ETEC 527: Web 2.0 Technologies for Instruction
COURSE SYLLABUS – Summer 1 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Due to the continuous change in technological innovations, a textbook is not required for this for course. Alternatively, you will explore relevant research readings provided the instructor throughout the semester. In addition, you will conduct research related to areas of focus in this course.

Course Description:
This course investigates the current and emerging technologies available for instructional delivery. Included are components of courses (eg computer-assisted instruction, web quests, etc) as well as methods of delivery in non-face-to-face environments. Emphasis will be on the appropriate selection of technologies for various instructional settings. Prerequisites ETEC 524 or permission from the instructor

Student Learning Outcomes:
1. Learners will be able to define and describe web 2.0 and create instruction that incorporates various web 2.0 technologies such as blogs, social media, creativity and/or productivity tools.
2. Learners will identify current and emerging technologies for instructional delivery.
3. Learners will compare technologies for course components with those for methods of delivery in both face-to-face and distance learning environments.
4. Learners will develop and apply criteria for selecting appropriate technologies for various instructional settings.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
Each week will have a series of readings, activities and interactions. This course is designed to help you develop the skills necessary to learn new skills, explore new technologies, evaluate social web tools for classroom learning, and develop meaningful lessons using web 2.0 tools. It is important that you reach out to your fellow classmates as your first sources of help. We tend to learn more in groups than we do individually. Please use the discussion boards for posting questions on how to use different tools so I can monitor and assist as needed. You will be exploring many different tools and we need to draw on the expertise of the group.

Grading
    10% Weekly Check-ins and Participation
    25% Discussions
    25% Learning Adventures
    5% Peer Evaluations of Learning Adventures
    10% Group Project
    25% Final Project (This is assigned during week 2 and is completed throughout the
        remainder of the term with presentations and final peer review in final week)

WEEKLY CHECK-INS AND PARTICIPATION

Four days per week minimum. A critical aspect contributing to student success in online courses is the facilitation of an active learning community. 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 MUST login to the course a minimum of four (4) separate days each academic week. These logins should be utilized as an opportunity to check announcements and threads in the various Discussion forums for valuable information and opportunities to contribute. The courseware automatically tracks all student access.

DISCUSSIONS

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 assigned readings provided through supplemental course resources and experiences with the new technologies you are exploring. 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. ***Late posts will receive zero points!***

LEARNING ADVENTURES

Each week you will be presented with a learning task/adventure, designed to introduce you to new technologies and ways of working. Each of these tasks will also help you better understand the different types of technologies under study and should inform your work on both the group project and your final project. These are chances for you to play and explore technologies that will likely be new to you as well as ways that these technologies can be layered to create unique learning environments. You will reflect on and report what you learned from your adventure in a weblog. You'll also rate the quality of your peers' reflections and receive ratings from your peers. These ratings will be used in your grades for each adventure.

GROUP PROJECT- Technology Evaluation:

Each group must choose 5 technologies to research and evaluate. These technologies should be ones that could be appropriate for the course final project. Students will evaluate several aspects of the technologies including pedagogical uses, security and privacy considerations, and the pros and cons of each technology. Each group's project must include the following elements:
- Description of each technology evaluated
- Completed evaluation rubric for each technology evaluated
- Brief demonstration of each technology evaluated
- At least one instructional activity that incorporates the technology for each technology evaluated

FINAL PROJECT- Technology Selection and Incorporation Project:
The purpose of this project is to evaluate, select, and incorporate learning technologies into instruction. For this project, you will select one Web 2.0 technology you would like to incorporate into your teaching. one technology that can be used to deliver course components or individual instructional activities and one technology that can be used to deliver full courses. Your final project must include all of the following elements:
1. Description of the technology you selected
2. Completed evaluation rubric for the technology you selected
3. Brief demonstration of the technology you selected (using Jing, Screencast, or equivalent technology)
4. A brief lesson incorporating the technology you selected.
5. Multimedia presentation. See below for details.

A. Project Proposal: The purpose of your proposal is to start to solidify your ideas for your final project. It will also give me an opportunity to make sure you are on the right track before you spend too much time and effort heading down the wrong path. Your proposal must include the following elements in your project proposal:

- Brief description of the technologies you are planning to select
- Instructional objectives and intended audience for each lesson/class
- An outline of the instructional activities you are planning to use with each of the technologies

B. Written Project Components: These components include items 1-4 above.

C. Multimedia Presentation: You will use Jing, Camtasia, or similar application, to create a five (5) minute (maximum) multimedia presentation of your project. In this presentation, you must provide a clear description of your project including a description of the technology you selected and your lesson incorporating the technology. Assume you are telling your colleagues about your project. Try to anticipate the questions they would ask and the information that would interest them the most. Use this is a guideline for putting together your presentation. The presentation must contain audio and visual content appropriate to the support the message (i.e. Powerpoint, Prezi, etc.).

TECHNOLOGY PRESENTATION EVALUATIONS
Students will complete an evaluation for each Technology presentation in their assigned peer evaluation group. An evaluation form will be utilized for each presentation.

OTHER GRADE INFORMATION
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.

Grade Incompletes

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 **this course**, the required artifacts are
• Technology Selection and Incorporation Project
• Technology Evaluation Group Project

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@tamuc.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.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services"

Mac should users install Google Chrome or Firefox as the browser when accessing eCollege courses.

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 course, 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.

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

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.

Week	Activity	Due Dates
1 6/8-6/14	Introductions	Tues, 6/9
	Discussion 1: What is Web 2.0?	Initial discussion post by Thurs 6/11; 3-5 replies by Sun 6/14
	Learning Adventure 1: Vanity Search & Account Set Up: Complete Vanity Search before setting up accounts. Then make a post on your blog, reflecting on your Vanity Search.	Blog post due by Sun, 6/14.
2 6/15-6/21	**Class Activity**: Develop a rubric for evaluating Web 2.0 tools for instructional use in the class wiki.	Join wiki and make an initial post by Mon 6/15. Continue participation until Thurs, 6/18.
	Peer Ratings of Learning Adventure 1: Rate the report/reflection of your 3 assigned peers. Links to the evaluation forms will be sent to your gmail.	Ratings due by Tues, 6/16
	Discussion 2: Evaluating Technology	Initial discussion post by Thurs 6/18; 3-5 replies by Sun 6/21
	Group Technology Evaluation Project: Evaluate 5 Web 2.0 Technologies using the rubric developed by the class.	Due in Week 3.
	Twitter Adventure: Explore Twitter for teaching, learning, and developing a Personal Learning Network.	Make 3-5 tweets by Fri, 6/19. Blog about your Twitter Adventure by Sun, 6/21.
3 6/22-6/28	**Peer Ratings of Twitter Adventure**	Ratings due by Tues, 6/23
	Discussion 3: Selecting and implementing Web 2.0 technologies in Instruction.	Initial post by Thurs, 6/25; 3-5 replies by Sun 6/28
	Group Technology Evaluation Project	Due Sun 6/28
	YouTube Adventure: Setup a YouTube Channel and search for videos on Web 2.0 tools for teaching and learning.	Set up your channel by Fri, 6/26. Blog about your YouTube Adventure by Sun, 6/28.
	Continue your Twitter Adventure	(Optional) Blog post by Sun, 6/28.
4 6/29-7/5	**Peer Ratings of YouTube Adventure**	Ratings due by Tues, 6/30
	Discussion 4: Integrating and Aggregating Technologies	Initial post by Thurs, 7/2; 3-5 replies by Sun 7/5
	Begin **Final Project**	Project Proposal due Thurs, 7/2.
	Adventure in Aggregating Pages	Blog reflection by Sun, 7/5
5 7/6-7/9	**Peer Ratings of Aggregating Adventure**	Ratings due by Tues, 7/7
	Submit **Final Project** to project forum	Post project by Tues, 7/7; comment on 3-5 classmates' projects by Thurs, 7/9
	Discussion 5: Teaching and learning with Web 2.0 Tools	Initial post by Tues, 7/7; 3-5 replies by Thurs, 7/9
	Closing Reflection on Vanity Search	Post reflection on your blog by Thurs, 7/9