ETEC 527 Web 2.0 Technologies

COURSE SYLLABUS: SPRING 2020

INSTRUCTOR INFORMATION

Instructor: Chris Bigenho, PhD
Office Location: Virtual
Office Hours: Virtual by Appointment
Office Phone: 214-232-9504
University Email Address: bigenhochris@tamuc.edu
Preferred Form of Communication: University email or cwbigenho@gmail.com
Communication Response Time: 24 hours (Monday – Friday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

NOTICE: This syllabus may be adjusted as needed to provide the best possible learning opportunity for all students in the class.

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 throughout the semester. In addition, you will conduct research related to areas of focus in this course.

Course Description

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 develop and apply criteria for selecting appropriate technologies for various instructional settings.

COURSE REQUIREMENTS

Instructional Methods

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

20% Discussions
10% Participation
50% Learning Tasks
20% 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 threads 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 TASKS

Each week you will be presented with learning tasks that are 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. It is important that you complete all of these learning tasks as we move through the course.

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 are now required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) are strongly encouraged to develop an eportfolio of their work throughout the program as it will benefit the student in obtaining a position in Library or Media Services, and it may become a program requirement in the near future. 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 **ETEC 527**, 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.

Student Responsibilities or Tips for Success in the Course

Timeliness

Because a 7-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. Late work that requires peer review may lose all review points if review period has passed. When you are late with peer review work, you inconvenience your peers.

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, 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 a 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 to only one third, thereby tripling the weekly time expectation. An understanding of this expectation can help serve as a gauge 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 show 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	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
TOTAL Weekly Expectation	**20 hours**	**25 hours**
TOTAL Term Expectation	**140 hours**	**175 hours**

GRADING

Final grades in this course will be based on the following scale:

The *syllabus/schedule are subject to change.*

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Grades will be weighted as follows

20% Discussions
50% Learning Tasks
30% 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)

Grade Calculation:

Final Grade = (Discussion grade x 0.2) + (Learning Adventures grade x 0.5) + (Final Project grade x .03)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

All instruction will take place in a distributed fashion through D2L Brightspace and Email. Most of the course will be asynchronous. However, you may be working in groups in which case you will need to coordinate schedules to facilitate group work. Additionally, there will be opportunities for synchronous work with Dr. Bigenho should it be needed. These sessions will be optional and are available to you through prior arrangements. These interactions will use Zoom which will be accessible through a link that Dr. Bigenho will provide.

You should use the course site for most communication. When using e-mail, use cbigenho.unt@gmail.com or bigenhochris@tamuc.edu. Monday through Friday, I will return email in 24 hours or less. That being said, it will usually be much less time.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

It is important that you follow the directions of the course carefully as different assignments will require different tools for completion and different methods of submission. It is also important that you keep to the schedule as there are only 7 weeks to the class. Additionally, there may be times when you will need to work with others in the class. **Being late with your work WILL impact your grades negatively as it will also impact the ability of others to do their work. Bottom line, don't be late.**

Discussions: Discussions happen as they happen. Each week you are expected to participate in the discussions. These are NOT places for you to simply answer questions that I post. **I expect** to see a discussion- an exchange of ideas extended over time where there is evidence that you listened to others, reflected on material and offered new ideas/perspectives, provided help to your peers and posed your own questions to the group. There will be a discussion for each week. The only posts that will be considered for the discussion grade for that week MUST occur prior to the closing date of that week.

Attendance and Engagement: You need to check into the course on a daily basis (5 days out of 7). Since we will not have any face-to-face meetings, you must remain engaged in the course and with your peers through the myLeo Online (D2L Brightspace) learning environment. Engagement is often indicated by regular participation in the online discussions. Experience indicates that students who are not engaged regularly in the online environment generally have difficulties completing online courses successfully.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

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TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week. There is no time to catch up if you fall behind.

Each week will begin on a Monday and end on the following Sunday. Each week will be closed at the start of the class and the current week will open on Monday for that week's work.

The schedule of specific assignments will be listed in myLeo Online (D2L Brightspace) as they are scheduled. Each week's work is due at the end of that week unless otherwise noted.

Course Schedule

Week	Start	End
Week 1	Mon. Mar 23	Sun. Mar 29
Week 2	Mon. Mar 30	Sun. Apr 5
Week 3	Mon. Apr 6	Sun. Apr 12
Week 4	Mon. Apr 13	Sun. Apr 19
Week 5	Mon. Apr 20	Sun. Apr 26
Week 6	Mon. Apr 27	Sun. May 3
Week 7	Mon. May 4	Fri. May 8

NOTICE: This syllabus may be adjusted as needed to provide the best possible learning opportunity for all students in the class.