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (M-F:8 AM – 5 PM) Call: 678-839-6248 or 1-855-933-8946 or email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#) Call 1-855-772-0423

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## College of Education Vision and Mission Statements

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of

focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards AASL and ISTE are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## **COURSE INFORMATION**

### **Course Description**

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

**Required text:** None

### **Optional text:**

Reiser, R.A. & Dempsey, J.V. (2018) *Trends and issues in instructional design and technology*, 4th Edition. New York, NY: Pearson

### **Documents to be downloaded:**

- **American Association of School Librarians.**

(2007). AASL Standards for the 21st Century Learner which are provided in the Start Here module in CourseDen

- **International Society for Technology in Education.**

(2016, 2008). [Standards for Students](#) and [Standards for Educators](#). which are provided in the Start Here module in CourseDen

- **APA Manual**

If you do not already own a copy of the 6th edition of the APA Manual you probably will want to go ahead and get a copy of this resource. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th edition). Online assistance is available at [Purdue OWL](#).

- **Required Instructional Resource: Tk20 Subscription**

Details available at the University Bookstore or at the [UWG Tk20 information site](#)

**You only need to purchase Tk20 if your program is using Tk20.** If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see the [UWG Tk20 information site](#) . For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). If your program uses Tk20, you are encouraged to upload the ID Models Comparison paper, Student/Client Instruction project, and Professional Development project in the Artifacts tab in Tk20 so that you will have access to them in case you might want to include them in your program portfolio.

**Course References:** A list of course references can be found at the end of this document.

## Approaches to Instruction

Instruction in this course will take place through online tools such as discussion boards, chat rooms, posting materials within CourseDen, and on the UWG server.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

- Online Participation requires approximately 225 instructional equivalent minutes and 450 supporting activity minutes
- Module Discussions require approximately 500 instructional equivalent minutes and 900 supporting activity minutes
- ISTE Activity requires approximately 100 instructional equivalent minutes and 200 supporting activity minutes
- Student/Client Instruction Project requires approximately 625 instructional equivalent minutes and 1400 supporting activity minutes
- Professional Development Module requires approximately 800 instructional equivalent minutes and 1550 supporting activity minutes

Additionally, it is anticipated, students will need to work independently for twice the number minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates. Overall students should probably spend about 9 hours each week on this course.

## Course Objectives and Learning Outcomes

Students will:

1. identify, describe, and reflect on the major steps in the instructional design process. (Dick, Carey, & Carey, 2014; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, & Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001).  
(Conceptual Framework Descriptors: Knowledgeable)  
(Standards: NBPTS 1,2,3,4; AASL/GaPSC 1.4/1.iv, 2.1/2.i, 2.2/2.ii);
2. apply instructional design principles and demonstrate the use of a variety of professional development practices by designing a professional development module for co-workers incorporating information literacy standards and technology standards in conjunction with current curriculum standards.  
(Dick, Carey, & Carey, 2014; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda 2005; Kemp, Morrison, & Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001).  
(Conceptual Framework Descriptors: Collaborative; Reflective)  
(Standards: NBPTS 1,2,3,4; AASL/GaPSC 2.2/2.ii, 2.3/2.iii);
3. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools, higher education or business.  
(Bradens, 1996; Callison, 2005; Merrill, 1991; Perkins, 1991; Roblyer & Edwards 2004; Smith & Ragan, 1999; Turner & Riedling, 2003; Willis, 1995; and Zook, 2001).

(Conceptual Framework Descriptors: Adaptive)

(Standards: NBPTS 1,2,3,4,5; AASL/GaPSC 1.1/1.i, 2.2/2.ii, 3.2/3.ii);

4. compare and contrast a variety of research models appropriate for use with a variety of learners.

(Callison, 2005).

(Conceptual Framework Descriptors: Adaptive, Knowledgeable, Reflective)

(Standards: NBPTS 1, 2, 3, 4, 5; AASL/GaPSC 2.2/2.ii).

## **Assignments and Evaluation Procedures**

### **Activities and Assessments:**

### **Module Discussions and Introduction**

Each module includes a discussion assignment. We've provided two questions in each discussion for you to respond to. Responses should be both reflective and significant in that your answers should include information that you expect to remember, perhaps, one to five years after you complete this class. Students from a variety of programs take this course. Your varied backgrounds add a very important component. As you read the course materials, it is critical that you read and reflect from your own perspective. Taking time to read and respond to your peers' comments will greatly enhance your learning in this course. You are required to respond to the postings of at least two other students. Your initial posting and your responses to peers cannot occur on the same day in order to receive full credit for the discussions. Structural, grammar, and/or mechanical errors will result in a loss of points additionally.

(Objectives 1,2,3,4; checklist)

### **Completion of ISTE Activity**

The ISTE activity will be completed on-line. Specific instructions are posted in Module 1 in the Content section of the course page in CourseDen. Students will have access to all materials to use while completing the activities. Students will submit this project in the ISTE Activity assignment folder.

(Objectives 1, 2, 3, 4; checklist)

### **Student/Client Instruction Plan**

Students will develop an Instructional Plan Project throughout the semester. All students in the College of Education programs are required to document their impact on learners. The completion of this project provides students with an opportunity to explore differing demographic characteristics that can impact instruction and develop an instructional plan. You are not required to actually implement your plan during this course. In addition to completing this plan, you'll meet collaboratively with members of your school/organization to discuss each step. From these meetings, you'll keep a Collaborative Journal. Specific details for the Student/Client Instruction Plan project will be posted in the "Student/Client Instruction" learning module in the Content section of the course page in CourseDen. Students will submit this project's applicable pieces in each assigned module.

(Objective 3; checklist)

### **Professional Development Project**

Students will plan a Professional Development course for a specified audience of co-workers. They will develop one module of materials for a selected topic. The project will focus on information literacy standards, technology standards, and forms of technology incorporated into content curriculum. The project must use specific content/grade level/workplace standards as the context for the Professional Development materials. Specific details for the Professional Development project including a list of required components will be posted in the “Prof Development Project” learning module in the Content section of the course page in CourseDen.  
(Objective 3; checklist)

### **Evaluation Procedures:**

Students will be assessed according to the course objectives with the following points:

- Introductory Discussion: 15 points due August 19
- Module Discussions: 25 points each (200 points total).
- ISTE Activity: 50 points due September 9
- Student/Client Instruction Plan: 75 points each module (60 for Instructional Plan and 15 for Collaboration Journal; 300 points total)
- Professional Development Project: 435 points due December 7
  
- **Total possible points for course: 1000**

Participation in online activities, submitting assignments by specified due date, completing assignments without spelling and grammatical errors required.

### **Grading Policy:**

Students will be graded using the following scale:

A = 90-100%, 900-1000, B = 80-89%, 800-899 C = 70-79%, 700-799 F = 69% and below 699 and below

### **COE WRITING EXPECTATION AND RUBRIC**

**IMPORTANT:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting.

## Rubric

- *1=Unacceptable:* There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
- *2=Emerging:* Needs Improvement: Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
- *3=Proficient:* The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
- *4=Exemplary:* There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

## File Naming Protocol

You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust us, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Being an online class, attendance is up to you! However, we request that you log in at least once a day to check for any important announcements or changes to the course plan.

Discussion and Participation: One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Remember, you are required to make an initial post (responding to the discussion questions) and two responses to your peers. You are required to post your responses to peers on a different day than your initial posting. Fifty percent of the discussion's grade will be deducted if you don't follow this schedule. In previous semesters, we have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Late Work: Late work will only be accepted in the case of emergency or prior arrangement. Five (5) points will be deducted for each day an assignment is late.

Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

Extra Credit Statement: Extra credit activities will not be made.

**Dual Submission Statement:** Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

Students must also follow guidelines included in the University of West Georgia's Acceptable Use Policy located at the following URL: [http://www.westga.edu/its/570\\_1379.php](http://www.westga.edu/its/570_1379.php)

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year. In addition, points may be deducted from the course grade for a lack of professionalism or participation.

### **Americans with Disabilities Act**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact [Disability Services](#) at the University of West Georgia.

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### **Disciplinary procedures described in the latest State University of West Georgia**

*The Connection, Undergraduate Catalog, and Graduate Catalog*, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

## **ADDITIONAL SUPPORT INFORMATION**

### **Center for Academic Success**

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work



individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is [cas@westga.edu](mailto:cas@westga.edu).

### **UWG Cares**

If you or someone you know is in a distressing situation, support is available at [UWG Cares](#). The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

### **Student Services**

A listing of all services available to students at UWG can be found at [Student Services](#) .

## **COMMUNICATION RULES AND EXPECTATIONS**

### **Communication Rules**

Below we detail two methods of contacting us.

1. UWG Email: Dr. Arrington([logana@westga.edu](mailto:logana@westga.edu)) & Dr. Branyon ([abranyon@westga.edu](mailto:abranyon@westga.edu))
  - a. If you need a prompt response, this is the best way to contact us. We will do our best to respond within 24 hours except on weekends.
2. CourseDen Email
  - a. We will check this email whenever we log into CourseDen. We usually login at least once a day, but the time varies. Do not rely on this for getting a prompt reply. Our responses might be one to two days.

### **Network Etiquette**

Communication in an online environment takes special consideration. Consider including a list of tips as described below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

### **Expected Response Times**

We will do our best to return all emails within 24 hours (except for a few delays on the weekends). If we have not replied within 24 hours and the matter is pressing, please feel free to email us again, as it is possible we just missed it. Remember, your instructors are human and makes mistakes too, so try to be polite still.

In terms of assignments and feedback, please allow us 7-14 days to return assignments. We want to ensure that we can give detailed feedback to all students.

***Remember that CourseDen will be down occasionally for maintenance. You can click on the Maintenance tab at the top of the CourseDen page to find the schedule.***

***Do not wait until the last minute to post work.***

***Late submissions will be subject to a loss of points.***

***You can always post work early!!***

***Optional online and face-to-face sessions are available if requested.***

***Ask for help if you need it!***

**Tentative Schedule – always check Announcements on the Course homepage for updates**

### **Important Dates**

- Drop dates: August 15-17
- Add dates: August 15-20
- August 21: Make sure tuition and fees are paid to avoid being dropped from courses

**NOTE: All assignments are due by 11:59 PM on the assigned due date.**

<b>Module/Dates</b>	<b>Topics</b>	<b>Assignment Due Dates</b>
<b>Start Here August 15 - 19</b>	Getting acquainted and introduction	<ul style="list-style-type: none"> <li>● Introductory Discussion Board – <b>Due August 19</b></li> </ul>
<b>Module 1 August 20 – September 2</b>	What is Instructional Design and Technology	<ul style="list-style-type: none"> <li>● Online Welcome Meeting - <b>August 20 - 6:00 PM</b></li> <li>● Module 1 Discussion – <b>Due September 2</b></li> </ul>
<b>Module 2 September 4 - 16</b>	Instructional Design Models	<ul style="list-style-type: none"> <li>● ISTE Activity – <b>Due September 9</b></li> <li>● Module 2 Discussion – <b>Due September 16</b></li> </ul>
<b>Module 3 September 17 – October 3</b>	Analysis	<ul style="list-style-type: none"> <li>● Module 3 Discussion – <b>Due September 23</b></li> <li>● Student/Client Instructional Plan: Analysis – <b>Due October 7</b></li> <li>● Collaboration Journal: Analysis – <b>Due October 7</b></li> </ul>

<b>Module 4</b> <b>October 8 - 28</b>	Design	<ul style="list-style-type: none"> <li>• Module 4 Discussion 1 – <b>Due October 18</b></li> <li>• Module 4 Discussion 2 – <b>Due October 28</b></li> <li>• Student/Client Instructional Plan: Design– <b>Due October 28</b></li> <li>• Collaboration Journal: Design – <b>Due October 28</b></li> </ul>
<b>Module 5</b> <b>October 29 – November 11</b>	Development and Implementation	<ul style="list-style-type: none"> <li>• Second Online Meeting – <b>October 29 - 6:00 PM (Optional but highly recommended)</b></li> <li>• Module 5 Discussion – <b>Due November 11</b></li> <li>• Student/Client Instructional Plan: Development &amp; Implementation – <b>Due November 11</b></li> <li>• Collaboration Journal: Development &amp; Implementation – <b>Due November 11</b></li> </ul> <p><b>**Begin working on Professional Development Course Planning and Module Development</b></p>
<b>Module 6</b> <b>November 12 – 25</b>	Evaluation	<ul style="list-style-type: none"> <li>• Module 6 Discussion – <b>Due November 25</b></li> <li>• Student/Client Instructional Plan: Evaluation– <b>Due November 25</b></li> <li>• Collaboration Journal: Evaluation – <b>Due November 25</b></li> </ul>
<b>Module 7</b> <b>November 26 – December 7</b>	Instructional Design in Practice	<ul style="list-style-type: none"> <li>• Module 7 Discussion – <b>Due December 7</b></li> <li>• Professional Development Course Planning and Module Development – <b>Due December 7</b></li> </ul>
<p><b>Note:</b> Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen.</p>		

### Course References:

Bishop, K. (2011). *Connecting libraries with classrooms: The Curricular roles of the media specialist*. Santa Barbara, CA: Linworth.

- Callison, D. (2005). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry*. Baltimore, MD: LMS Associates.
- Dick, W., Carey, L., & Carey, J. (2014). *The systematic design of instruction* (8th ed.) New York: Pearson.
- Eisenberg, M., Lowe, C.A., & Spitzer, K.L. (2004). *Information literacy: Essential skills for the information age*. 2nd ed. Westport, Connecticut: Libraries Unlimited.
- Fonichiaro, K., ed. (2009). *21st-century learning in school libraries*. Denver, CO: Libraries Unlimited.
- Fryer, W. (2013). *Mapping media to the common core: A Handbook for creative digital teaching & learning, Volume 1*. Oklahoma City: Speed of Creativity Learning LLC.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design* (4th ed.) Fort Worth, TX: Harcourt Brace.
- Morrison, G.R., Ross, S.M., & Kemp, J. E. (2001). *Designing effective instruction* (3rd ed.). New York, NY: Macmillan College Publishing Company.
- Reigeluth, C.M. (ed.) (1999). *Instructional-Design Theories and Models Volume II – A New Paradigm of Instructional Theory*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers
- Seels, B., and Glasgow, Z. (1998). *Making instructional design decisions*. Columbus, Ohio: Prentice Hall.
- Shambaugh, R. N., & Magliaro, S. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston: Allyn & Bacon.
- Shumaker, D. (2012). *The Embedded librarian: Innovative strategies for taking knowledge where it's needed*. Medford, NJ: Information Today, Inc.
- Smaldindo, S., Russell, J., Heinich, J.E., & Molenda, S. (2005). *Instructional media and technologies for learning* (8th ed.), Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. & Ragan, T. (1999). *Instructional design*. New York, NY: Merrill Publishing Company.
- Taylor, J. (2006). *Information literacy and the school library media center*. Westport, Connecticut: Libraries Unlimited.
- Thomas, N.P. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st century school library*. Denver, CO: Libraries Unlimited.
- Wallace, V. & Husid, W.N. (2011). *Collaborating for inquiry-based learning: School librarians and teachers partner for student achievement*. Denver, CO: Libraries Unlimited.
- Zmuda, A. & Harada, V.H. (2008). *Librarians as learning specialists: Meeting the learning imperative for the 21<sup>st</sup> century*. Westport, Connecticut: Libraries Unlimited.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

### **On-line Resources**

- Georgia Department of Education*. (n.d.). Retrieved August 1, 2016, from <http://www.gadoe.org>
- Georgia Performance Standards*. (n.d.). Retrieved August 1, 2016, from <http://www.georgiastandards.org/>
- Georgia School Demographic Data* (n.d.). Retrieved August 1, 2016, from <http://gosa.georgia.gov/>

### **Support for Courses**

**CourseDen D2L Home Page** <https://westga.view.usg.edu/>

**D2L UWG Online Help** (M-F:8 AM – 5 PM) <http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: [online@westga.edu](mailto:online@westga.edu)

**24/7/365 D2L Help Center** Call 1-855-772-0423 or search: <https://d2lhelp.view.usg.edu/>

**University Bookstore** <http://www.bookstore.westga.edu/>

**Student Services** <http://uwgonline.westga.edu/online-student-guide.php>

**Center for Academic Success** <http://www.westga.edu/cas/> 678-839-6280

**Distance Learning Library Services** <http://libguides.westga.edu/content.php?pid=194430>

**Ingram Library Services** <http://www.westga.edu/library/>