ETEC 524: Introduction to Educational Technology
Course Syllabus: Fall 2024
Course Dates: August 25 – October 17, 2025

Instructor: Chris Bigenho PhD
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Office Hours: Virtual by Appointment
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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 course 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 Educational Technology (EDTE) **and** the MS/MEd degree in 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, 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 masters degree. For example, if a student takes courses in OLT, ELED, or EDCI 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 and recommended artifacts are:

- Educational Technology Philosophy (required)
- Foundations of Ed Tech blog (recommended)
- Learning Theory group project (recommended)

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 chris.bigenho@etamu.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, blog posts, research, peer reviews and projects.

Reading 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 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 4-6 posts: one initial response to the discussion prompt, followed by 3-5 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, and you don't have to contact me about your late post if it's within 24 hours. Posts made after the grace period and/or after a discussion has ended may not receive credit. However, do contact me if you are unable to post by a deadline or within the grace period.

Blog Reflections – 15%
The purpose of this introductory course is to provide you with a solid knowledge-based foundation in the field of educational technology and a few tools available for teaching with technology. Throughout the course, you'll be introduced to concepts and/or technologies 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 posts on your blog for the course.

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 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
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

Educational Technology Philosophy – 15%
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 a draft of this philosophy, submit it for peer review, review the draft philosophies of others, and reflect on what you learned from the process. You'll include the final draft 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 – 15%
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) in the course. Majors in the EDTE and ETLS masters programs will set up their eportfolios to begin capturing their learning throughout the program. Non-majors will design an eportfolio on learning in the course. As a final project for this class, you will turn in an electronic portfolio that contains artifacts produced in the course, along with introductions and reflections on those artifacts:

- Draft(s) of your Educational Technology Philosophy
- Foundations of Ed Tech blog (recommended)

- Learning Theory group project (recommended)
- Artifact of experience(s) 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 the course (D2L).

Grading

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in the course (D2L) 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**
Reading Discussions	20%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Blog Reflections	15%	
Group Learning Theory Presentation	20%	
Educational Technology Philosophy	15%	
Eportfolio	15%	
Peer Review/Feedback	15%	

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

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.

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.

- 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

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

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

Brightspace 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 the Instructor
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 participate in the exchange. If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), e-mail me. I check my TAMUC email daily during the week; emails sent via D2L go to this address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet at my office in Commerce or somewhere in the DFW area.

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:

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. 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.

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.

Use of Generative Artificial Intelligence Tools

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GenAI) tools such as ChatGPT. The default is that such use is disallowed unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GenAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct. Please also be aware that different classes in this program and at this university could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Timeliness

Because a 8-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 reduction in scores (see scoring rubrics in class for late penalties). You will have plenty of notification and time to complete course assignments. Please plan ahead to complete assignments--especially those for which your peers rely on you.

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 an 8-week instruction schedule, which cuts the number of weeks in half, 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 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**

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 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

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

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

University AI use policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 8-week schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week.

Week	Activity	Due Dates
1	Introductions	Post introduction by Tues; welcome 3-5 peers by Thurs
	Acknowledge cautions on using Google Suite with LEOmail account	By Tues.
	Reading Discussion 1: Definitions of Educational Technology	Initial discussion post by Thurs; 3-5 replies by Sun
2	**Reading Discussion 2:** Epistemological foundations of learning and teaching	Initial discussion post by Thurs; 3-5 replies by Sun
	Course Blog: Create blog and 1st post	By Sunday
3	**2nd Blog Post:** analysis of tech-rich instruction	by Sun
	Begin **Group Learning Theory Project:** Identify and evaluate sources	Post sources and evaluation by Sunday
4	**Reading Discussion 3**: Stages/Ages of Technology Integration	Initial post by Thurs; 3-5 replies by Sun
	Begin **Educational Technology Philosophy**	Draft due in Week 5
	3rd Blog Post: creating a philosophy	by Sun
	Continue **Group Learning Theory Project**	Post presentation by Sun
5	**Peer Review** of Educational Technology Philosophy	Post draft by Wed; post reviews by Sat
	Peer Feedback on Learning Theory Presentation	Post feedback to 2 presentations by Sun
	4th Blog Post: Info literacy or Inst (Re)design	By Sun
6	**Reading Discussion 4**: Eportfolio Thinking and Learning	Initial post by Thurs; 3-5 replies by Sun
	Revise and submit **Ed Tech Philosophy**	By Thurs
	Set Up **Eportfolio:** choose tool, create pages/sections, insert artifacts, introduce and reflect on artifacts	Due in Week 7
	Peer Feedback on Learning Theory Presentation	Post feedback to 2 presentations by Sun
7	**Post Eportfolio** for Peer Feedback	By Wed
	Peer Feedback on Eportfolio	Post feedback by Fri
	Submit final **Eportfolio**	By Sun
8	**Reading Discussion 5:** I Used to Think… Now I Think …	Initial post by Tues; 3-5 replies by Wed