EDCI 597 Teaching with Technology
COURSE SYLLABUS: Spring 2015

Instructor: Mark J. Reid, Associate Professor
Office Location: EdS 217
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Plus selected readings from enriching texts as assigned (see Course Outline/Calendar section of this syllabus)

Course Description: This special topics course offers graduate students an opportunity to explore more deeply the theory and methods of purposeful integration of technology into the learning environment.

Student Learning Outcomes: By the end of the course, students will:
1. Understand the theory and methods of purposeful technology integration
2. Develop a philosophical stance regarding technology integration
3. Plan, implement and reflect upon technology-rich student work
COURSE REQUIREMENTS

Introductory Postings in the Student Lounge with Picture 25
Postings in Online Discussion Groups (50 points/ mo x 3) 150
Group Demonstration of Lesson with Technology Integration 200
Lesson Plan Creation, Teaching & Reflection 150
Final Creative Presentation 200
Participation during Class Sessions (50 points x 5) 250
Additional assignments TBD 25 to 50

To receive credit, work must be submitted by due dates.

Final grades will be determined based on the following scale:  A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or below).

Instructions for Assignments:

Introductory Postings in the Student Lounge

During the first week of class students will post an introduction in the Student Lounge on eCollege:
- Subjects Taught
- Current Campus
- Brief History of Teaching Career
- Bio on your experience with technology in education
- A Couple of Interesting Facts about Her/Him
- A Close UP Picture of Her/Him

Postings in Online Discussion Groups:

This class will participate in three, month-long discussion groups. One posting will be due each week prior to Sunday midnight. The threads each month may include topics such as, student experiences with a teaching model, topical issues related to education, sharing of significant additional resources, and thoughts from the reading. Note: At least one post each month must be in the thread on the required reading. Note 2: Each week one and only one posting is due. You may make this one posting in any of the threads for that month’s discussion.

The low number of required postings is an attempt to inspire each student to prepare thought provoking, informative, touching, and/or awe inspiring posts each week. In short, your original postings and responses should be “gold.”
The first postings will be due on Sunday, February 8th before midnight in the February Discussion Group. The final postings will be due on Sunday, April 26th before midnight in the April Discussion group.

Teaching Demonstration of a Lesson with Technology Integration:

Students in small groups will present a 40 to 50 minute demonstration of approved instructional approach that uses technology. The demonstration should include an overview of the lesson, a rationale of the reason(s) to use this technology, and a creative activity or discussion for the class to participate in that specifically demonstrates the use of the technology. The demonstration will provide the class with a snapshot of how the technology could potentially be used in an instructional setting. Creative presentation formats and the use of technology used by the “students” are highly encouraged. The demonstration will follow with a discussion of the technology in the lesson and its relevance. Your presentation should also include insight to questions like these: What type of teacher are you? What are your assumptions or philosophies of teaching and learning? How does the technology reflect teaching and learning theory? And how might the technology benefit you (and others) as a teacher? Students should strive to select an unfamiliar technology in order to grow more fully from the assignment.

The assignment will be assessed using the following guiding questions:
1. Did the demonstration provide a useful, meaningful example for teachers?
2. Were the important points of the presentation presented visually?
3. Did the presentation reveal how the student grew as a teacher?
4. Did the presentation offer thoughtful implementation and logistical considerations?
5. Did the demonstration reveal professionalism in scholarship and teaching?
6. Did the demonstration offer at least one valuable activity demonstrating the technology that included participation by classmates?
7. Did each group member participate in the presentation in a significant role?

Lesson Plan Creation, Teaching, & Reflection

Each student will select three technologies of their choice (excluding the technology used for the Teaching Demonstration of a Model) and prepare a lesson plan using the provided lesson plan template. The prepared plan will be used to present a lesson or topic in his or her classroom. The entire experience will be documented in a 250 word reflection paper that includes the following points:
- Reason for the selection of that technology
- Process, challenges, successes of creating the lesson plan
- Description of teaching of the lesson
- Explanation of student responses, reactions, learning, etc. during the lesson
- Reflection on the effectiveness of the lesson, changes to make, future plans

Final Creative Presentation

During the final class session, each student will present an 8 to 10 minute creative presentation on a topic or topics learned during the semester. Presentations can be in the form of songs, skits, poems, raps, or other creative formats or combinations of formats. The two main foci of the presentations are: 1) Audience Engagement and 2) Demonstrate deep learning during the course.
TECHNOLOGY REQUIREMENTS

Due to the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university’s online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

eCollege specifies the following requirements:

- **Windows Users**
  - Windows 7, XP or Vista
  - 56K modem or higher
  - Soundcard & Speakers
  - Firefox, Chrome or Microsoft Internet Explorer

- **Mac OS User**
  - Mac OS X or higher (in classic mode)
  - 56K modem or higher
  - Soundcard & Speakers
  - Apple Safari

- **iPad Users**
  - iPad – iOS 5.1 (or latest)
  - Known issues of iPad:
    - File uploads are not supported
    - By default iPad does not support opening zip files
      - Tip: the user can use a third party application to browser and view content in a zip file
    - Documents opened in course frame are not scrollable because frames always get resized to fit their content.
    - Classlive
      - Classlive pro authoring plug-ins are not available for iPad
      - Classlive lead/join session and playback functionality does not work in iPad because the iPad does not support Java
    - Exams
      - Examguard Lockdown browser is not available for iPad
    - Chat
      - Join chat room functionality does not work in iPad because the iPad does not support Java.
Connectivity
Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high-speed internet is available. Dial-up users may experience problems.

Web Browser
- Windows Users
  - Mozilla Firefox
  - Google Chrome
  - Microsoft Internet Explorer
- Mac OS Users
  - Apple Safari
  - Google Chrome
  - Mozilla Firefox

Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

Adobe Acrobat Reader
Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

Virus Protection
Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

Note: Students should keep their antivirus software current by downloading updates from the software company’s Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

Access and Navigation

Access and Log in Information
This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: http://online.tamuc.org or http://myLeo.tamuc.edu
You will need your CWID and password to log into 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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Use the telephone numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Cheating and Plagiarism Policy:
The Student GuideBook provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.
**Code of Ethics:**
The Curriculum and Instruction Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**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).

**University Specific Procedures:**

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COURSE OUTLINE / CALENDAR

See the Course Requirements section for detailed information on assignments and due dates. Additional information on due dates and scheduling will be supplied during class sessions.