Texas A&M University-Corpus Christi
College of Education
Department of Teacher Education
Educational Technology Program

syllabus
ETEC 5390: Professional Seminar:
Instructional Materials Development for Learning Management Systems
Summer I--2012

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Course meets June 4—July 6, 2012: M, T, W, TH,
2:00 – 3:55 PM, ECDC 210B/211
Resource site: http://interconnect.tamucc.edu

I .Course Description: Contemporary issues in educational technology; topics vary with professional interests and needs of participants.

This course focuses upon enabling students to design effective instructional activities and materials for on-line instruction within a learning management system (LMS) environment. Students will acquire knowledge about the design and development of effective online instruction which is consistent with established best practices. Emphasis will be placed upon development of on-line instruction in curricular areas specified by the instructor or selected by the student, subject to instructor approval.

NOTE: This course is appropriate for students who have previously completed ETEC 5360, Introduction to Designing Online Courses, or for those who are taking ETEC 5360 concurrently with the present course.

II. Rationale: This course will assist students in developing skills and
knowledge in the burgening area of on-line instruction—an area rife with employment and career opportunities. By providing students with first-hand opportunities to develop online instruction under the guidance of a skilled instructor, students will acquire valuable, practical skills which will round out their existing skill sets, help them identify a possible area of specialization, and perhaps open doors to future employment.

III. Related State Policies

The Texas Higher Education Coordinating Board offers guidance on the implementation of online courses, as follows:

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.
6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

IV. Related National Policies

The Southern Association of Colleges and Schools has also published best practices for online instruction, a portion of which follow:

Curriculum and Instruction: Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified
professionals and focus on learning outcomes for an increasingly diverse student population.

As with all curriculum development and review, the institution assures that each program of study results in collegiate level learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded by the institution, that the electronically offered degree or certificate program is coherent and complete, and that such programs leading to undergraduate degrees include general education requirements.

Also, according to the Texas education Agency, educators are also expected to do the following:

- plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

One TExES domain category clearly applies to this course; while it is a competency oriented toward future and current school administrators, it centers on skills that clearly apply to educational technologists as well—as follows:

The educator knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. This includes facilitating the use and integration of technology, telecommunications, and information systems to enhance learning.

V. Course Goals

The course is designed to enable you to do the following:

1. Apply best practices in developing online course materials.

2. Analyze learner characteristics so as to design optimally effective instruction.
3. Organize instructional materials and activities in a coherent, comprehensible manner for end-users.

4. Develop clear, specific, useful instructional objectives for all developed instruction.

5. Maximize student collaboration and discussion via discussion forums, WIKI pages, blogs, and other appropriate means.

6. Develop effective instructional activities and materials that are consistent with established learning theories, best practices for online learning, and instructional design principles.

7. Integrate a variety of resources such as websites, intra-student communication tools, softwares, and Web 2.0 tools in developed instruction.

8. Conduct an empirically based formative evaluation of developed instruction with peers.

9. Utilize the functions of the provided learning management system to maximize student access to instruction and facilitate grading and provision of feedback to students.

10. Choose to pursue additional studies pertaining to the design and development of effective online instruction.

M.S. in Educational Technology: Student Learning Outcomes

Students in the Educational Technology Master of Science program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (ETEC 5397 is linked to this student learning outcome.)

- develop an original plan and instructional materials for integrating
educational technologies in an overall instructional strategy; (ETEC 5320 is linked to this student learning outcome.)

- demonstrate knowledge of the field;
  (ETEC 5300, ETEC 5303, ETEC 5304, and ETEC 5397 are primarily linked to this student learning outcome.)

VI. Topics

The following topics are addressed in the course:

- Best practices for online instruction
- Learning management system functions
- Course organization strategies
- Student communication activities and tools
- Website evaluation and selection criteria for use
- Learner characteristics
- Formative evaluation procedures
- Instructional design principles as applied to development of online instruction
- Grading
- Resources on learning management system functions and related help

VII. Instructional Methods and Activities

Methods and activities will include lecture, discussion of assigned readings, demonstrations, online assignments, and one-on-one consultations.
VIII. Evaluation and Grade Assignment

Student evaluation will consist of an assessment of the following:

1. Attendance: See attendance policy below

2. Participation & in-class exercises 25%

3. Quality of completed online assignments 25%

4. Formative evaluation report 10%

5. Quality of developed online materials and activities 40%

TOTAL 100%

Grading Scale:

90-100% A
80-89% B
70-79% C
60-69% D
Below 60% F

IX. Course Schedule and Policies

JUNE

4 introductions; course overview; activity on website selection and usage

5 introduction to the learning management system: course organization; resources on learning management system functions and related help
6 discussion and selection of curricular topics; learner characteristics; more on learning management system functions

7 online assignment: development of an online learning activity

11 presentation, discussion, and critique(s) of online learning activities

12 best practices for online instruction; instructional design principles as applied to development of online instruction

13 functions of the learning management system revisited: grading and student feedback

14 online assignment: student communication activities and tools; exercises

18 debriefing of student communication assignment; time for instructional development

19 online assignment: development of online instructional activities and materials

20 online assignment: development of online instructional activities and materials

21 online assignment: development of online instructional activities and materials

25 presentation, discussion, and critique(s) of online learning activities

26 panel discussion by experts from the field

27 online assignment: development of online instructional activities and materials

28 online assignment: development of online instructional materials
JULY

2  formative evaluation: work time

3  conduct formative evaluation

4  fourth of July holiday: no class

5  develop formative evaluation report; revise selected instruction as required

6  course wrap up and celebration

**Attendance Policy:** The course requires teamwork with other participants, so your consistent attendance is essential. Please be on time. If you must be absent due to illness or other reasonable cause, please notify the instructor in advance by phone or e-mail. Absences due to legitimate, verifiable reasons (e.g., doctor’s note or documented critical work or personal conflict, etc.) will be excused within reason at the discretion of the instructor. Unexcused absences will be reflected in your final course grade: four points will be deducted from your total points for the course for each unexcused absence.

**Other Policies:** Participants should involve themselves in class discussions and complete assigned readings, assignments, and presentations. Computer technology must be utilized for all assignments unless the instructor directs otherwise. The grade for the course will be based upon the quality of assignments, the extent of attendance and participation, and the quality of the submitted assignments.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating,
such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **June 21, 2012** is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

*Required by The Southern Association of Colleges and Schools*

**X. Required Instructional Materials**

Blackboard 9.x Essential Training for Instructors by Patrick Crispen (July 26, 2011)
XI. Bibliography


XII. Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules.
Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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