EDUC 510 Utilizing Effective Instructional Technologies

COURSE SYLLABUS: Summer 2015

Instructor: Dr. Petra Strassberg, M.S., M.S., EdD

Office Location: Virtual

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Materials -Textbooks, Readings, Supplementary Readings:


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. 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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>M4</th>
<th>M5</th>
<th>M6</th>
<th>M7</th>
<th>Total Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Participation</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>500</td>
<td>15%</td>
</tr>
<tr>
<td>2. Online Course Creation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>3. Course Sign Ups</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>5%</td>
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<tr>
<td>4. Build a Resource of Educational Content/eTextbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>5. Course Design Document</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
<td>10%</td>
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</tbody>
</table>
6. Workshop Showcase Upload | | | 100 | 100 | 20%

7. Peer Review | | | 100 | 100 | 15%

Total | | | 1100 | 100%  

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**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 &gt;%</td>
</tr>
</tbody>
</table>

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**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, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that you actively participate in class discussion, activities, and case studies.

Each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class.

Work on your assignments according to the course schedule and submit these in a Word Document to the relevant Dropbox.

**Assignment Overview**
Weekly Assignments

**Discussion Participation:** Each student will interact with the other students in the class by making at least 3 meaningful discussion posts for Modules 1-7. See the rubric below for the discussion participation grading criteria.

<table>
<thead>
<tr>
<th>First Visit: Initial Post (1)</th>
<th>Does not post or reply</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity and timeliness</td>
<td>0/50</td>
<td>20/50</td>
<td>35/50</td>
<td>50/50</td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice</td>
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<td>Generates learning within the community</td>
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<tr>
<td>2nd and 3rd Visit: Reply to Other Learner(s)</td>
<td>0/25 (x2)</td>
<td>15/25 (x2)</td>
<td>20/25 (x2)</td>
<td>25/25 (x2)</td>
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</table>

**Course Project:** The major assignment for this course will be the creation of your own online course. The sections below outline the various parts of this assignment. Please refer to individual Modules for more detailed instructions on each of these assignment components. This assignment will be used to assess the ability of students to develop a website to showcase their skill in the areas of organization, content, and design.

**Part 1**

**Site and Course Creation:** Sign in and create an online course. If you have taken EDUC 548, please upload the Syllabus & Assessment Rubric you have already developed. Send out the link to classmates and your instructor to self-register in your course (5%).

**Part 2**

**Educational Content Resource:** YouTube Video or Similar (i.e.; Prezi, Articulate, Captivate, e-Textbook etc.)
For more details and the grading rubrics, please refer to the assignment page in Modules 1, 3, 5, and 7.

**Part 3**

**Design Document:** Create a course blueprint that outlines the structure of your course as you intend to develop it.
Peer Evaluation: Each student will complete an assessment of several classmates’ individual projects. For details and grading rubrics, please refer to this assignment page in Module 7.

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/headphones for synchronous sessions
- 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 LEARN (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 LEARN message 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

LEARN Technical Concerns
Please, contact the HelpDesk, available 24 hours a day, seven days a week. By clicking on the "Get Help" link at the bottom of any screen within LEARN. Chat, Voice and Self-help tools are all conveniently located on this page for your access.

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 "Ask Your Instructor" page, 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 (LEARN) and your learning community. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participating in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members). You are to expect me to be an active and thoughtful participant as well.

Course and University Policies and 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 Turn It In 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 synchronous 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 synchronous 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.

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  
Email StudentDisabilityServices@tamuc.edu

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**Student Conduct**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

This statement presents the University’s commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

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).