



**ETEC 562: Applying Instructional Media & Technology  
COURSE SYLLABUS: Spring Sub-term 2 (3/18-5/3), 2013**

**Instructor:** Mary Dziorny, PhD—Adjunct Professor  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook Optional:*

Lever-Duffy, J. & McDonald, J. B. (2011). *Teaching and learning with technology* (4th ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0138007969 ISBN-13: 9780138007969

**Course Description:**

This course introduces students to the selection and use of computer-based media, multi-media, 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 production 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 using accepted instructional design models and pedagogical theory).
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.

## COURSE REQUIREMENTS

### **Instructional / Methods / Activities Assessments**

#### ***Class Activities* - 10%:**

All students must be active participants in all aspects of class activities and within the virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Activity grade is based on participation in activities outside of those counted in the Discussions and Project categories. This category includes the syllabus quiz, introductions, self-assessments, peer reviews, and other activities that may be assigned during the course of the semester.

#### ***Discussions* – 20%:**

Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically cover content included in the textbooks or assigned readings provided through supplemental course resources. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and replies. Prompts will be available well in advance of the deadline. Please post early so that others may reply. Your discussion posts are due **NO LATER THAN** midnight Saturday each week. Your responses are due **NO LATER THAN** midnight Wednesday of the following week. Late posts or responses will not be graded.

#### ***Article Reviews* – 20%:**

Students are required to identify and review three (3) journal articles directly related to the topics of the course. The student will select three different articles for review. Reviews should be comprehensive, in your own words, and must demonstrate appropriate writing skills. The source of the article reviewed **MUST** be cited completely and should be credible, such as a peer review journal or well established periodical. Do not post the original article. A Wiki site will be used for the purpose of presenting reviews. Credit will be based on inclusion of required information, quality of review and personal analysis, and appropriate utilization of presentation Wiki.

#### ***Group Project: Learning Theorists and Instructional Design Models* – 20%**

Each group will be assigned a learning theory and/or instructional design model to research and present their findings to the rest of the class. Presentations can take any form as long as they include all required elements and can be shared with the rest of the class and are ADA compliant. Some examples might be web pages, wikis, slide presentations, multimedia presentations, etc. All presentations must include the following elements:

1. Summary of the learning theory or instructional design model
2. Key elements of the learning theory or instructional design model
3. Comparison and contrast with at least one other learning theory or instructional design model
4. At least one example of an activity or lesson plan element using the learning theory or instructional design model
5. Citations in APA format of all references used

#### ***Technology Integration Unit Project* – 20%:**

The purpose of this project is to evaluate, select, and incorporate learning technologies into a unit of instruction. For this project, you will plan and design a unit of instruction, which can be a chapter, module or other instructional unit, that purposefully incorporates

technologies appropriate for the learning objectives of the instructional unit. You must include the following elements:

- Brief description/summary of technology or technologies you incorporated
- Brief summary of learning theories and instructional design model(s) you used
- Instructional objectives for unit
- Intended audience
- Length of time required to present unit
- Detailed lesson plan of educational activities
- Correlation of activities with elements of instructional design model(s) you used

Your final submission for this project must include your written lesson plan with all of the elements above AND a 5-7 minute multimedia presentation of your lesson plan. In your multimedia presentation, you should describe your lesson including all of the required elements above and briefly demonstrate the technology or technologies you chose to incorporate.

**Technology Presentation Evaluations – 10%:**

Students will complete an evaluation for each Technology presentation. An evaluation form will be utilized for each presentation.

**Timely submission of assignments:**

Assignments MUST be completed and submitted by the designated due dates, in the designated location. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, late project submissions may be rejected at the instructor’s discretion. When a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken “out of the loop” if necessary to ensure the forward progress of the class.

**Grading**

Class Activities	10%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Discussions	20%	
Article Reviews	20%	
Group Project	20%	
Technology Integration Project	20%	
Technology Presentation Evaluations	10%	

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, “students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of ‘X’ (incomplete) in all courses in which they were maintaining passing grades.” The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

**ETEC ePORTFOLIO for MS/MEd in Educational Technology**

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program are now required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) are strongly encouraged to

develop an eportfolio of their work throughout the program as it will benefit the student in obtaining a position in Library or Media Services, and it may become a program requirement in the near future. This requirement does not pertain to students taking ETEC courses as an elective for other programs, including those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **ETEC 562**, the required artifacts are:

- Technology Integration Unit Project
- Group Project: Learning Theorists and Instructional Design Models

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact [MaryJo.Dondlinger@tamuc.edu](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the program's portfolio requirement.

## TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

### **Required Software:**

Microsoft Word or another word processing software that can save in .doc, .docx, or .rtf format

Multimedia development tools

### **Auxiliary Hardware/Accessories:**

Computer Microphone (required, built-into most modern webcams) Video Webcam (highly recommended)

## ACCESS AND NAVIGATION

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.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (4 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

## COMMUNICATION AND SUPPORT

### *Interaction with the Instructor*

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and a FAQ List is provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment that would typically be asked aloud in a traditional classroom environment, please do so in the Q&A Forum in the Virtual Classroom so that others might benefit from and even participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: [mdziorny@sbcglobal.net](mailto:mdziorny@sbcglobal.net). Of course, if you'd like to meet for a virtual office visit, just let me know and we'll set-up a time to meet online.

### *eCollege Technical Support*

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

### *Other Questions/Concerns:*

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures:**

#### *Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), 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. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

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

Any works referenced should be properly cited in accordance with APA 6th edition style.

### *Scholarly Expectations*

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities.

Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

### *Timeliness*

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Most assignments require peer review, which involves making a draft available prior to the submission date. Neglecting to provide meaningful feedback to peers and/or failing to make an assignment available for peer review will **each** result in 10% reduction in value (20% for both). You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. Also plan ahead if there is a chance you might lose power, Internet access, or your available technology.

### *Time Commitment*

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge for you of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

<b>Average expected time spent on class or class related work.</b>	<b>Minimum expected average time based on 3:1 time ratio.</b>	<b>Maximum expected average time based on 4:1 time ratio.</b>
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
<b>TOTAL Weekly Expectation</b>	<b>20 hours</b>	<b>25 hours</b>
<b>TOTAL Term Expectation</b>	<b>140 hours</b>	<b>175 hours</b>

### **University Specific Procedures:**

#### *ADA Statement*

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 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

#### *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*).

## COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. If you typically have more time for your class work on the weekend, look ahead and try to accomplish some of the work coming up in the first half of the week rather than falling behind by completing the first half work the following weekend.

Week/Date	Class Activities	Assignments Due/Deadlines
1 Mon 3/18-Sun 3/24	Introductions Choose groups for Group Project Begin Group Project Threaded Discussions	Post introductions by Saturday Email groups to Dr. Dziorny by midnight Wednesday Week 1 posts due by midnight Saturday
2 Mon 3/25-Sun 3/31	Threaded Discussions Article Review Activity #1 Readings in module Learning Theorists and Instructional Design Models	Group Project due by midnight Saturday Article Review due by midnight Saturday Week 2 posts due by midnight Saturday Compare and contrast two Instructional Design Models from the readings
3 Mon 4/1- Sun 4/7	Threaded Discussions  Emerging Technologies for Instruction - Hardware/Software	Week 2 responses due by midnight Wednesday Article review responses due by midnight Wednesday Week 3 posts due by midnight Saturday  Identify and briefly describe 3 examples of emerging hardware and/or software technologies that can be used in instruction.
4 Mon 4/8- Sun 4/14	Threaded Discussions  Emerging Technologies for Instruction - Web 2.0	Week 3 responses due by midnight Wednesday Week 4 posts due by midnight Saturday  Identify and briefly describe 3 examples of emerging Web 2.0 technologies that can be used in instruction.
5 Mon 4/15-Sun 4/21	Article Review Activity #2  Technology Integration Unit Proposal due	Week 4 responses due by midnight Wednesday  Submit proposal to the Technology Integration Unit Proposal Dropbox by midnight Saturday
6 Mon 4/22-Sun 4/28	Article Review Activity #3  Technology Integration Unit production	Article review responses due by midnight Wednesday  Take this week to experiment and get familiar with the technology you chose for your Technology Integration Unit.
7 Mon 4/29-Sun 5/5	Technology Integration Unit Presentation Posted	Create and upload completed presentation to Doc Sharing by midnight Saturday.
8 Mon 5/6-Wed 5/8	Tech Presentation Evaluations	Submit completed presentation Peer Evaluation Form to Dropbox by midnight, Wednesday.