Syllabus

IDET 5300.W01: Educational Technology Foundations

On-line
March 19 – May 6

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I. Catalog Description: Conceptual foundations of the field of Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field. Includes a research project and field trips to sites demonstrating exemplary use of educational technologies.

II. Rationale: This three-hour, on-line graduate course introduces the professional field of educational technology from a scholarly yet practical perspective. It is intended to lay a conceptual foundation upon which you can build a new career or get better at an existing one in teaching or training. The instructor will employ a variety of on-line instructional methods. You are expected to participate in discussions as per the on-line Discussion Forum. You will also work in teams of three to research, develop, and document an in-depth presentation using the Google docs slide show application on a course-related topic approved by the instructor.

Insofar as the course is brief and “content intensive,” you are urged to keep current with assigned readings and assignments. You are further urged to seek assistance from the instructor if you experience any problems with course assignments, interactions with other students, or with discussions.
III. State Adopted Proficiencies for Teachers Addressed by the Course:

(Competency 007) The teacher uses effective verbal, nonverbal, and media communication techniques . . .

**Learner-Centered Communication:** . . . the teacher demonstrates effective professional and interpersonal communication skills.
The teacher . . . uses media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning. The teacher and students . . . give multimedia presentations . . . and use technology as a resource for building communication skills.

(Competency 009) The teacher uses . . . technological resources . . . to support individual and group learning.
Includes 1) appropriate uses of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents, and AV equipment; 2) helping students understand the role of technology as a learning tool; 3) evaluating the effectiveness of specific materials and resources for particular situations.

**Learner-Centered Knowledge:** The teacher possesses and draws on . . . technology to provide relevant and meaningful learning experiences . . .
The teacher stays abreast of current . . . technology. The teacher integrates technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

**Learner-Centered Instruction:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
The teacher selects . . . technology . . . that is developmentally appropriate and designed to engage interest in learning.

IV. Student Learning Outcomes
Students in this graduate program will:

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

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

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

**V--TExES Competencies Addressed by the Course:**

No TExES competencies or examinations in educational technology currently exist at the graduate level. However, all beginning teachers are expected to demonstrate the ability to meet the following Technology Applications (Standards I-V):

a) All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

b) All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

c) All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

d) All teachers communicate information in different formats and for diverse audiences.
All teachers know how to 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.

VI. Course Goals and Objectives: Upon completing the course, you should be able to do the following:

1) compare and contrast various definitions of the field of educational technology;

2) describe major historical events that helped to shape the field;

3) describe the practical applications of behaviorism, cognitivism, constructivism (learning theories);

4) identify major publications and professional organizations in the field;

5) summarize results of research conducted on selected aspects of the field;

6) describe the characteristics of the instructional design process;

7) describe selected instructional design models;

8) describe needs assessment and its role in the work of an educational technologist;

9) apply the ASSURE Model in developing a slide show using the Google docs slide show application;

10) write proper objectives for the presentation;

11) apply appropriate instructional methods in delivering the online group presentation;

12) contribute as a team member to a cross-course Lives in Context (LIC) service
project by developing a needs assessment survey and contributing a learning theory framework for the project;

13) taking an active role in other LIC project activities as assigned;

14) choose to work cooperatively with the members of your team;

15) choose to pursue additional studies in instructional design and educational technology.

VII. Topics

- Instructional design and educational technology
- Communication Theory
- Dale’s Cone of Experience
- Needs Assessment
- ADDIE Model
- Instructional Systems Development
- Instructional Objectives
- Learning Theories
- Instructional Methods
- History of the Field
- Team Work
- Presentation Skills
- Professional Associations

VIII. Instructional Methods and Activities

Methods, activities, and guidance will include an array of online learning activities and instruction including readings from the course text and Internet, review and analysis of videos, electronic slide presentations, exercises, and prompted discussion forum posts.

IX. Evaluation and Grading: Please see note below regarding the policy on work that is submitted late. Your grade for the course will be determined as follows:

- Five discussion forum posts @ 20 pts. each = 100 pts.
- LIC assignments: 1) needs assessment survey (75 pts.); learning theory project
framework (75 pts.); other LIC contributions as assigned (50 points total)  . . . . . 200 pts.
Thirteen assignments @ 46 pts. each. . . . . . . 598 pts.
Final exam . . . . . . . . . . . . . . . . . . . . 150 pts.
Team slide show (132 pts.) and peer evaluations (30 pts.) . . 152 pts.
                      1200 pts.

1080 or more points is an A grade;
960-1079 points is a B grade;
840-959 points is a C grade;
720-839 points is a D grade;
719 points or less is an F grade.

NOTE: Any and all assignments, discussion posts, or other assigned work must be completed by the end of the week in which it is assigned — that is, by Sunday at 11:59 PM. If you submit work and it is more than one week late, the instructor reserves the right to deduct 20% from your earned grade. If you have medical issues or a major crisis, contact your instructor immediately to discuss the situation. Anyone with a legitimate reason for submitting work late may be excused from grade penalties at the instructor’s discretion.

X. Weekly Schedule:

See Content in Course Menu in Blackboard for details and guidance for all assignments, please.

Week 1:  Assignment: defining the field;
          Assignment: communication theory;
          Discussion Forum Post: self-introductions

Week 2:  Assignment: types of needs and needs assessment; LIC survey
          Assignment: ASSURE Model
          Discussion Forum Post: needs assessment
Week 3: Assignment: history of the field assignment;
Assignment: instructional methods;
Discussion Forum Post: history of the field

Week 4: Assignment: Dale’s Cone of Experience;
Assignment: learning theories; LIC theoretical framework
Discussion Forum Post: Dale’s Cone of Experience

Week 5: Combined assignments: instructional design and related models; the nine events of instruction
Discussion Forum Post: the nine events of instruction

Week 6: Assignment: effective teamwork;
Assignment: professional associations in the field
Assignment: design and develop your team project;

Week 7: Assignment: finish designing and developing your team project;
Assignment: evaluate other students’ team projects
Assessment: take the final exam;
Request: evaluate this course by the deadline as directed in your University email.

Attendance policy: You are expected to actively participate in online discussions and to actively participate in completing your final group project. You are also expected to complete assignments on time as directed in Black Board Course Content. Contact the instructor in advance if you anticipate any related problems. Please see the Evaluation section of this syllabus for more information on grading and the penalty for submitting work more than one week late.

Required notebook: Please obtain a three-ring binder for the course. Print and hole-punch all course handouts, assignments, and notes and maintain them in the notebook.
XI.  **Required text:**


XII.  **Bibliography**


management, and appraisal sourcebook. HRD Press.


