



COURSE SYLLABUS
ETEC 524: Introduction to Educational Technology
Fall 2015

Instructors: Dr. Jennifer Lee
Office Hours: Virtual, daily
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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 will introduce the student to educational technology and current research on critical issues, trends, diffusion and adoption of technology and history and theoretical foundations of the field. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy.

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.

The learner will be able to define educational technology and further examine this definition via research on the history and theoretical foundations of the field, critical issues, applications, diffusion and adoption and research and evaluation.

1. The learner will develop and apply skills to evaluate the validity and reliability of information on the Internet.
2. The learner will build and maintain a semester blog.
3. The learner will compose an educational technology philosophy.
4. The learner will identify technological skills in need of development and demonstrate those skills and abilities in the form of an electronic portfolio.

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 524**, the required artifacts are:

- Educational Technology Philosophy
- Selected reflections on educational technologies

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@tamuc.edu for more information about the program's portfolio requirement.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research.

***Educational Technology Philosophy* – 25%**

Educational philosophies help to shape your vision to reflect your views on teaching, learning, and education as a whole. You will be introduced to several philosophical views, and through a series of writing activities, develop your philosophy on educational technology and how to empower yourself and others. You'll develop multiple drafts of this philosophy and submit them for peer review throughout the semester. The final draft will be due at the end of the semester, submitted in your electronic portfolio along with previous drafts and a reflection on changes in your philosophy from the beginning to the end of this course.

***Electronic Portfolio* – 25%**

Electronic portfolios are a "personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods" (Lorenzo & Ittelson, 2005 p. 3). We will explore different purposes of eportfolios, as well as methods to design and develop an eportfolio (commercial, open-source, and commercial software) for the course. If you are a major in the educational technology leadership program, you will design your eportfolio to capture your learning throughout the program; if you are not an ETLD major, you'll design your eportfolio on learning in the course. As a final project for this class, you will turn in an electronic

portfolio that contains the evidence of your knowledge, skills and abilities developed throughout the course. Your portfolio will contain at a minimum the following:

- Draft(s) of your Educational Technology Philosophy
- Artifacts/evidence you've created as you play-tested different technologies, along with your analysis of the affordances of the technology and potential applications for improving learning.

Additional information about the eportfolio is posted in eCollege.

Technology Play-testing & Blog Reflections – 25%

The purpose of this introductory course is to provide you with a solid knowledge-based foundation in the field of educational technology and the tools available for teaching with technology. Throughout the course, you'll be introduced to a new concept and/or technology and asked to play or experiment a bit with it in order to analyze how you might use it for educational purposes. You'll document your analysis of the tool or concept in your ETEC blog. You are encouraged to interact/comment on your peer's blogs throughout the semester. Blog links will be provided in eCollege.

Reading Discussions – 25%

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 relate to assigned readings. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. ***Be advised: There's no grace on the grace period.***

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.

Activity	Weight	Course Grades
Educational Technology Philosophy	25%	A 90-100%
Eportfolio	25%	B 80-89%
Blog Reflections	25%	C 70-79%
Reading Discussions	25%	D 60-69%
		F 59% or less

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 Instructors

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 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, the Virtual Office is a better choice. Personal concerns involving grades, progress, etc. should be addressed to either instructor via private e-mail. If you would like meet online, send me an email to request an appointment.

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. 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 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. 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 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling 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

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@tamu-commerce.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, 7-week schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week. A typical week runs from Monday to Sunday (12:00 pm CST), except for the Week 7 (the last week of class) which ends on Friday, October 16

Week	Activity	Due Dates
1 8/31-9/6	Introductions	Wed
	Reading Discussion 1: Definition of Educational Technology	Initial discussion post by Wed 3-5 replies by Sunday, noon
2 9/7-9/13	Reading Discussion 2: Four Ages of Educational Technology	Initial discussion post by Wed 3-5 replies by Sunday, noon
	Technology Play-testing Activity 1: Blogs	Blog reflection by Sunday, noon
3 9/14-9/20	Reading Discussion 3: Eportfolio Thinking and Learning	Initial discussion post by Wed 3-5 replies by Sunday, noon
	Technology Play-testing Activity 2: Eportfolios	Blog reflection by Sunday, noon
4 9/21-9/27	Begin Educational Technology Philosophy	1 st draft by Sunday, noon
	Set Up Eportfolio	Blog reflection with eportfolio link by Sunday, noon
5 9/28-10/4	Peer Review of Educational Technology Philosophy	Post reviews by Wed
	Reading Discussion 4: Stages/Levels of Technology Integration	Initial post by Wed 3-5 replies by Sunday, noon
	Technology Play-testing Activity 3: Web-based Creativity Tools	Blog reflection by Sunday, noon
6 10/5-10/11	Educational Technology Philosophy: 2nd draft & Peer Reviews	Post draft by Tues Post reviews by Fri
	Reading Discussion 5: Technology and Information Literacy	Initial post by Wed 3-5 replies by Sunday, noon
	Technology Play-testing Activity 4: Web Search for content objects	Blog reflection by Sunday, noon
7 10/12-10/16	Eportfolio with Course Reflection and Final Draft of Educational Technology Philosophy	Due Wed
	Reading Discussion 6: Classmates' Eportfolios	Post link to your eportfolio by Wed post comments (as replies in the discussion) on 3-5 classmates' eportfolios by Fri