



ETEC 594: Technology and Inquiry-based Learning COURSE SYLLABUS – Spring 2026

INSTRUCTOR INFORMATION

Instructor: Mary Jo Dondlinger, PhD

Office Location: Main Campus—Education North, 126

Office Hours: Virtual daily and by appointment

Office Phone: 903-886-5618 (Department Office)

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Preferred Form of Communication: email

Communication Response Time: within 24 hrs weekdays; 36 hrs weekends

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 examines the role of technology in the inquiry-based instructional methods vital to fostering critical thinking and complex problem solving skills and abilities. Emphasis is placed on social constructivist learning theories and inquiry-based instructional methods, such as case study approaches and problem- or project- based learning.

Student Learning Outcomes:

1. The learner will distinguish learning-centered instructional methods from teaching-centered methods and identify technologies that support each method type.
2. The learner will compare and contrast various inquiry-based instructional methods and discuss the role of technology in supporting and enhancing these approaches.
3. The learner will create a problem- or project-based instructional design for a unit or lesson.

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4. The learner will evaluate the instructional designs produced by peers and provide constructive feedback for enhancing the design.

COURSE REQUIREMENTS

Instructional Methods

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<h2>COURSE REQUIREMENTS</h2>

Instructional / Methods / Activities Assessments

All students must be active participants in all aspects of class activities and within the virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Course grade is based on participation in a variety of activities, including reviewing literature, threaded discussions, and applied projects.

In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student should login to the course a minimum of four (4) separate days each academic week.

Reading Discussions – 30%: Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a central component of this course. Discussions typically cover content included in the textbook or assigned readings provided through supplemental course resources. A typical Reading Discussion requires 4-6 posts: one initial response to the discussion prompt, followed by 3-5 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. I offer a blanket, 24-hour grace period on all discussion deadlines in

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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.*

Book Review – 20%: In lieu of a required textbook for this course, students will select and review a book on Problem-based Learning. A simple search in Amazon using the term “problem-based learning” yields scores of books on the methodology; some tailored to PBL in K-12 education, others to PBL in specific disciplines. A problem-based scenario or context for selection along with further instructions for the review are posted in the course LMS. The book review is due in Week 4, and discussion of book selection begins on the first day of class. Participation in the PBL scenario is part of the grade for the Book Review.

Design Project: Inquiry-based Learning Experience – 30%: The major project for this course is an instructional design project applying inquiry-based instructional methods to integrate technology into a learning experience for students. The final product for this Design Project is a presentation introducing learners to the unit, the central problem scenario, the timeline, and expectations (both the “product” that learners will deliver, and the criteria used for evaluating their product).

Practice and Peer Evaluations of Design Project -- 20%: Students will participate in a group practice evaluation, using an Inquiry-based Learning Design Rubric to evaluate example design projects. Students will also complete an evaluation for each of the Design Project presentations.

Student Responsibilities or Tips for Success in the Course

Get ready to role play: The first few weeks of the course ask you to roleplay. You may be reluctant to dive into your role, but know that you're not the only one who feels a bit uncertain. The sooner you start, the more quickly you and your classmates will get acclimated.

Participate in discussions while they're in session: While this course is asynchronous, it's not self-paced. Discussions have start and end dates that you'll need to mind. After all, it's not a discussion if you're only person “in the room.”

Be sure to submit assignments on or before they're due: To earn full credit for your hard work, be sure to submit them on time. 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.) Assignments involving peer participation or review, such as threaded discussions, cannot be made up after the participation period has ended and the rest of the class has moved on.

GRADING

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Final grades in this course will be based on the following weights and scale:

Reading Discussions	30%	A 90-100%
Book Review	20%	B 80-89%
Peer & Practice Evaluations	20%	C 70-79%
Design Project	30%	D 60-69%
		F 59% or less

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) program 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 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 **this class**, the recommended artifacts are

- Design Project
- Book review

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of ETEC programs, 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.

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

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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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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>

Interaction with Instructor Statement

The instructor is available via a variety of avenues. 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.

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If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), send me via private e-mail. I check my email daily during the week and at least once over the weekend unless otherwise announced in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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 [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

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<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

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>

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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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

Course Specific Procedures

AI Use Policy for this course

Generative AI tools (e.g., ChatGPT, Gemini, Claude) may be used in this course for brainstorming ideas, exploring different perspectives, and generating initial drafts of written assignments. However, all submitted work must represent your own original thought and analysis. You are responsible for verifying the accuracy of any information generated by AI and ensuring that all sources are properly cited. Direct copying of AI-generated text without proper attribution will be considered plagiarism. 13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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

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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.) Many assignments involve peer review, which involves posting the assignment prior to or by the submission date. 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 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

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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. Please note that the week runs from Monday through Sunday, except for the last week of class, which ends on **Friday, May 8.**

Week	Activity	Due Dates
1 3/16-3/22	Introductions	Post by Tues; welcome 3-5 classmates by Thursday
	Reading Discussion 1: Inquiry, Information Literacy, and Technology	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Book Selection Activity: Participate in book selection activity.	Initial 2-3 posts by Fri; additional posts as needed to select book by Sun
2 3/23-3/29	Reading Discussion 2: Elements of Inquiry-based Methods	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Continue selection of books and discuss format for Book Review	Post your preference for review format by Wed. Book review due in Week 4
3 3/30-4/5	Reading Discussion 3: Types of Inquiry-based Methods	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Continue work on Book Review	Due in Week 4
4 4/6-4/12	Post Book Review in forum for Reading Discussion 4.	by Thurs
	Reading Discussion 4: Problem-based Learning	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Begin Design Project	Due in Week 6
5 4/13-4/19	Reading Discussion 5: Not all Problems are Equal	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Design Project Evaluation: Practice Exercise	Post individual evaluations of the 3 examples by Wed; work with team to achieve consensus scores by Sun.
	Continue work on Design Project	Due in Week 7
6 4/20-4/26	Reading Discussion 6: PBL and Teacher Beliefs about Technology Integration	Initial post by Thurs; replies to 3-5 classmates' posts by Sun.
	Continue work on Design Project	Due in Week 7
7 4/27-5/3	Complete Design Project and post in Design Project forum	by Tues
	Complete Design Project Peer Evaluations	Post evaluations by Friday.
	Submit final Design Project (modified from feedback received from peers)	Submit final Design Project to assignment folder by Sunday.
8 5/4-5/8	Reading Discussion 7: I Used to Think . . . Now I Think . . .	Initial post by Wed; replies to 3-5 classmates' posts by Fri.

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