COURSE SYLLABUS
ETEC 588: Issues in Educational Technology & Technological Change
Spring 2013

Instructor: Mary Jo Dondlinger, PhD
Office Location: EDN 111
Office Hours: Virtual, daily
Phone: 972-880-7824
Office Fax: 903-886-5507
Email Address: mjdondlinger@gmail.com (preferred); MaryJo.Dondlinger@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbook:
Brooks-Young, S. (2006). *Critical technology issues for school leaders.* Thousand Oaks, CA: Corwin Press.

Supplemental readings are embedded throughout the course.

Highly Recommended Textbooks:
Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

Publication manual of the American Psychological Association. (6th ed.). (2009). Washington, DC: American Psychological Association.

Course Description:
This course will focus on the processes by which professional change agents (for example, educational technologists) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships will be covered. Students will learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. The learner will be an active and engaged participate in discussion forums within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
2. The learner will conduct a series of four activities (concept mapping, interviewing, case study analysis, and problem solving) via a variety of collaborations (synchronous/asynchronous, small group, one/one, individual) to demonstrate understanding of particular topics (diffusion, adopter categories, innovation decision process and being an agent of change) related to course content.
3. The learner will prepare a capstone project to demonstrate thorough knowledge and understanding of all elements of the innovation-diffusion process through online discussions and a variety of activities to include:
   - Elements of diffusion
   - History of diffusion research and its contributions
   - Innovation-development process
   - Innovation-decision process
   - Attributes (characteristics) of innovations and rate of adoption
   - Level of innovativeness and adopter categories
   - Diffusion networks
   - The role of the change agent
   - Innovations within organizations
   - Consequences of innovations

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in the Educational Technology Leadership (ETLD) ***and*** Educational Technology Library Science (ETLS) programs are required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, nor to 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 588**, the required artifacts are:
· Capstone Project (paper and presentation)
· Selected Innovation Activities

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 for more information about the program's portfolio requirement.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments
This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. The three main assignments types for this course are discussions of the assigned readings, innovation activities that apply innovation diffusion theory to specific tasks, and the course capstone project.

Reading Discussions – 30%
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 relate to assigned readings in the textbook or provided through supplemental course resources. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Sunday (a couple of exceptions apply). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. ***Be advised:*** *There's no grace on the grace period.*

Innovation Activities – 30%
In addition to reading and discussion, you will also complete three activities to further assist you in developing an understanding of diffusion/adoption utilizing a variety of approaches such as case studies, problem solving exercises/role playing, etc. At times, these activities may involve teamwork in small groups, role playing as the change agent or adopter in the innovation decision making process, and conducting interviews with school leaders outside of class.

Capstone Project – 35%
The purpose of this assignment is to serve as a capstone experience for the course. In small groups (3-4) you will develop a group report on the diffusion of an innovation into a particular social system. You will select, or better yet, create an educational technology innovation to be diffused into the social system selected by the team. You will be required to conduct research about your system in order to effectively act as change agents to diffuse the innovation. As a group, you will prepare a research paper, 12-15 pages with graphics and references (approx 10-12 pages of expository text) due at the end of the semester. Your innovation should be fun and creative; transport your audience into the social system you have been studying. Visuals are highly encouraged.

This is a team effort, and you are encouraged to divide the effort for this project among your team members, sharing resources and responsibilities within your team. This comprehensive report will include information on why the innovation was developed, as well as its attributes and characteristics. In addition, you will report on the people involved in the process, from the innovator to the change agents, intended audience, power actors and opinion leaders. You will analyze the overall positive and negative effects of the innovation, the adoption process, and the consequences of adoption. Key areas to research about the selected social system include the following:

- Educational System
- Religion
- Technology
- Government & Politics
- Culture & Traditions
- Social Systems
- Family Structure
- Economics

Note: For this project, you will also complete an evaluation of each of your team members. Only you and the professor will see your evaluation; however, each team member will receive a summary of all team members' evaluations, including an average score. The score will be used to calculate what percentage of the Capstone Project grade the team member is awarded. All team members who earn the highest evaluation ratings from each member of the team are awarded 100% of the project grade. Those who earned less than perfect evaluation ratings receive a percentage of the project grade rather than the full score.

Course/ePortfolio Reflection *-- 5%*
Students will reflect on at least two course assignments: the Capstone Project and one or two of the Innovation Activities. In this reflection, students will analyze the skills/competencies these artifacts demonstrate, determining where they could be placed in the ETEC eportfolio.

Grading
Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in eCollege with each assignment description. You

are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Activity	Weight	Course Grades
Reading Discussions	30%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Innovation Activities	30%	
Capstone Project	35%	
ePortfolio Reflection	5%	

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.

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:

- Word processing software
- Drawing tools to create models, flowcharts, etc. (typically available with word processing software)
- Presentation software

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

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@tamu-commerce.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. Monitor and contribute to Q&A forum regularly. 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 syllabus, class content, or anything that you would typically ask 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 concerns involving grades, progress, etc. should be addressed with me via private e-mail. My gmail address is the best way to reach me as I check it frequently throughout the day. I check my TAMUC email daily during the week; emails sent via eCollege go to this address. If you have a pressing concern on the weekend, please send it to my gmail address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet at my office in Commerce or somewhere in the DFW area.

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 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, which 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. 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.) When a project involves teamwork, it is imperative that individual contributions be made by deadlines set by the team. Failure to meet a team deadline can result in getting fired from the team. If this happens to you, you cannot make up the work. It is in your best interests to work closely with your team, let them know immediately if you're struggling, and make accommodations that are agreeable to the team. You will have plenty of notification and time to complete course assignments. If you know you are going to be overcommitted with a unique event/project, out of town, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event 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 a 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 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:

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

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
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. For class purposes, a week begins on Monday and runs through Sunday, except for the last week, which ends on Friday, March 1st.

Week	Activity	Complete by
1 3/17-3/23	Introductions	Wed, 3/19
	Reading Discussion 1: Part 1 of *Critical Tech Issues for School Leaders* (Chapters 1-5)	Initial discussion post by Thurs 3/20; 3-5 replies by Sun 3/23
2 3/24-3/30	**Reading Discussion 2:** Supplemental Reading on *Diffusion of Innovations* posted in eCollege	Initial discussion post by Thurs 3/27; 3-5 replies by Sun 3/30
	Innovation Activity 1: Innovation Decision Process	due in Week 3
3 3/31-4/6	**Reading Discussion 3**: Part 2 of *Critical Tech Issues for School Leaders* (Chapters 6-13)	Initial post by Thurs, 4/3; 3-5 replies by Sun 4/6
	Submit **Innovation Activity 1**	Thurs, 4/3
4 4/7-4/13	**Reading Discussion 4**: Part 3 of *Critical Tech Issues for School Leaders* (Chapters 14-18)	Initial post by Thurs, 4/10; 3-5 replies by Sun 4/13
	Innovation Activity 2: Adopter Interviews	due in Week 5
	Form teams for **Capstone Project**	Sun, 4/13
5 4/14-4/20	**Reading Discussion 5**: Part 4 of *Critical Tech Issues for School Leaders* (Chapters 19-24)	Initial post by Thurs, 4/17; 3-5 replies by Sun 4/20
	Submit **Innovation Activity 2**	Fri, 4/18
	Begin work on **Capstone Project**	due in Week 7
6 4/21-4/27	**Innovation Activity 3:** Case Study Analysis	Sun, 4/27
	Continue work on **Capstone Project**	due in Week 7
7 4/28-5/2	**Discussion 6** (*final discussion; no assigned reading*)	Initial post by Wed, 4/30; 3-5 replies by Fri, 5/2
	Submit **Capstone Project**	Wed, 4/30
	Complete **Peer Evaluations** of team members for Capstone Project	Fri, 5/2
	Submit **ePortfolio Reflection**	Fri, 5/2