



ETEC 561 01W Learning & Technology

COURSE SYLLABUS: FALL 2016

Instructor: Doug Wilson, Ph.D.

Office Location: Virtual

Office Hours: Virtual

University Email Address: douglas.wilson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Reiser, R. A. & Dempsey, J. V. (2011). *Trends and issues in instructional design and technology*, (3rd ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.

Course Description

This course will focus on learning theory and various instructional technologies to support the teaching and learning process. More specifically, the learner will develop competencies for planning, implementing and evaluating appropriate instructional media, methods and materials.

Learning Outcomes

Learning outcomes should be observable, measurable and be done by the learner. They are what the learner will be able to do or know as a result of an activity or set of activities. A good learning outcome identifies: 1) who will perform the task, 2) what action they will take when performing the task, and 3) ends with some result/product/artifact of that task which is measurable.

The following learning outcomes will be accomplished by students this semester:

1. The learner will develop and maintain an educational technology journal/blog throughout the semester.
2. The learner will be able to describe and distinguish instructional technologies that result in learning.
3. The learner will apply knowledge of learning and educational technology and select two learning theories to compare and contrast the role the teacher, learner and technology plays within each theory.

ETEC E-PORTFOLIO FOR MS/M.ED IN ED TECH.

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program **and** the 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, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS 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 561, the required artifact is:

- The course blog

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@tamuc.edu for more information about the program's portfolio requirement. See Appendix A for additional program guidelines.

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 all centered around a blog that you will create and maintain throughout the semester. For each instructional period/week you will work on various combinations of assignments/activities, discussions, and readings. Our instructional week will run from Monday to Sunday to allow you time to complete the assigned activities.

Educational Technology Journal/Blog

This course will center upon a blog that you will use to share your reflections and journal about technologies that you use on a daily basis for learning purposes. You will email me (douglas.wilson@tamuc.edu) your blog URL during the first week of the class and post it to the appropriate location in our eCollege course as well.

Feedback to Others

You will also read and comment on two other students' blog posts each week. Feedback on previous week's blog posts should be completed by Wednesday of the each week except the first week of class.

Grading

Grades will be determined via a simple point system and grading rubric. The rubric will be provided in eCollege. Review the rubric prior to submitting an assignment.

TECHNOLOGY REQUIREMENTS

This is 100% online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0 or higher).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

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.

eCollege Access and Log in Information:

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>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the ETEC 561 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me.

- Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. However, I encourage you to post all generic questions to the Q&A forum within each section of the course in order to avoid duplicate questions. The chances are that your peers will have the same question. Each of the seven sections within our ETEC561 course shell has a link entitled Section Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Section Q&A forums.
- You can meet me during my office hours by appointment (Tuesdays 9:00-1:00 Commerce #110 & Virtually during the day via skype or gmail chat by appointment). If you prefer to use Skype, feel free to contact me through Skype (hrdswon). Or if you want to talk via phone, you may contact me via my cell phone 217-493-5739 (Please leave detailed message if I do not answer).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance: This is an online class, therefore you will need to arrange your schedule to complete coursework by the assigned due dates. You will be required to interact with your peers for some activities this semester. The quality of your contributions and participation in course activities will be considered attendance. It is strongly encouraged that you login to the course daily and check your email for messages to ensure that you do not get behind.

Participation & Communication: I expect you to be an active and thoughtful participant within the course blog. You are to expect the same of me. This includes completing the readings related to course topics.

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. In that this course is fully online, you are able to engage in the course wherever you are. See the course semester outline at the end of this syllabus. **If you post late, 2 points/day will be deducted.**

Scholarly Expectations: All work submitted for credit must be original works created by the scholar uniquely for this course. 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 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.

Assignment Policy: Assignment due dates are noted in the course outline posted in the syllabus. All assignments are to be submitted by the due date assigned to receive full credit.

Drop a Course: If it becomes necessary for you to drop this course, you may do so by logging into your myLeo account and clicking on the hyperlink labeled “drop a class” from among the choices found under the myLeo section of the web page.

Incomplete Grade: Per university policy, you must visit/communicate with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures

Campus Concealed Carry

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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

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.

COURSE OUTLINE / CALENDAR

Week: Dates	Reading	Due Dates
Week 1: Aug 31-Sep 6	Section 1: Defining the Field	Week 1 Blog Post by TH, 9/3 Peer Feedback on Week 1 post by SU, 9/6
Week 2: Sept 7-13	Section 2: Theories and Models of Learning and Instruction	Week 2 Blog Post by TH, 9/10 Peer Feedback on Week 2 post by SU, 9/13
Week 3: Sept 14-20	Section 3: Evaluating, Implementing, and Managing Instructional Programs and Projects	Week 3 Blog Post by TH, 9/17 Peer Feedback on Week 3 post by SU, 9/20
Week 4: Sept 21-27	Section 4: Human Performance Technology	Week 4 Blog Post by TH, 9/24 Peer Feedback on Week 4 post by SU, 9/27
Week 5: Sept 28-Oct 4	Section 5: Trends and Issues in Various Settings	Week 5 Blog Post by TH, 10/1 Peer Feedback on Week 5 post by SU, 10/4
Week 6: Oct 5-Oct 11	Section 6: IDT Position/Career	Week 6 Blog Post by TH, 10/8 Peer Feedback on Week 6 post by SU, 10/11
Week 7: Oct 12-16	Section 7: IDT Directions	Week 7 Blog Post by Fri, 10/16

NOTE: The instructor may modify the course syllabus and outline if the need arises. Students will be informed in writing of any change.

APPENDIX A

Educational Technology ePortfolio: Guidelines and Expectations

Welcome to the master's program in Educational Technology at Texas A&M University Commerce. Throughout your coursework in the program, you'll produce a variety of artifacts that provide evidence of your learning (projects, products, papers, proposals, etc). You will use these artifacts to build an electronic portfolio that showcases your knowledge and skills: what you **know**, what you are able to **do**, and what you **think** or believe about educational technology. This eportfolio is the "comprehensive exam" for all ETEC majors, both Ed Tech Leadership and Ed Tech Library Science. Thus, you should demonstrate your proficiency in the program learning outcomes.

ETEC Program Learning Outcomes

Although each course in the program has student learning outcomes specific to the course, those outcomes align with the broader, overarching learning outcomes for the program. The program student learning outcomes describe our expectations of what program graduates will be able to think, know, and do when they complete the program. These expectations are listed below.

Learners will be able to

- Develop a **philosophy** of educational technology that shapes their vision reflected in a variety of areas from the role of technology in current and future personal and professional settings.
- Utilize best research practices in order to **make informed decisions** regarding the effectiveness/impact of technology integration.
- Demonstrate effective **communication**, media, information, and technological literacy skills applicable within current and future personal and professional settings.
- Effectively design, develop and integrate a variety of **technological applications** that are appropriate within current and future personal and professional settings
- (for *ETEC Library Science majors only*) Evaluate school library programs using the Texas guidelines, goals, and principles for Learner-Centered Standards

As you complete a course in the program, whether it is an ETEC course or an elective in another area that you are taking for credit toward the ETEC masters, you should select artifacts that you created in the course and reflect on which of the outcomes those artifacts demonstrate.