



ETEC 562: Applying Instructional Media & Technology COURSE SYLLABUS – Summer 2, 2014

Instructor: Mary Jo Dondlinger, PhD

Office Location: Main Campus—Education North, 111

Office Hours: Virtual Daily

Office Phone: 903-886-5520 (Ed Leadership Dept)

Office Fax: 903-886-5507

University Email Address: MaryJo.Dondlinger@tamuc.edu or mjdondlinger@gmail.com
(preferred)

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

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. Course grade is based on participation in a variety of activities, including the threaded discussions, research, and applied projects. In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student should login to the course a minimum of four (4) separate days each academic week.

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. 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.*

Article/Technology Review Activities – 20%: Students are required to identify and review journal articles directly related to the topics of the course and technologies that could be used for instruction. Reviews should be comprehensive, in your own words, and must demonstrate appropriate writing skills. The articles 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, 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 – 30%: 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
- The final submission for this project must include a 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 Project Presentation Evaluations – 10%: Students will complete an evaluation for each of the Technology Project presentations. 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

Discussions	20%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Article Reviews	20%	
Group Project	20%	
Technology Integration Project	30%	
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 **and** MS/MEd degree in Educational Technology Library Science (ETLS) are now 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, 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
- Student selects at least 3 artifacts from the following: Group Project and/or Article/Technology Reviews

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@tamu-commerce.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 & Excel
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@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. 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 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. "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 5-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 5-week instruction schedule, which cuts the number of weeks by two-thirds, thereby tripling 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:

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	8 hours	8 hours
"Outside" class per class week	24 hours	32 hours
TOTAL Weekly Expectation	32 hours	40 hours
TOTAL Term Expectation	160 hours	200 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, 5-week schedule, we'll be completing the full-semester equivalent of 3-weeks of work each week. Please note that the week runs from Monday through Sunday, except for the last week of class which ends on **Thursday, August 7**. 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	Activity	Due Dates
1 7/7-7/13	Introductions	Post by Wed, 7/9
	Choose groups and begin Group Project	Email instructor with group member names by Fri, 7/11
	Discussion 1: Does media influence learning?: The Clark/Kozma debate	Initial discussion post by Thurs 7/10; 3-5 replies by Sun 7/13
	Article/Technology Review Activity 1: Media research study	Post Review to wiki by Fri, 7/11; post comments on 2-3 classmates' Reviews by Sun 7/13
2 7/14-7/20	Discussion 2: Learning theories	Initial discussion post by Thurs 7/17; 3-5 replies by Sun 7/20
	Article/Technology Review Activity 2: Instructional method study	Post Review to wiki by Fri, 7/18; post comments on 2-3 classmates' Reviews by Sun 7/20
	Complete Group Project	Group Project due by Sat, 7/19
3 7/21-7/27	Discussion 3: Instructional design theories and models	Initial post by Thurs, 7/24; 3-5 replies by Sun 7/27
	Article/Technology Review Activity 3: Hardware/Software	Post Review to wiki by Fri, 7/25; post comments on 2-3 classmates' Reviews by Sun 7/27

	Begin Technology Integration Unit Project	Submit proposal to the Technology Integration Unit Proposal Dropbox by Sat, 7/26
4 7/28-8/3	Discussion 4: Are teachers instructional designers?	Initial post by Thurs, 7/31; 3-5 replies by Sun 8/3
	Article/Technology Review Activity 4: Web 2.0 Technologies	Post Review to wiki by Fri, 8/1; post comments on 2-3 classmates' Reviews by Sun 8/3
	Continue work on Technology Integration Unit Project	Due in Week 5 (Tues, 8/5)
5 8/4-8/7	Discussion 5: How has your thinking about teaching with technology changed?	Initial post by Tues, 8/5; 3-5 replies by Thurs, 8/7
	Submit Technology Integration Unit Project	Submit final project by Tues, 8/5.
	Technology Integration Unit Project peer evaluations	Submit completed Peer Evaluation Forms by Thurs, 8/7.