



COURSE SYLLABUS

ETEC 591 & HIED 697: Online, Virtual & Distributed Learning Systems Summer 1 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Simonson, M., Samaldino, S., Albright, M, & Zvacek, S. (2012). Teaching and Learning at a Distance. Foundations of Distance Education (6th Ed.). Pearson.

Course Description: Examines theories and practice of online, virtual, or distributed learning systems, such as flipped classrooms, hybrid or blended learning environments, and distance education. Emphasis is on the design and implementation of effective instructional strategies for online, virtual, or distributed learning environments.

Prerequisites ETEC 524 or permission from the instructor.

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. The learner will be able to explain the differences between teaching and learning, and identify theories, technologies, and methods that support each.
2. The learner will examine best practices for designing, implementing and evaluating online, virtual, and distributed learning environments.
3. The learner will evaluate relevant research related to online learning and barriers students and teachers face in implementing it.
4. The learner will design a unit of instruction using an online, hybrid/blended, or flipped learning environment.

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in the Educational Technology Leadership (ETLD) **and** Educational Technology Library Science (ETLS) programs are 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, nor to 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 591**, the required artifacts are:

- Instructional Design Document (drafts and final document)
- Selected entries from the Instructional Design eJournal

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.

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 concepts, explore technologies, evaluate tools for facilitating learning, and develop meaningful online learning experiences. It is important that you reach out to your fellow classmates as your first sources of help. We tend to learn more from others than we can in isolation. Please use the discussion boards for posting questions, so we all can monitor and assist as needed, drawing on the expertise of various members of the class.

Reading Discussions – 30%

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 4-6 posts: one initial response to the discussion prompt, followed by 3-5 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!***

Design Experiments – 30%

Each week you will be presented with a learning task, designed to introduce you to new technologies and that support online, virtual, and distributed learning environments. These are chances for you to play and experiment with technologies that can be used to design online learning environments. You will reflect on and report what you learned from your experiment in a blog or eJournal. 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 experiment.

Design Project – 30%

The major project for this course is an instructional design project applying concepts learned in the course into an online, virtual, or distributed learning experience for students. The final product for this Design Project is a presentation or “virtual tour” of your instructional design, introducing the unit, the expectations, and the timeline, including how you’ll make use of synchronous (same time) and asynchronous communications. You’ll submit a draft of the design project for peer review in Week 4. Submitting your project for peer review and providing feedback to others ***on time*** on their projects is imperative and is a required activity in the course.

Peer Review – 10%

Instructional design and technology professionals rarely work in isolation and are responsible for getting feedback on their work throughout the instructional design process. Thus, giving and getting thoughtful feedback are vital skills to learn and practice. Peer reviews of the Design Project will take place in Week 4. Neglecting to make your project available for peer review and/or failing to provide meaningful feedback to peers by the due dates seriously impedes your classmates’ workflow. Because the peer review constitutes 10% of your course grade, being “absent” or late for peer review will impact your course grade by a full letter.

Grading

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in eCollege in the Q&A Forum. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

| Activity | Weight | Course Grades |
|---------------------|---------------|-----------------------|
| Reading Discussions | 30% | A 90-100% B 80-89% |
| Design Experiments | 30% | C 70-79% D 60-69% |
| Design Project | 30% | F 59% or less |
| Peer Reviews | 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.

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:

- Word processing software
- Drawing tools to create models, flowcharts, etc. (typically available with word processing software)
- Access to a wiki, blog, Google Site, or other web-based platform to maintain an electronic journal and post drafts of the Instructional Design Document

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.

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. Monitor and contribute to Q&A forum regularly. 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, which 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. 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. 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.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into project revisions. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event 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 shown 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@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. Please note that the week runs from Monday through Sunday, except for the last week of class, which ends on

Thursday, July 9.

| Week | Activity | Due Dates |
|-----------------------|---|--|
| 1 6/8-6/14 | Introductions | Tues, 6/9 |
| | Discussion 1: What is “teaching”? | Initial discussion post by Thurs 6/11; 3-5 replies by Sun 6/14 |
| | Design Experiment 1: Google Apps | Send link to your Blog/eJournal with your first post by Sun, 6/14. |
| 2 6/15-6/21 | Peer Ratings of Design Experiment 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: Instructional Design for Distance Learning | Initial discussion post by Thurs 6/18; 3-5 replies by Sun 6/21 |
| | Begin Design Project | Due for Peer Review in Week 4. |
| | Design Experiment 2: Edomodo | Blog about your Experiment by Sun, 6/21. You do not need to submit the link to blog again. |

| Week | Activity | Due Dates |
|-----------------------|--|---|
| 3 6/22-6/28 | Peer Ratings of Design Experiment 2 | Ratings due by Tues, 6/23 |
| | Discussion 3: Flipped Classrooms | Initial post by Thurs, 6/25; 3-5 replies by Sun 6/28 |
| | Group Technology Evaluation Project | Due Sun 6/28 |
| | Design Experiment 3: Kahn Academy and/or YouTube | Blog about your experiment by Sun, 6/28. |
| 4 6/29-7/5 | Peer Ratings of Design Experiment 3 | Ratings due by Tues, 6/30 |
| | Discussion 4: Distributed Learning Systems | Initial post by Thurs, 7/2; 3-5 replies by Sun 7/5 |
| | Post initial draft Design Project for peer review | Due Thurs, 7/2. |
| | Peer Review of Design Project | Post comments to assigned peers by Sat, 7/4 |
| | Design Experiment 4: PBWorks | Blog reflection by Sun, 7/5 |
| 5 7/6-7/9 | Peer Ratings of Design Experiment 4 | Ratings due by Tues, 7/7 |
| | Submit final draft of Design Project to project forum | Post project by Thurs, 7/9 |
| | Discussion 5: I Used To Think... | Initial post by Tues, 7/7; 3-5 replies by Thurs, 7/9 |
| | Closing Reflection on Design Experiments and Project | Post reflection on your blog by Thurs, 7/9 |