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

2013 Syllabus

Professor: Dr. Elwood
Office Hours: by appointment                Office: FC252; ph. 361-825-2407
BlackBoard (BB) mail or Skype DrEprof
(Skype.com is a free audio and/or video conferencing download.)

Dates: May 16 – August 8, 2013 (to be corrected to 7 weeks upon class consent)

I. Course Description

ETEC 5360 – Introduction to Designing Online Courses

This course is designed to provide educators with an overview of the instructional and
programmatic factors that need to be considered when designing, developing, and delivering an
online course. This course will look at the specific needs of online students as well as the
pedagogical and technical skills necessary to succeed when teaching online. In addition to
considering online learners and instructors, the course concentrates on the methods, processes,
and effective practices for transforming a traditional course into an appropriate distance learning
format. Aspects of course web site usability and accessibility will also be considered.

Credit Hours: 3

II. Rationale

Online instruction has emerged as a viable means of delivering instruction to adult
learners. Numerous job opportunities are now available to individuals who are proficient at
designing and delivering effective online courses. Accordingly, there is need to supplement the
current educational technology curriculum with this course.

III. State Adopted Proficiencies

TEA Recommendation for All Educators:
The State Board for Educator Certification (SBEC) has approved educator certification standards
in Technology Applications for all beginning educators. The standards have been developed for
inclusion in SBEC-approved educator preparation programs, and are assessed in the Pedagogy
and Professional Responsibilities test. The TExES PPR domains and competencies will serve as
this course’s primary base for course objectives.
IV. Student Learning Outcomes
(Not applicable.)

V. TExES Competencies
(Not applicable.)

VI. Course Objectives and Outcomes

This course is designed to enable you to:

- Describe and discuss the instructional and programmatic factors associated with online program design, development, and delivery
- Explain training needs and approaches in pedagogy and technology
- Describe and discuss the needs of the online student
- Analyze and discuss the pedagogical and technical skills of an online instructor
- Appraise the methods, processes, and effective practices to transform traditional course materials into appropriate distance learning instruction
- Differentiate usability and accessibility and assess the importance of these components in designing online instruction
- Generate instructional strategies that account for various learning styles
- Compare and contrast various definitions of the field of electronic learning
- Describe the features and benefits of course development tools and technologies
- Make informed decisions about current development methods and their applications using appropriate terminology
- Communicate, interact, and collaborate with peers, experts, and other education stakeholders within a variety of media and formats

VII. Course Topics

The major topics to be covered are:

1. Course Orientation
2. Four-Element Learning Experiences Network; Effective Online Teaching Practices
3. Essential Online Teaching and Learning Concepts
4. Strategies for Growth and Engagement
5. Hints for Project Work & Supporting Learners’ Move to Independence
7. Working with others to develop courses; developing syllabii; building an online classroom; online educational resources, copyright
8. Reflecting, Analyzing, and Making Changes

VIII. Instructional Methods and Activities

A variety of methods and activities will be utilized to achieve targeted course outcomes. Asynchronous discussions in discussion threads, mail, and possible web-conferences will be
used. The BlackBoard (BB) Mail tool is recommended for most private communication within the course. When contacting your instructor or your co-learners in the course, always use the BB Mail tool for course related communications rather than another personal e-mail account (e.g., Yahoo or Google email). This will allow the instructor and your co-learners to access assignments, questions, and course material more efficiently.

IX. Evaluation and Grade Assignments

*Note: Refer to the Unit area for specific information about each course discussion or assignment and the Calendar for due date.*

**Discussions**

To participate in the formal discussions per session, students should read the discussion question(s) and prepare their response. This response may build on other student comments but each student’s initial response must contain a unique contribution to the discussion. Every student will submit a minimum of two (2) contributions to a required discussion topic. One must be as an initiator; the other as a respondent.

**Your answers and responses will be assessed on the basis of the following criteria:**

<table>
<thead>
<tr>
<th>Discussion Thread &amp; Webinar Chat Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The discussion post is a clearly written, grammatical paragraph with a well-articulated topic sentence that states the argument (what the post will prove). All posts should consist of at least three paragraphs (in total). All posts should be respectful and adhere to netiquette guidelines. If the thread is within your team presentation, this component is substituted with your individual peer interaction within the thread based upon a team decision for splitting responses equally.</td>
<td>5</td>
</tr>
<tr>
<td>The evidence given is relevant and cites either primary or secondary sources. Each post should refer to at least two different resources as evidence for the argument. (Sources can be, but are not limited to, references given in texts and webinars.) References to the resources should be given in APA format at the conclusion of the post. Extend discussion into another relevant area whenever possible. If the thread is within your team presentation, this component is substituted with the quality of interaction and feedback you give your equal portion of peer mediation and responses.</td>
<td>10</td>
</tr>
<tr>
<td>Responses to classmates (2 minimum) are substantive and refer directly to or quote the post being addressed. References to readings support the respondent’s discourse and dialogue. All responses should be respectful and adhere to netiquette guidelines.</td>
<td>10</td>
</tr>
<tr>
<td>Webinar. Participants are expected to attend session webinars and participate via requested chat opportunities. Some side conversations are expected in terms of</td>
<td>15</td>
</tr>
</tbody>
</table>
information added to the webinar content. Side conversations unrelated to the webinar content may result in points deducted from a participant’s discussion grade per session. Quality participation includes timely responses to hosts’ questions and taking your own quick notes for future journal reflection.

| Total | 40 pts |

The number of points awarded for each criterion depends on the quality of the responses. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as “I agree” or “You are right” are not considered quality responses.

**Note:** You will receive a 0 for discussion if you do not participate during the session that a discussion topic is posted or webinar conducted. Discussion threads are sequential. We will wrap up one thread before another is started. You must submit within the given time frame for each thread. The total discussion points added into your final grade will be the average points earned on each of the discussions to which you contribute over this course period.

### Individual or Team Webinar

You will be part of a team that is assigned to present a session’s webinar. The first webinar will serve as your preliminary guide. As we progress through the course and individual skills and talents emerge, feel free to incorporate more Web 2.0 tools into your webinar presentations; especially in consideration of audience interaction. However, do so with consideration of the varying learner levels and most importantly, the below criteria.

**Your team webinar will be assessed on the basis of the following criteria:**

<table>
<thead>
<tr>
<th>Individual or Team Webinar Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> The webinar clearly outlines the assigned readings for the session and provides a concise, thorough outline of the readings through a tool of team choice, such as a PowerPoint slide show, Prezi, mindmap with outline, etc. (See K&amp;R’s Guide to Resources chapter, or search Web 2.0 tools [<a href="http://www.go2web20.net/">http://www.go2web20.net/</a>], or build upon the Google Docs and Mindmapping tools previously used in this course.) Clear, concise content is the focus. The entire presentation is conducted within 20-30 minutes, according to each team’s synchronous time. Due Dates: 1) Webinar outline; team assignments in shared webinar Google Doc folder to Dr. E a minimum of five full calendar days before the webinar date. 2) Webinar script with highlighted participant questions evaluated in GDoc folder four full calendar days before webinar date. Two possible follow-up discussion thread scenarios are also due. Bibliographic references (<a href="http://bit.ly/WwmGqL">http://bit.ly/WwmGqL</a>) are updated (at least two quality related articles under two years old and one quality best practices web reference). 15 multiple choice quiz questions</td>
<td>150</td>
</tr>
</tbody>
</table>
regarding terms and concepts are crafted and provided for Dr. Elwood to include in BB timed quiz for classmates’ demonstration of session reading material comprehension. Correct answer in bold. See #4 below- team confirms date and time for webinar practice with Dr. E.

3) Visual presentation and materials evaluated in GDoc folder three full calendar days before webinar.
4) Team has a practice webinar run with Dr. Elwood two full days before webinar.

**Meaning:** The team integrates quality questions [http://bit.ly/dUH0x](http://bit.ly/dUH0x) throughout the webinar presentation to further engage participants in meaningful chat opportunities. The overall experience is individually meaningful and user-friendly to learners, especially considering varying learner needs and levels.

**Evidence:** Evidence of references in addition to required readings. Update the course collaborative reference list according to APA style of at least two additional research articles and one best practice articles that were presented and discussed during the webinar according to your team’s topic. Purpose: 1) updated course bibliography; 2) broader and greater depth of related current topic research.

**Language:** The webinar outline, script, and synchronous webinar uses language that is precise and engaging with an evident awareness of audience and purpose. Comfortable, engaging environment focused on the learner is created in webinar.

**Accuracy:** The writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar.

**Individual Responsibility in Teamwork:** The Webinar team needs to submit an agreed upon, collaborative, ongoing checklist and log for team division of work [http://bit.ly/Zi1ZyM](http://bit.ly/Zi1ZyM) first agreed upon and tracking of quality individual hours. Be flexible in helping others while holding each other individually accountable to the team. Immediately after the webinar, submit a brief BB email to Dr. Elwood titled *Webinar Eval.* Include everyone’s name, including your own. Give everyone a letter grade and brief statement as to why you think they deserve that grade. Be honest. Include lessons learned in holding people individually accountable while fostering a supporting team environment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>360 pts</td>
</tr>
</tbody>
</table>

**Personal Journal**

You will complete a course journal as a personal demonstration of concepts and skills learned, reviewed, and theoretically applied. You will use your course readings, webinar participation, and related discussion thread review to contribute to your personal journal. This is to be a reflective piece of your personal course journey communicated only between you and Dr. Elwood.
THREE of your journal entries are to be substituted with your exploratory BlackBoard shell creations as reported in a public discussion thread. State which journal entry you’re substituting in your discussion thread message. Provide a screencast link (http://screencast-o-matic.com/) to your overview of your BlackBoard creation in your discussion thread. You can see a peer sample [http://bit.ly/WPmKV1] for the “type of student” related session. You will eventually see a BlackBoard shell with you as administrator in your BlackBoard listing of courses. Use the provided help tools and/or experiential exploration to create a session appropriate element, such as a discussion thread post with proposed and linked rubric evaluation.

Your one question you will always answer at the close of a session:

*How can you best outline, summarize and apply the major concepts and skills reviewed in this session towards your future ideal learning environment?*

**Your answers and responses will be assessed on the basis of the following criteria:**

<table>
<thead>
<tr>
<th>Personal Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organized Content:</strong> The journal contains clearly written, grammatical paragraphs. Major concepts of the session are clearly articulated. Organizational structure can change per session, but each session is clearly organized in and of itself. Bullet points are encouraged for maximum brevity and clarity. Research-based evidence referenced; a short bibliography accompanies each session entry as appropriate. Entry is within 750-1,000 words (equivalent to 1-1.5 pages of single-spaced text, but always do a word count).</td>
<td>15</td>
</tr>
<tr>
<td><strong>Tools &amp; Hints:</strong> Tools and hints presented in the session are well outlined, bulleted, and hyperlinked, as appropriate (i.e: web tool possibilities). Bulleted lists contain at least one idea of how each tool will be used in your future learning environments.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Ideal Learning Environment Vision:</strong> This is your chance to provide a theoretical application of how the concepts, skills, tools, hints, and gleaned peer webinars and discussions have informed your personal perspectives and applications related to the sessions’ concepts. Provide a comprehensive yet concise descriptive verbal vision.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40 pts</td>
</tr>
</tbody>
</table>

The number of points awarded for each criterion depends on the quality of the responses. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as “I agree” or “You are right” are not considered quality responses.

**Note:** You will receive a 0 for discussion if you do not participate during the session that a discussion topic is posted or webinar conducted. Discussion threads are sequential. We will wrap up one thread before another is started. You must submit within the given time frame for each
The total discussion points added into your final grade will be the average points earned on each of the discussions to which you contribute over this course period.

### Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Number</th>
<th>Pts./%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (webinars + BB discussion posts)</td>
<td>40</td>
<td>8</td>
<td>320 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(33%)</td>
</tr>
<tr>
<td>Team Webinar</td>
<td>320</td>
<td>1</td>
<td>320 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(33%)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5</td>
<td>8</td>
<td>40 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(4%)</td>
</tr>
<tr>
<td>Personal Journal</td>
<td>40</td>
<td>8</td>
<td>300 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(30%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1000 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
</tbody>
</table>

### Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 - 1000</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>600 - 699</td>
<td>60 - 69</td>
</tr>
<tr>
<td>E</td>
<td>below 600</td>
<td>below 60</td>
</tr>
</tbody>
</table>

### X. Course Schedule & Policies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments- dates to change per class agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Orientation-</td>
<td><strong>Required</strong></td>
<td>• Class Roster slide by T, 3/18</td>
</tr>
<tr>
<td></td>
<td>NOTE: 3/18 at 7:15 pm is the first</td>
<td>• Overview Ch 1 B&amp;C</td>
<td>• Discussion 1st post Due: Th, 3/21</td>
</tr>
<tr>
<td></td>
<td>WebEX webinar. The goal is for all to</td>
<td>• Chs 1, 2, 10 K&amp;R</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shared in 1st session:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four-Element Learning Experiences Network; Effective Online Teaching Practices</td>
<td>Required</td>
<td>Supplemental</td>
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<tr>
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<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>2</td>
<td><em>Did You Know 2.0 Supplemental</em> <em>Innovating the 21st Century University: It’s Time!</em></td>
<td>Chs 2&amp;3 B&amp;C Ch 3 K&amp;R</td>
<td>How Students Develop Online Learning Skills Factors Influencing a Learner’s Decision to Drop Out or Persist in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Peer postings: S, 3/23 by noon Journal Email Assignment Due: S, 3/23 by midnight</td>
<td></td>
<td>See Learning Module S1 for details &amp; more set-up</td>
</tr>
<tr>
<td>3</td>
<td>Essential Online Teaching and Learning Concepts</td>
<td>Chs 4&amp;5 B&amp;C Ch 12 K&amp;R Online Student Engagement Tips &amp; Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer postings: S, 3/30 by noon Journal Email Assignment Due: S, 3/30 by midnight</td>
<td></td>
<td>See Learning Module S2 for details</td>
</tr>
<tr>
<td>4</td>
<td>Strategies for Growth and Engagement</td>
<td>Chs 6&amp;7 B&amp;C Ch 6 K&amp;R</td>
<td>The Concentric Support Model: A Model for the</td>
</tr>
<tr>
<td></td>
<td>Peer postings: S, 4/13 by noon Journal Email Assignment Due: S, 4/13 by midnight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Reading Material</td>
<td>Discussion Details</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 5       | Hints for Project Work & Supporting Learners’ Move to Independence | **Required**  
- Chs 8&9 B&C  
- Ch 7 K&R | - Discussion 1st post Due: Th, 4/18  
- Peer postings: S, 4/20 by noon | - Journal Email Assignment Due: S, 4/20 by midnight |
|         |             | **Supplemental**  
- Self-paced Learners Meet Social Software | | |
| 6       | Hints & Strategies for Projects, Presentations, Ideas & Practices | **Required**  
- Chs 10, 11 B&C  
- Ch9 K&R | - Discussion 1st post Due: Th, 4/25  
- Peer postings: S, 4/27 by noon | - Journal Email Assignment Due: S, 4/27 by midnight |
|         |             | **Supplemental**  
- useit.com  
- Top Ten Mistakes in Web Design | | |
| 7       | Wrap Up Items: Working w/ others to develop course; developing syllabi; building an online classroom; OER+ | **Required**  
- Chs 4, 5, 8, 11 K&R | - Discussion 1st post Due: W, 5/1  
- Peer postings: F, 5/3 by noon | - Journal Email Assignment Due: F, 5/3 by midnight |
|         |             | **Supplemental**  
- Instructional Design Processes and Traditional Colleges  
- RSA Animate – Changing Education Paradigms | | |
| 8       | Reflecting, Analyzing, and Making Changes | **Required**  
- Chapter 12 B&C  
- Chs 13, 14 K&R | - Discussion 1st post Due: M, 5/6  
- Peer postings: T, | |
XI. Text Books


XII. COURSE POLICIES

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 examination 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. **July 26th is the last day to drop a class with an automatic grade of "W" this term. August 6th is the last day to withdraw from the University.**

Preferred methods of scholarly citations

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.

**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 Rule13.02.99.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.

**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.

*Required by The Southern Association of Colleges and Schools

**XIII. Bibliography:**

Note: Contribution updates (http://bit.ly/WwmGqL) according to APA format (http://bit.ly/PYm2k4) are expected per team to the bibliography.

**Online Students and Instructors**

Course Development: Tools and Technologies


Facilitating Online Courses


Weimer, M. (March 2010). Guiding Student Reflection

Best Practices for Online Teaching Strategies