Program Annual Report Template
2014-2015

Program/Center   M.A. in Instructional Technology

Program Coordinator/Director   Douglas M. Harvey   6/19/15

2014

2014-2015:

Discussion of Program Goals

Review and improve program curriculum in terms of quality and relevance to a broader audience:

Continued to revise the curriculum, including moving from a 5 core/6 elective format to a 4 core/7 elective format to provide students with a more customizable and manageable program. A new special topics course on Game Design was offered for the first time by Dr. Harvey, and Dr. Ackerman, in conjunction with Dr. Holtzman in the MBA program, packaged a set of MAIT courses for a Training and Development Certificate to be offered as an online one-year accelerated program.

Explore ways to expand program reach.

The program continues to market itself to K-12 educators through the SRI-ETTC, partnering in sponsorship of the NJEA summer technology conference, and an active presence at events such as ChromeCamp and TeachmeetNJ. This year a Southern New Jersey chapter of the Computer Science Teachers Association was formed, led by MAIT alum Lynne Kesselman, with three other MAIT alums from Stockton, Dawn Watkins and Michelle Wendt, serving as officers. Attendance by MAIT faculty and other School of Education faculty and administration has also made linkage to this group a viable new way to reach out to the wider education community. Two courses were taught in the Training and Development certificate program, which serves as a possible feeder for the MAIT program. Information was disseminated to the undergraduate students highlighting the Direct Entry option for recent Stockton graduates to enter the program without the need for a full application..

Determine ways to continue servicing School of Education and college-wide program needs for technology integration and digital technology learning.

Dr. Lee continues to build the Digital Literacy minor, and several of our new MAIT direct entry applicants took that minor as part of their undergraduate studies. As usual, program faculty offered several G-courses during 2014-2015. Students in the MBA program can now avail themselves of the Training and Development certificate courses, and the MAIT courses for the Supervisor Endorsement are going to be offered in an online format beginning in fall of 2014 in conjunction with the MAED program. The INTC 2610 course has had strong enrollments as part of the TEDU program of courses.

2014-2015:

Enrollment

Having experienced a large number of graduates in 2013-2014, including two K-12 school district cohort groups, the program experienced a drop in numbers in that population this past year. Combined with an environment in which there is little turnover in the teacher ranks in Atlantic, Ocean, and the surrounding counties, as well as a state budget cap on districts that is making it harder for teachers to get reimbursed for graduate coursework, it may be difficult for the next few years to attract the large numbers of teachers MAIT had in prior years.

Degrees Granted

1. **Susan Allen** – Final Project: Using Quick Response Codes and Social Media to Increase Biodiversity Knowledge and Engagement on Stockton College's Campus
2. **Karen B. Ferguson** - Final Project: The Impact of Teacher Social Networks on Learning Outcomes in Art
3. **Mike Galeone** – Final Project: Web 2.0 Tools And Increased Teacher Productivity
4. **Melissa Gallagher** – Final Project: The Effectiveness of Flipped Learning in a Mathematics Classroom
5. **Melissa L. Krupp** – Final Project: Enhancing Lesson Plan Design by Infusing Technology
6. **Charles H. Lockwood III** – Final Project: The Efficacy Of Social Media In The Classroom Education
7. **William Charles Perkins** - The Importance of Anchoring Change into the Organization's Culture
8. **Darnley Rosius** - Final Project: On Demand: Benefits of a Financial Literacy Online Resource
9. **Jennifer Sharpless** - Final Project: How Can Online Learning Communities Help Increase Teacher Use of Technology in Instruction?
10. **Alyssa L. Wright** – Final Project: Helping the Elementary Band Student Read Music
11. **Andrew Wright** – Final Project: Using Technology to Improve Tone Quality in Middle School Band

Service Role of Program

The MAIT program serves a significant role in serving the TEDU program through the INTC 2610 course, Technology for K-12 Educators. That course is experiencing large enrollments that allowed 8 sections to run in 2014-2015, serving 178 undergraduate students.

In addition G-courses offered for GEN, GAH, and GIS by the MAIT faculty, in the areas of digital literacy and the study of the impact of technology on education and society as a whole, were strongly subscribed with a total enrollment of 145 undergraduates.

Viability of the Program (impact, justification, and overall essentiality)

Though MAIT enrollments are currently in a lull, a review of the degree candidates who completed the program shows that the program remains viable in meeting its mission to prepare graduates to use technology to improve learning, productivity, and performance in educational, non-profit and corporate settings.

The program also serves an essential need in the preparation of graduate in-service and undergraduate pre-service teacher education students through the INTC 5330, INTC 5230, and INTC 2610 courses, collaboration with the teacher education faculty on course designs and cooperative teaching, and special programs (ITLA) and events. This is of great importance to the meeting of the CAEP Standards which will

The relevant CAEP Standards, from the 2015 update, are:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career

APPENDIX A: Cross-cutting Themes in the Commission's Recommendations

Throughout its deliberations, the Commission faced the twin challenges of developing cohorts of new educators who can lift the performance of all of our diverse P-12 students, while taking advantage of the digital age's new opportunities. This is a challenge for P-12 educators, but it is also a great opportunity to strengthen our nation with a vigor that will ensure that our heterogeneous society maintains its unique place in the history of civilizations.

In fact, these two cross-cutting themes converge. Technology and digital learning in our schools can efficiently bring quality education to all P-12 students. It can address the inequitable access to essential learning technology resources in the home and the community that has too frequently been evident in schools serving diverse and economically disadvantaged students. When that inequity persists, there are profound implications for the educational and economic opportunities available for our youth. Candidates need to know how to assess specific technological inequities experienced by their students and identify and undertake strategies that improve P-12 students' access to, and skills in, using these resources.

Diversity and technology are, thus, two critical areas that will require new learning and substantial innovation by preparation providers; the significant demographic and technological changes that impact their programs also influence the skills their completers must master to be effective. Because these two challenges are imbedded in every aspect of educator preparation, the Commission chose to recognize them throughout the recommended standards and also to elaborate on them here.

Children arrive at school with widely differing digital experiences, just as they enter formal education with differing cultural and family backgrounds, different exposures to language and vocabulary, and different community contexts. Digital age or connected learning integrates highly networked, technology-

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Demand for Program

The primary demand for the program remains public school teachers, though recently there have been more higher education and business oriented students entering the program. Another new audience that has potential for growth are Stockton undergraduates who

Presentations

Ackerman, A.S. (2014, September ¨*Bring your own device assessments*. Invited session presented at IPMA-HR Annual International Training Forum & Expo, International Public Management Association for Human Resources, Philadelphia, PA.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E.　　　V　　　¨*Take ten from our PARCC place.* Session presented at the annual NJEA Teachers' Convention, Atlantic City, NJ.

Zappile, T., Harvey, D., & Ackerman, A. (2015, March ¨*Go Global! A Collaborative Online Course for Incoming First-Year Students.* Presentation at the NJ Edge Faculty Showcase, New Jersey City University, Jersey City, NJ.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E.　　　U　　¨*Keep on tracking: Learning assessment tools.* Session presented at 15th Annual day of Scholarship, Stockton University, Galloway, NJ.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & U　　　·-·　　　U　¨*PARCC Place: 10 free tools for prepping.* Session presented at 18th Annual from My Classroom to Yours, Stockton University, Galloway, NJ.

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Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & U　　　·-·　K˙*Take ten tools from our PARCC Place.* Session to be presented at NJEA TechStock, Stockton University, Galloway, NJ.

Service
PARCC – 2020 Readiness Task Force
ASE e-mentor (Academic Support for E-
Go-Global Instructor (Summer 2014-
-　　　˙O　　\　　·-O˙u　˙7　　—Information Literacy and Research Skills
Stockton Society Member – Stocktonian Circle
A Day in the Life presenter - conducted Tech in the Classroom & GoGlobal sessions
Distinguished Graduate Research Fellowship Committee
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Campus Hearing Board
Foundation Scholarship Selection Committee
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<u>Presentations</u>

Harvey, D. (2014, November . *Apponomy for the Common Core.* Presentation for New Jersey Education Association Convention, Atlantic City, NJ.

Zappile, T., Harvey, D., & Ackerman, A. (2015, March *Go Global! A Collaborative Online Course for Incoming First-Year Students.* Presentation at the NJ Edge Faculty Showcase, New Jersey City University, Jersey City, NJ.

Harvey, D. (2015, May *Teaching Critical Thinking through Online Writing and Debate.* Presentation for Blended Learning in the Liberal Arts conference, Bryn Mawr College, Bryn Mawr, PA.

Harvey. D. (2015, June *How to Flip the Classroom.* New Jersey Future Educators Association Southern Regional con tockton University, Galloway, NJ.

Harvey, D., & (2015, June *Screencasting for Student Learning and Assessment.* Workshop prese, JuC55(s)5(m86 0 TdJTdJgiona03 Tw 42(o)2(c)4(iat)4(io)8(nu)1.1fe t inuuC

Lee, J (June, 2015 ˙*Visual Literacy for Teachers*. New Jersey Future Educators Association Southern Regional conference. Stockton University, Galloway, NJ.

<u>Service</u>
Coordinator, Digital Literacy and Multimedia Design minor (2013-
International Visual Literacy Association Vice President (2015-

Students

2014-2015:

The profile of the typical MAIT student is that of a woman between 25-49, from Atlantic or Oc

Curriculum

2014-2015:

The program made a change this year in its requirements. The faculty decided to cut the number of core courses from 6 to 5, removing the INTC 5110 course "Learning Strategies for Instructional Technology". This was coupled with making the requirement for electives 6 courses, along with elimination of tracks, such that students would no longer be limited in their choice of electives. In essence all courses can accommodate all contexts, from schools, to higher education, to business and non-profit organizations. With all courses taught in a hybrid format, the program seeks to model the use of instructional technology to enable new instructional formats. Dr. Ackerman has initiated a joint online certificate with the MBA program, another example of ways in which the program has sought to make its curriculum accessible for the graduate student audience.

The program is also trying to maintain relevancy by offering Special Topics and other specialty courses. These have included a joint MAED/MAIT course on Common Core Standards that ran in summer of 2014, and a Game Design elective that was taught this past spring. Individually faculty have stayed current on the field and adapted courses to reflect changes in the content and practice that students need to master.

Core Courses- 15 credits

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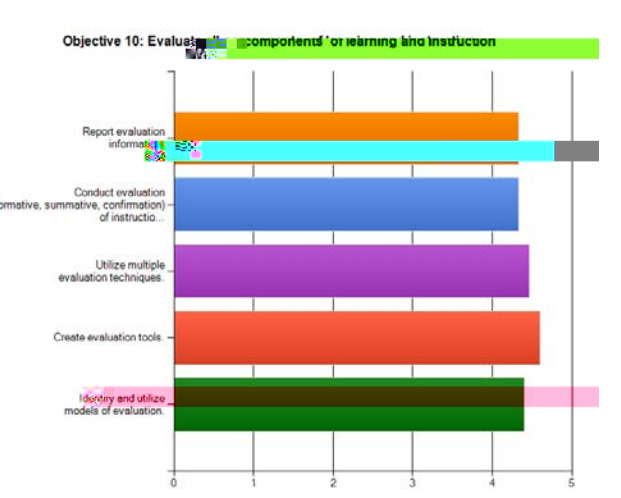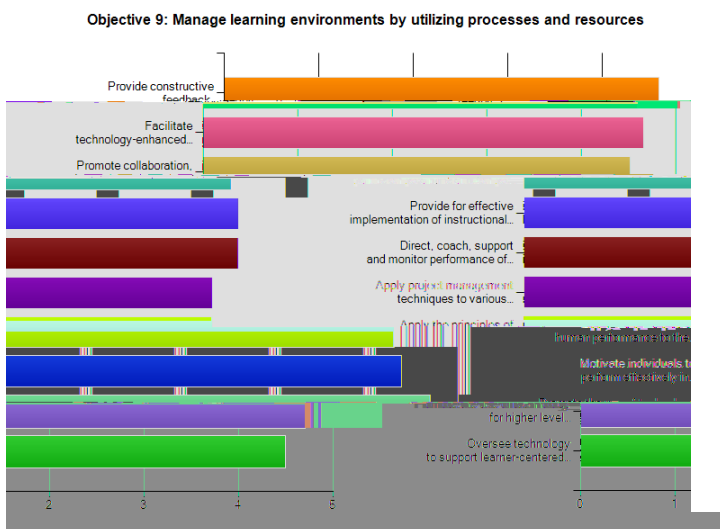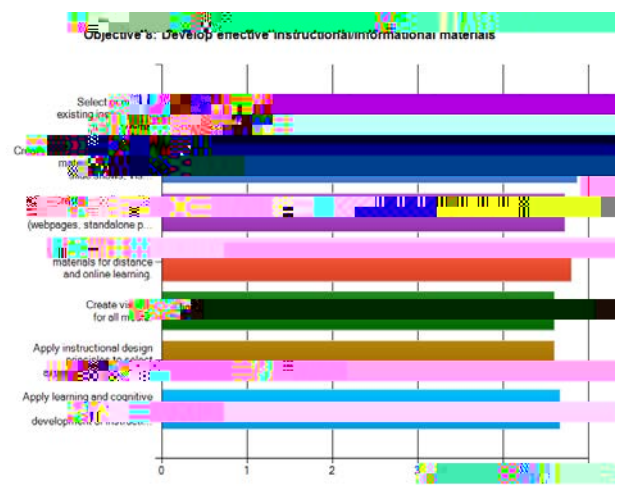|				
3.Use of Technologies in support of learning and instruction	Exit Survey	See Graphs	Generally well met for all areas, especially the use of computer-mediated communication and the use of technologies for online instruction and learning, and the use of design tools.	Added new tools and formats to courses, in an ongoing attempt to model and stay current with technologies for learning.
4. Information Literacy	Exit Survey	See Graphs	Strongly met across the objectives for finding, evaluating and sharing information.	Continue to seek to improve information literacy elements taught in all courses.
5. Apply research and theory to the practice of instructional technologies.	Exit Survey	See Graphs	Met the objectives for research and theory with strength in the ability to apply research and to formulate communications sing APA format.	Continue to seek to improve student skills with literature reviews and understanding weaknesses and strengths of theories and literature. Latest capstone course stressed the importance of this area.
6. Analyze needs, goals, and learners as it applies to instruction	Exit Survey	See Graphs	One of the true strengths of the program, with all but two objectives being predominately scored as Strongly Agree.	Courses that included a design product emphasized analysis..

8. Develop effective instructional/informational materials	Exit Survey	See Graphs	Very strong in preparing students to create digital materials for instructional purposes.	Added courses that stressed application of design and learning theories this past year.
9. Manage learning environments by utilizing processes and resources	Exit Survey	See Graphs	Promoting technology for higher order outcomes and in support of learner-centered strategies were the strongest areas evaluated. All	

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Data

Objective 8: Develop effective instructional/informational materials

Objective 9: Manage learning environments by utilizing processes and resources

Objective 10: Evaluate all components of learning and instruction

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Please reflect on the programs' current status and any future program aspirations; use the categories below to organize your reflection.

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