ETEC 562 01W  
Applying Instructional Media and Technology  
Fall 2012 (August 27 – October 12)

Instructor: Bruce Huang, Ph.D.  
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Office Hours: Online 24/7  
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: None


A list of suggested online readings and resources will be listed under each module. This course is divided into seven modules (one module per week). Each week will begin on a Monday and conclude on Midnight Sunday with the exception of Module 7, which concludes Midnight Friday, October 12.

Course Description:

This course introduces students to the selection and use of computer-based media, multimedia, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer based media production, digital formatting technology, and multimedia processes.

Student Learning Outcomes:

1. Select and use media and technologies on the basis of a consistent, coherent rationale in which media effectively support learning.
2. Justify instructional media decisions in terms of philosophical, psychological, and pedagogical principles.
3. Analyze instructional situations in terms of the media and methods that would be most appropriate for different types of learners and learning tasks.
4. Specify instructional objectives clearly.
5. Integrate media and technologies into instruction systematically (e.g. design lessons according to the ASSURE model).
6. Describe the characteristics, advantages, limitations, and applications of each of the media and technologies discussed in the course.
7. Use appropriate information sources to identify and evaluate materials.
8. Use on-line conferencing as a communication tool in a learning environment.

### COURSE REQUIREMENTS

#### Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, independent research, and interactive discussion boards.

#### Participation, Attendance, and Assignments

Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort, attendance, and participation. It includes assignments given in each module. Students shall earn points per module for attendance and participation. Participation includes reading online materials, and actively participating in class discussions.

Assignments that you complete for this course should not have been used in other courses. **It is impossible to earn an A in this course without submitting all assignments on-time.**

#### Module Discussion Forums:

Four modules (One, Three, Five, and Seven) within this course contain a discussion forum. Each student will make at least 3 meaningful discussion posts in these selected modules interacting with the other students in the class. Please refer to the following course module discussion forum rubric.
Timeliness of posting your initial discussion posting to allow sufficient time for peer feedback. Post by Wednesday (Day 3) of the week (module).

| Quality of responses that you provide to at least two classmates. Post by Sunday (Day 7) of the Week (Module) except Module 7. In Module 7, you need to post by Friday (Last Day). | Maximum Points = 10 per Module |
| Point Total = 30 per Module |

**Module Assignments:**

You will complete three module assignments in this course. Following the instructions given in each module, you will complete a module doing assigned readings and assignments.

The purpose of **Assignment One** is to develop competencies in producing simple "teacher-made" materials. You will choose the type of material, based on what production facilities are available to you. The possibilities include, but are not limited to: graphs, charts, posters, audio, videos, and computer presentation software.

**Assignment One Grading Rubric (Due Day 7 of Module 2)**

| Project description page | Maximum Points = 15 |
| Suitability: Are the materials reasonably well matched with the stated Audience, Purpose, and Context? | Maximum Points = 25 |
| Content of material | Maximum Points = 30 |
| Technical Expertness | Maximum Points = 30 |

**Point Total = 100**

The purpose of Assignment 2 is to develop competencies in selecting delivery systems and specific materials to reach particular instructional goals and objectives. You develop lesson plans incorporating appropriate pedagogical methods into which appropriate media are integrated.

**Assignment Two Grading Rubric (Due Day 7 of Module 4)**
The purpose of Assignment 3 is to develop competencies in evaluating and selecting instructional materials in various formats, such as: visuals, audio, video and film, computer courseware, multimedia materials, and simulations and games.

### Assignment Three Grading Rubric (Due Day 7 of Module 6)

<table>
<thead>
<tr>
<th>The website includes all required content</th>
<th>Maximum Points = 50</th>
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<tbody>
<tr>
<td>The principles for evaluating and selecting media and technology are sound and well-researched</td>
<td>Maximum Points = 20</td>
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<td>The examples presented in the website are realistic and helpful</td>
<td>Maximum Points = 10</td>
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<tr>
<td>Visual Design: The Website is visually appealing</td>
<td>Maximum Points = 10</td>
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<tr>
<td>Usability: The website is easy to use</td>
<td>Maximum Points = 10</td>
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**Point Total = 100**

**Grading**

A = Exceeds Standards and demonstrates learning beyond course. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (378 points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (336 – 377 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (376 – 294 points)

D or F = Failure to meet Standards (293 points and below)

### TECHNOLOGY REQUIREMENTS
This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Microphone for live chat sessions or you may type questions/information

**ACCESS AND NAVIGATION**

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

**eCollege Access and Log in Information (7.1)**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.
Interaction with Instructor Statement:

You may contact me through e-College, the Virtual Office, email, or the weekly open forum. I do check email regularly throughout the day and on the weekends.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.
Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.” (Texas A&M University –Commerce, Graduate Catalog).

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
Each module begins on a Monday and concludes Midnight Sunday with the exception of Module 7, which concludes Midnight Friday, October 12.

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<tr>
<th>Module 1</th>
<th>August 27 – Sept 2</th>
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<td>Course Introduction</td>
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<th>Module 2</th>
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