



COURSE SYLLABUS:  
**ETEC 524: Introduction to Educational Technology**  
**Spring 2024**

**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](mailto: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

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.

Software Required- D2L/BrightSpace, web browser

*The syllabus/schedule are subject to change.*

## 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.

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.

## 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.

*The syllabus/schedule are subject to change.*

# COURSE REQUIREMENTS

## Minimal Technical Skills Needed

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

## Instructional Methods

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. 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
- Artifacts/evidence of your experiences using or learning to use technology for instruction from contexts outside of this class: work, other classes, community involvement

Additional information about the eportfolio is posted in D2L.

*The syllabus/schedule are subject to change.*

### **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 D2L.

### **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

### **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.

### **Grading**

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in D2L with each assignment description. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

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

*The syllabus/schedule are subject to change.*

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 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](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the program's portfolio requirement.

*The syllabus/schedule are subject to change.*

# 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](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](mailto: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>

*The syllabus/schedule are subject to change.*

## 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](mailto: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

*The syllabus/schedule are subject to change.*

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.

<b>Average expected time spent on class or class related work.</b>	<b>Minimum expected average time based on 3:1 time ratio.</b>	<b>Maximum expected average time based on 4:1 time ratio.</b>
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
<b>TOTAL Weekly Expectation</b>	<b>20 hours</b>	<b>25 hours</b>
<b>TOTAL Term Expectation</b>	<b>140 hours</b>	<b>175 hours</b>

*The syllabus/schedule are subject to change.*

## **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>

*The syllabus/schedule are subject to change.*

## **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](mailto: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.

*The syllabus/schedule are subject to change.*

## **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.

*The syllabus/schedule are subject to change.*