Tarleton State University – Texas A&M University System
GRADUATE COURSE SYLLABUS
Principles of Instructional Design & Technology
EDTC 5338

Summer 2018

PROFESSORS:
Professor’s Name: Dr. Credence Baker, M.Ed., Ph.D.
Office Phone: 254-968-9420
Office Fax: 254-968-9670
Office Location: Howell Education Building, Room 407, Stephenville Campus
Email Address: drcredencebaker@gmail.com

C&I GRADUATE PROGRAM GOALS:
As a faculty, our goals are to provide graduate students with:

1. **Knowledge** of research-based curriculum and instruction best practices. In other words, we seek to prepare you to identify, evaluate, and investigate best practice in the field of curriculum and instruction.

2. **Application** of curriculum and instruction best practice. We work to prepare you to apply best practice curriculum and instruction knowledge to classroom and instructional leadership.

3. **Communication** of best practices in curriculum and instruction to professional audiences. We strive to prepare you to effectively communicate to educational professionals best practices in the field of curriculum and instruction.

COURSE DESCRIPTION:
EDTC 5338
This course will arm participants with critical knowledge and skills for designing and implementing online learning objects, tools and activities to engage and empower learners.

COURSE GOAL:
The goal of this course is for participants to develop enduring understandings of effectively designing and implementing online learning objects, tools and activities. Participants will demonstrate an increased knowledge of strategically integrating a variety of instructional technologies for teaching and learning, and will collaborate with fellow participants and connect with experts in the field to build personal learning networks that can be sustained even after the course concludes.
LEARNING OUTCOMES:

Knowledge Outcomes:

● Identify research-based “best practices” for using technology to enhance teaching and learning.
● Articulate an understanding of educational technology trends and issues and impacts for teaching and learning.
● Identify tasks and time commitment needed to integrate a technology tool for teaching and learning.
● Identify theories of effective pedagogy for strategic technology integration.
● Articulate an understanding of the importance of teaching information literacy and digital citizenship.
● Articulate how teachers can spur change for integrating technology for teaching and learning.

Skill Outcomes:

● Develop and apply appropriate strategies for promoting active and collaborative learning with technology.
● Utilize and identify applications of technology tools for teaching and learning, including learning management systems, online communication/collaboration tools, tools for content curation/creation, websites and apps, and multimedia tools.
● Develop and apply appropriate strategies for spurring change for technology integration for teaching and learning.

REQUIRED TEXTBOOKS:

None. All reading materials and related resources will be provided.

REQUIRED TECHNOLOGY:

A high-speed, reliable internet connected computer will be needed to complete this fully-online course. You will need an up-to-date browser like Chrome, Firefox or Safari (Internet Explorer is not recommended). You may also need a headset for high-quality audio if/when you are in a noisy environment.

ENTRANCE COMPETENCIES:

Necessary pre-requisite skills for this graduate-level course include the following:

● Computer skills
  o Navigating the internet with a web browser
  o Troubleshooting common computer problems
  o Uploading/downloading/attaching files
  o Using word processing and presentation software
  o Using folders to organize files on your computer
● Time management skills
● Reading, writing, and communication skills
WRITING PROFICIENCY STATEMENT:
Owing to the nature of the teaching profession and the need to constantly present a professional image, students should avoid non-content errors (mechanics, spelling, punctuation, and/or grammar, etc.) on all assignments handed in for a grade by proofreading carefully. Assignments with excessive errors of any kind will be returned without a grade. Team leads will indicate areas of weakness and make recommendations on content, but will not edit papers for mechanical errors.

METHOD OF INSTRUCTION:
This course has been designed based on the principles of both constructivism and connectivism learning theory. Large enrollment in this Open Online Course (OOC) necessitates the use of ‘team leads’, who will help the professor facilitate learning for teams of 25-30 students. The course is set up to be completely online, and will utilize Tarleton’s Blackboard system. Your learning experiences will consist of interactive content, demonstration videos, readings, small group collaborative exercises, social media posts, individual experiments for practice and application of technology integration, reflective activities, and individual self-assessments.

TARLETON BLACKBOARD HELPDESK:
Open Until 8-10pm Most Evenings
254-968-1960
(Toll Free) 866-744-8900 – Option 3

BLACKBOARD TUTORIALS:
For short video tutorials on using the tools within Blackboard (ex. checking grades, taking assessments, posting a discussion, etc.), the following link is a good place to start: http://ondemand.blackboard.com/students.htm. You will also watch a video orientation during Week 1 that is customized to our specific course.

STUDENT / PROFESSOR / TEAM LEAD INTERACTION:
Interaction is at the heart of the learning experience in an online course, so don’t be afraid to reach out to your fellow participants, the professor, or your Team Lead at any time. You can also reach out via the Virtual Hallway, a dedicated space in our course for asking questions that we can all benefit from.

COURSE TOPICS OUTLINE:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Overview and Introduction; Learning Management Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Understanding Educational Technology Trends and Issues; Online Communication/Collaboration Tools</td>
</tr>
<tr>
<td>Week 3</td>
<td>Designing and Developing Curriculum with Technology; Content and Resource Curation/Creation Tools</td>
</tr>
</tbody>
</table>
| Week 4          | Teaching Information Literacy and Digital Citizenship; 
<table>
<thead>
<tr>
<th></th>
<th><em>Websites and Apps</em></th>
</tr>
</thead>
</table>
| Week 5         | Spurring Change as Teacher Leaders; 
|                |  *Multimedia Tools* |

**EVALUATION:**

This course uses a 100-point grading scale for evaluation purposes. Your final grade in the course will be calculated as follows:

- 90-100 = A
- 80-89.9 = B
- 70-79.9 = C
- 60-69.9 = D
- 59.9<    = F

Note: There will be no rounding in determining final grades.

**ASSIGNMENT OF GRADES:**

<table>
<thead>
<tr>
<th>Course Deliverables</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Team Discussions and Four Class Tweets</td>
<td>20%</td>
</tr>
<tr>
<td>Four Key Point Google Doc Contributions</td>
<td>20%</td>
</tr>
<tr>
<td>Four Technology ‘Experiment’ Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Five Self-Assessment Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Five Reflection Entries</td>
<td>30%</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE DELIVERABLES:**

*Team Discussions and Class Tweets:* In addition to an initial introduction discussion via a virtual bulletin board, you will participate in discussions during Weeks 2-5 with your team of 25-30 students on Google+ by responding to provided prompts and dialoguing with your peers. You’ll also be required to send a tweet during Weeks 2-5 using the class hashtag #TarletonOOC.

*Key Point Google Document:* During Weeks 2-5, you will collaborate in small groups (of 5 or 6) to contribute and comment on ‘key points’ and related resources regarding the week’s topic and/or tool to a shared Google Document.

*Technology ‘Experiment’ Activities:* During Weeks 2-5, you will watch video demonstrations of educational tools, and then experiment with using the tools.
**Self-Assessment Quizzes:** You will take a self-assessment quiz over the assigned topics each week. You may take each quiz as many times as you like to demonstrate mastery.

**Reflection Entries:** You will share lessons learned, new skills gained, insights/questions, and finally screenshots of your technology experiments in a shared Google Document with your team lead. You will interact with your team lead via the comments feature on your document each week to dialogue about your questions, insights and progress in the course.

**NOTE #1:** You must complete the entire course with a ‘B’ or better to receive credit for it on your transcript at Tarleton. Likewise, you must complete the entire course with a ‘B’ or better to receive CPE credits.

**NOTE #2:** Your success in this course requires that you participate each week. All deliverables for a given week are due by Sunday evening at 11:59 pm; however, it is strongly advised that you not wait until Sunday to begin participating. Because of the fast pace of this course, there is no provision for making up a missed assignment. See the ‘Assignment of Grades’ section above for how a missed deliverable will impact your overall course grade.

**NOTE #3:** A syllabus serves as an instructional and study planning document for both students and faculty. Although every effort will be taken to complete the semester according to this syllabus, it may become necessary to make certain changes to facilitate class needs. In such an event, changes will be announced through normal class communication channels and you will receive written notice within one week of the change decision.

**STANDARDS OF CONDUCT AND ACADEMIC HONESTY:**
Cheating, plagiarism, or doing work for another person who will receive academic credit is impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student’s own work.

Tarleton State University expects students to maintain high standards in personal and scholarly conduct. Students guilty of academic dishonesty will be expelled from the course. Academic dishonesty includes, but is not limited to, cheating on examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

**C&I GRADUATE PROGRAM EXPECTATIONS OF PROFESSIONALISM:**

**Communication:**
Communicate appropriately and effectively with colleagues, supervisors,
students, parents, caregivers and community members using various forms.

Collaboration:
Work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education.

Commitment:
Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development.

Professional Development:
Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth.

Ethical Conduct:
Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community.