Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

ETEC 562: Applying Instructional Media & Technology
COURSE SYLLABUS: **Fall 2022**

INSTRUCTOR INFORMATION

Instructor: Mary Dziorny, PhD—Adjunct Professor
Office Location: None
Office Hours: Virtual Office hours available by appointment
Office Phone: 214-704-6671 (Mobile)
Office Fax: 903-886-5507
University Email Address: Mary.dziorny@tamuc.edu;
Preferred Form of Communication**: Text/Phone**
Communication Response Time: 24-48 hrs

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required- None
Software Required- D2L/BrightSpace, web browser
Optional Texts and/or Materials

Lever-Duffy, J. & McDonald, J. B. (2011). *Teaching and learning with technology* (4th ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0138007969 ISBN-13: 9780138007969

NOTE: This is an old edition of this book. We will not reference the book directly in the class, so you are welcome to get any edition 4th or later for this book if you choose to purchase it for this class.

The *syllabus/schedule are subject to change.*

Course Description

This course introduces students to the selection and use of computer-based media, multi-media, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer-based media production, digital formatting technology, and multimedia production processes.

Student Learning Outcomes

1. Select and use media and technologies based on a consistent, coherent rationale in which media effectively support learning.
2. Justify instructional media decisions in terms of philosophical, psychological, and pedagogical principles.
3. Analyze instructional situations in terms of the media and methods that would be most appropriate for different types of learners and learning tasks.
4. Specify instructional objectives clearly.
5. Integrate media and technologies into instruction systematically (e.g. design lessons using accepted instructional design models and pedagogical theory).
6. Describe the characteristics, advantages, limitations, and applications of each of the media and technologies discussed in the course.
7. Use appropriate information sources to identify and evaluate materials.

Tips for Success in the Course

- Read your TAMUC email EVERY DAY! This is how both your group mates and I will communicate with you.
- Log into this class at least once a day. This will ensure that you get all class announcements in a timely manner.
- Stay focused and meet deadlines.
- Have due patience with yourself and others as you explore technology which may be new to you.
- Pay careful attention to assignment requirements and follow the assignment guidelines and instructions.
- Post assignments to the **correct, specified locations, by the published deadlines** (see online class schedule and calendar for due dates).
- Actively participate in the learning community.
- Use the resources available to you, especially if you are not comfortable with technology. This is an extremely fast paced class, so you will need to grasp and become comfortable with new technologies very quickly. It will be your responsibility to seek the assistance you need if you are struggling.
- Keep a positive attitude.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

- Proficiency with word processing software, such as Word or Google Docs
- Proficiency with presentation software, such as PowerPoint, Google Slides, or Prezi
- Proficiency using a web browser, such as Chrome, FireFox, or Internet Explorer/Edge

Instructional Methods

***Discussions* – 20%**:

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. 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. Your discussion posts are due NO LATER THAN midnight Saturday each week. Your responses are due NO LATER THAN midnight Wednesday of the following week. Late posts or responses will not be graded. Discussions will be graded using the Discussion Rubric located in our online classroom on Bright Space/D2L.

Article Reviews – 20%:

Students are required to identify and review three (3) journal articles directly related to the topics of the course. The student will select three different articles for review. Reviews should be comprehensive, in your own words, and must demonstrate appropriate writing skills. The source of the article reviewed MUST be cited completely and should be credible, such as a peer review journal or well-established periodical. Do not post the original article. Credit will be based on inclusion of required information, quality of review and personal analysis. Article reviews will be graded using the Article Review Rubric located in our online classroom on Bright Space/D2L.

Group Project: Learning Theorists and Instructional Design Models – 20%

Each group will be assigned a learning theory and/or instructional design model to research and present their findings to the rest of the class. Presentations can take any form as long as they include all required elements, can be shared with the rest of the class and are ADA/Section 508 compliant. Some examples might be web pages, wikis, slide presentations, multimedia presentations, etc. All presentations must include the following elements:

1. Summary of the learning theory or instructional design model

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2. Key elements of the learning theory or instructional design model
3. Comparison and contrast with at least one other learning theory or instructional design model
4. At least one example of an activity or lesson plan element using the learning theory or instructional design model
5. Citations in APA format of all references used

***Technology Integration Unit Project* – 30%**:
The purpose of this project is to evaluate, select, and incorporate learning technologies into a unit of instruction. For this project, you will plan and design a unit of instruction, which can be a chapter, module or other instructional unit, that purposefully incorporates technologies appropriate for the learning objectives of the instructional unit. You must include the following elements:

1. Brief description/summary of technology or technologies you incorporated
2. Brief summary of learning theories and instructional design model(s) you used
3. Instructional objectives for unit
4. Intended audience
5. Length of time required to present unit
6. Detailed lesson plan of educational activities
7. Correlation of activities with elements of instructional design model(s) you used

Your final submission for this project must include your written lesson plan with all of the elements above AND a 5-7 minute multimedia presentation explaining your lesson plan. In your multimedia presentation, you should describe your lesson including all of the required elements above and briefly demonstrate the technology or technologies you chose to incorporate. Your grade for this project will be based on the scaffolding assignments leading up to your final project and your execution of the final project itself. Please see this assignment in our online classroom for more details.

Technology Integration Unit Evaluations – 10%:
Students will complete an evaluation, using the Technology Peer Review rubric, for each Technology presentation in their assigned group. Students will be assigned to groups the week prior to the due date for the Technology Integration Unit.

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.

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Grading

Discussions	20%	A 90-100%
Article Reviews	20%	B 80-89%
Group Project	30%	C 70-79%
Technology Integration Project	30%	D 60-69%
Technology Presentation Evaluations	10%	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.

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 562**, the required artifacts are:
- Technology Integration Unit Project
- Student selects at least 3 artifacts from the following:
    - Group Project
    - Article/Technology Reviews

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.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

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 class content, the syllabus is provided within the D2L/BrightSpace environment and may already provide the answer you seek. If you have a question or comment 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. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: mary.dziorny@tamuc.edu or text/phone: 214-704-6671. The fastest, most direct way to reach me is by text. Of course, if you'd like to meet for a virtual office visit, just let me know and we'll set-up a time to meet.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

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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.) 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 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 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	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**

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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: https://www.britannica.com/topic/netiquette

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 their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

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Students with Disabilities-- 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
Velma K. Waters Library Rm 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/

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.

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COURSE OUTLINE / CALENDAR

Detailed course outline, calendar, and assignment instructions/rubrics are contained in the D2L classroom for this class. Please be sure to thoroughly review all materials including weekly modules, assignments, and assigned readings throughout the course.

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