EDUC 510: Utilizing Effective Instructive Technologies
Spring 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

NO TEXTBOOK FOR THIS COURSE!


Course Description: This course provides an overview of instructional technologies that may be integrated into teaching educational content in a digital format. Students will create an Online Course Shell to develop their skills in building learning materials to be integrated for online delivery. Students will learn how Web 2.0 technologies are impacting education. Students will analyze some innovative ways to integrate Web 2.0 technologies for education. A description of the paradox of utilizing technology for education will be given. Innovative examples of integrating Web 2.0 Technology for education will also be examined.

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. Introduce Web 2.0 Technologies.
2. Describe the impact Web 2.0 Technologies are having on education.
3. Assess effective uses of Web 2.0 Technologies for education.
4. Analyze the best ways to integrate the most influential Web 2.0 Technologies for education.
5. Develop an ability to evaluate the work of peers.
6. Explain the necessity to reside at the intersection of education and technology.
7. Describe the paradox of utilizing technology for education.
8. Examine innovative examples of integrating Web 2.0 Technology for education.
9. Identify the purpose of being innovative.
10. Develop a desire to become a life-long learner.

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. Each student will need to create a Gmail account (if the student does not already have one) and join the EDUC 597 Web 2.0 Technologies Education Google+ Circle.

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 class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

ALL STUDENTS

Discussion Boards, Assignments (100%): 1000 possible points

The student will work on their assignments according to the course schedule on the course calendar and submit these in a Word Document to the Dropbox.

*Discussion Board (10 points/posted comment x 3/module x 5 modules = 150 points; 15%)

*Assignments (850 points; 85%)

Each student will develop three unique presentations using three unique Web 2.0 Technologies.

1. Create a MDL 2 Course (20%)

   The first assignment will be for the student to create your own MDL 2 Course. Please refer to the MDL 2 tutorial video in the first Module of this course. Additional help on setting up an MDL 2 Site will be provided. If you have taken EDUC 548, please upload the Syllabus & Assessment Rubric you have already
developed. This assignment will be used to assess the ability of the student to develop a website to showcase their skill in the areas of organization, content and visual. Please view the Rubric for Presentations for this assignment in the syllabus.

2. Send out link to classmates to self-register in MDL 2 Course (5%)

3. Build a Wiki (10%)

4. Build a Resource of Educational Content (20%)

YouTube Video or Similar (i.e.; Prezi, Articulate, Captivate, etc.)

*Optional: build an e-Textbook

The third assignment will be to complete a presentation the student has developed and posted to YouTube. The video should be no longer than fifteen minutes; 5-10 minute videos are ideal. Please refer to the YouTube tutorial on the Digital Ecosystem page if you are not familiar with creating your own YouTube channel and how to upload a video to YouTube. The student may also find help on the YouTube website.

You may also consider developing a Prezi. Please refer to the Prezi tutorial on the Digital Ecosystem page if you are not familiar with Prezi. The student may also find additional help on the Prezi website.

This assignment will be used to assess the ability of the student to do research and to enhance creativity in their presentation skills and to assess the ability of the student to effectively develop and communicate content through a very dynamic portal. Please view the Rubric for Presentation for this assignment in the syllabus. The student may also download a copy of the rubric from the Course Home section of the course website.

5. Please provide a 1-2 page paper explaining/justifying the reasons you chose the delivery method you did for building your educational content. (5%)

6. Submit link to MDL 2 course to Workshop (5%)

6. Describe what you plan to do next in your course in a 1-2 page document (5%)

*Peer Review (15%)

Each student will complete 3 assessments of their classmates MDL 2 courses. The student will be assigned the presentations to assess. The student will use the MS Global ELEarning Assessment of Student Presentation Rubric located under the Course Home Tab on the Course website. In addition to completing the Rubric, the student will also write a one-two page critique identifying the parts
of the presentation that were done well and why; the student will also identify the parts of the presentation that could be improved and how this could be accomplished. Please submit the Peer Review to the Dropbox.

Assessment Method:

Rubric for Presentation

MS Global E-Learning

Assessment of Student Presentation Rubric

Maximum Points: 250

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unacceptable</th>
<th>Student’s Score</th>
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<tbody>
<tr>
<td>Purpose</td>
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<td>10</td>
<td></td>
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<tr>
<td>Organization</td>
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<td>40</td>
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<td>15</td>
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<tr>
<td>Content</td>
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<td>Voice &amp; Tone</td>
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<tr>
<td>Visual Aids</td>
<td>50</td>
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<td>15</td>
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</tbody>
</table>

Total:

Keys:

1. **Purpose** The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details which are fully developed.

2. **Organization** The speaker establishes a beginning, middle, and an ending. The presentation is well organized and easy to follow.

3. **Content** The speaker developed the main idea which was effectively supported by details and examples.

4. **Language** The speaker’s words were appropriate and correct. The speaker also pronounced words clearly and was easily understood.

5. **Voice and Tone** The speaker addressed the audience effectively adjusting pace and volume to evidence an ownership of the topic.

6. **Visual Aids** The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.

Rubric for Student Writing

MS Global E-Learning
Assessment of Student Writing

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unacceptable</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Connection</td>
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<td>Word Choice</td>
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<tr>
<td>Sentence Fluency</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>25</td>
<td></td>
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<tr>
<td>Conventions</td>
<td>40</td>
<td>35</td>
<td>30</td>
<td>25</td>
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<tr>
<td><strong>Total:</strong></td>
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</table>

**Keys:**

1. **Ideas** Good writing has clarity of purpose or focus. Good writing should evidence specific ideas and details.

2. **Organization** Writing should have a beginning, middle, and an ending and be well organized and easy to follow. The paper also needs to meet the minimum requirement of 2,800 - 3,000 words, utilizing a minimum of five references within the last five years.

3. **Connection** Good writing should connect with the audience and fit the purpose for writing.

4. **Word Choice** Good writing has specific nouns, verbs, and strong words that deliver the writer's message.

5. **Sentence Fluency** Sentences should vary in length, with a variety of sentence beginnings. The writing should flow smoothly from sentence to sentence.

6. **Conventions** Strong writing is edited for grammar, punctuation, capitalization, and spelling so the writer's ideas are easily understood. Adherence to standard APA format is expected.

**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. (900 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. (800 – 899 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (700 – 799 points)

D or F= Failure to meet Standards (699 points and below)

**TECHNOLOGY REQUIREMENTS**

This is an online course and some obvious technological resources will be required.

Access to a computer with
- Internet access (high-speed preferred)
- Microphone
- Speakers so you can hear me and others during audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

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. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

**ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**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.)

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community.
You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line. HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for rick.lumadue as the contact to add me to your list.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### Course Specific Procedures:

- **Citizenship**: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).
- **Late work**: Late work is not accepted. 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. See course semester outline at the bottom of this syllabus.
- **Plagiarism**: Plagiarism **WILL NOT** be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.
- **Attendance**: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.
- **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.

### 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@tamuc.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

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Syllabus, Introduction and Overview - Upload Syllabus &amp; Assessment Rubric to MDL 2</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Web 2.0 Technologies – What is it? Build a Wiki in MDL 2, Send out link to classmates to self register in courses</td>
</tr>
<tr>
<td>3</td>
<td>Why Web 2.0 Technologies? To Engage Today’s Students Build a Resource of Educational Content, Justify why you chose the delivery method, Continue building Wiki, Link to SCORM Document</td>
</tr>
<tr>
<td>4</td>
<td>Innovators are Leaders – How do you remain relevant? Submit link to course to Workshop, and describe what you plan to do next</td>
</tr>
<tr>
<td>5</td>
<td>What’s Next? You Decide, this is just the beginning… Peer Review (3)</td>
</tr>
</tbody>
</table>

Note: Keep in mind that the above schedule is subject to change at the discretion of the instructor