Texas A&M University - Corpus Christi
College of Education – Teacher Education Department – Educational Technology
IDET 5310.W01 – Spring, 2014, Mini-mester II

Professor: Dr. Susan Elwood
Office: FC252; Email: susan.elwood@tamucc.edu

Class Times & Locations: March 19 - May 6, 2014
Location: online

Preferred contact methods: 1) Bb message; 2) a brief web conference request for items requiring more than two Bb message or mail volleys; 3) email if an “Urgent” labeled request is absolutely needed within 24 hours.

I. Course Description
IDET 5310, Internet Resources for Educators
Surveys uses of Internet resources for instruction. Considers design standards and software tools for web page development. Considers instructional strategies involving use of Internet resources to support learning.

II. Rationale
This survey course has a practical focus. Participants will gain first-hand experience using the Internet to identify, obtain, and disseminate instructional resources that may be used in learning environments. We will explore current social networking tools, associated design issues and theories, as well as current assessment tools. Participants will also gain an overview in developing resources using current tools with and for a collaborative target design audience. While the instructor will provide guidance, participants are also expected to work independently and apply a "learn-by-doing" strategy.

III. State Adopted Proficiencies for Teachers

STATE ADOPTED PROFICIENCIES
Learner Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
Learner Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
Equity in Excellence for All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
Learner Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
Learner Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. Student Learning Outcomes
Students who graduate from the Educational Technology 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. National Standards

iNACOL STANDARDS
The International Association for K-12 Online Learning (iNACOL) has developed national standards for quality online teaching that drive not only K-12 environments, but also institutions of higher education and training environments. View the entire list of standards in either PDF or Excel format not only to see the entire list, but also to see the specific standard subsets. Standards specifically focused upon for purposes of this course include:

Standard B: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

Standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Standard H: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

NETs-T Standards
More detailed performance indicators available at:
http://www.iste.org/standards/nets-for-teachers
1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessment
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

VI. Course Objectives and Outcomes
Attending to and participating in this course should enable you to accomplish the following:

- describe and apply topical concepts and theoretically-based uses of various internet computing tools in education or training;
- identify an instructional problem related to curriculum lesson goals within a community service-based learning project;
- design and develop on-line learning activities for specific internet computing tools in K12 and/or adult educational learning environments;
- implement and evaluate an instructional solution for the community service-based learning project.
VII. Course Topics:
The below course topics and related literature are found within your eBook download:
1. blogs and blogging resources
2. cloud apps- Google drive; file sharing
3. collaboration and brainstorming
4. picture and image editing applications
5. presentations and screencasting
6. social networking applications and social learning
7. iPads in education
8. teaching with cell phones and smart phones
9. surveys and polls
10. educational videos, lectures, podcasts and more
11. flipped classrooms
12. educational games and gamification
13. online interactive whiteboards
14. Massive Open Online Courses (MOOCs)

VIII. Instructional Methods and Activities:
A variety of methods and activities will be utilized to enable students to achieve targeted course outcomes. Instructional methods will include reflective exercises, online discussions, synchronous and asynchronous web conferences, as well as exploratory and experiential learning activities.

IX. Evaluation and Grade Assignment
Student evaluation will consist of an assessment of the below items. Look for correlating rubrics within your BlackBoard sessions.
70% artifacts and reflections to readings
21% Lives In Context (L.I.C.) project-based learning (PBL) service project
9% WebEX participation

Point Values:
700 points = 7 session reflective activities at 100 points each
210 points = L.I.C. PBL project at 30 points per session
90 points = 3 WebEX conferences at 30 points each
1000 points possible = total course points

Reflective Activities to Readings: You are to demonstrate purposeful reflection and use of provided readings and tools throughout the course. See the related BlackBoard discussion threads for further description and rubrics.

Lives In Context PBL Service Project: You are to use the resources and correlating session outline available within the Lives In Context BlackBoard shell in completing a meaningful service project according to a service target’s learning environment needs. This also includes a service outlet contact, who can use the design target’s applied learning outcomes. In other words, you are designing with and/or for a teacher or instructor for their learners to serve a Project-Based Learning project to a needed
community group or as a community service outlet. Participation in the Lives In Context Bb shell will be expected and will contain necessary artifacts from each session. Other resources for you to gain a better understanding of the Lives In Context mission and purpose:
- [Lives In Context Facebook page](#): contains links to former students’ projects

See the Lives In Context BlackBoard shell for more information. Pay special attention to the correlating session numbers with the course schedule.

**WebEX participation:**
Although a web cam is not required, several students enjoy their interactions much more with the use of webcams. Your computer’s built in microphone or an external microphone will be needed. Check the web conferences related Bb course menu link for schedule and synchronous / asynchronous links. You are expected to participate in all three WebEX sessions either synchronously or asynchronously:

- **Synchronous participation** - You are highly encouraged to minimally participate in one of the three web-conferencing sessions synchronously, or simultaneously. You will need to present your L.I.C. progress, provide statements of pose any desired questions to your peers, and contribute with value to your peers’ presentations by answering the following questions per individual L.I.C. project update:
  - How do linked readings provide greater design reflection?
  - How can you extend peer L.I.C. projects with either referenced samples or creative ideas?

- **Asynchronous participation:** You are encouraged to participate in at least one of the three web-conferencing sessions asynchronously by viewing the recording of a session and then interacting within the appropriate discussion thread. You will prepare an essay of your responses to the outlined questions posed to your peers within the asynchronous session. As well, you will be expected to respond to at least two other peers’ posts with quality reflection of approximately 100-200 words each, focusing on the two questions above and concepts presented within articles provided in the EmergingEdTech text resource.

**Grading Scale:**
- 90-100% A
- 80-89% B
- 75-79% C
- 70-74% D
- Below 70% F
### X. Course Schedule & Policies

#### Schedule

**Course Schedule**
Course Duration: March 19 - May 6, 2014

#### Session 1 – March 19-March 25

<table>
<thead>
<tr>
<th>Date, Topic (no topic shows continuation or LIC focus)</th>
<th>Course items due, unless otherwise noted</th>
<th>L.I.C. Shell items due, unless otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 3/19 Course Introduction</td>
<td>Readings and Activities: Introduction assignment due; read course syllabus; syllabus quiz; complete class roster slide in session 1; explore the course</td>
<td>L.I.C. BlackBoard shell exploration</td>
</tr>
<tr>
<td>Th 3/20 – Blogs and Cloud Apps</td>
<td>Reading: Ch1, Ch2 Activities: Reflective Activity S#1 started</td>
<td></td>
</tr>
<tr>
<td>F 3/21 – Lives In Context project overview</td>
<td>Introductory WebEX session</td>
<td>Complete L.I.C. session #1 team sign-up form</td>
</tr>
<tr>
<td>M 3/24 – Collaborative and Brainstorming Tools</td>
<td>Reading: Ch3 Activities: Reflective Activity S#1 continued</td>
<td></td>
</tr>
<tr>
<td>T 3/25–</td>
<td>Reading: review Chs1-3 Activities: <strong>Reflective Activity S#1 DUE</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Session 2 – March 26-April 2

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 3/26– Picture and Image Editing Applications</td>
<td>Reading: Ch10 Activities: Reflective Activity S#2 started</td>
<td>L.I.C. session #2-complete the preliminary planning template</td>
</tr>
<tr>
<td>Th 3/27– Presentations and Screencasting</td>
<td>Reading: Ch11 Activities: Reflective Activity S#2 continued</td>
<td></td>
</tr>
</tbody>
</table>
| F 3/28–                                                | Reading: -- Activities: **Reflective Activity S#2 DUE** | **Reading:** see “web conferences” in Bb course menu  
*Activities: WebEX Reflection #1 DUE within 24 hours* |
<p>| M 3/31– Lives In Context                              | Focus on L.I.C. plan             | L.I.C. #2 initial plan due                                      |</p>
<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
</table>
| T 4/1—deeper choice | Reading: choice session readings  
Activities: Reflective
Activity S#3 started | |

**Session 3 – April 2-April 8**

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
</table>
| W 4/2— | Reading: choice session  
Activities: Reflective
Activity S#3 continued | L.I.C. session #3: fully drafted PBL plan, scripts, and storyboards due session end |
| Th 4/3— | Reading: choice session  
Activities: Reflective
Activity S#3 DUE | L.I.C. session #3: complete PBL plan |
| F 4/4— | Focus on L.I.C. development | final project / L.I.C. development |
| M 4/7— | Focus on L.I.C. development | L.I.C. session #3: fully drafted PBL plan, scripts, and storyboards DUE |
| T 4/8— | Reading: Ch12, pp. 83-85  
Activities: Reflective
Activity #4 started | L.I.C. session #4: feedback forms posted with PBL plan revisions: revise your online lesson as required. |

**Session 4 – April 9- April 15**

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
</table>
| W 4/9— Social Learning | Reading: Ch12, pp. 85-87  
Activities: Reflective
Activity #4 continued | |
| Th 4/10— |  |
| F 4/11— | Reading: Ch 12, pp. 87-99  
Activities: Reflective
Activity #4 continued | Reading: see “web conferences” in Bb course menu  
Activities: WebEX Reflection #2 DUE within 24 hours |
| M 4/14— | Reading: | |
### Session 5 – April 16 - April 22

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 4/16—Smart Phones, Cell phones</td>
<td>Reading: Ch13, Ch7 Activities: Reflective Activity #5 continued</td>
<td>L.I.C. session #5: read and start preparing for implementation</td>
</tr>
<tr>
<td>Th 4/17—Phones, Surveys &amp; Polls</td>
<td>Reading: Ch14 Activities: Reflective Activity #5 DUE</td>
<td></td>
</tr>
<tr>
<td>F 4/18--</td>
<td>L.I.C. Final Draft focus</td>
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<tr>
<td>M 4/21—</td>
<td>L.I.C. Final Draft focus</td>
<td></td>
</tr>
<tr>
<td>T 4/22--</td>
<td>L.I.C. Final Draft focus</td>
<td>L.I.C. S#5 final draft of project design plan and storyboard due to BlackBoard discussion thread</td>
</tr>
</tbody>
</table>

### Session 6 – April 23- April 29

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>L.I.C. Shell</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 4/23</td>
<td>L.I.C. Implementation and Evaluation Focus</td>
<td>L.I.C. session #6: project implementation completed by session end.</td>
</tr>
<tr>
<td>Th, 4/24—Ed Videos, Lectures, Podcasts</td>
<td>Reading: Ch5, pp. 30-33 Activities: Reflective Activity #6 started</td>
<td></td>
</tr>
<tr>
<td>F, 4/25--</td>
<td>Reading: Ch5, p. 34 Activities: Reflective Activity #6 continued</td>
<td></td>
</tr>
<tr>
<td>M, 4/28—Flipped Classroom</td>
<td>Reading: Ch6 Activities: Reflective Activity #6 DUE</td>
<td></td>
</tr>
<tr>
<td>T, 4/29-- Educational Games and Gamification</td>
<td>Reading: Ch4 Activities: Reflective Activity S#7 started</td>
<td>L.I.C. session #6: project implementation and participant evaluations completed.</td>
</tr>
</tbody>
</table>
Policies
Timely participation during designated class sessions is essential to the group learning environment; especially methods such as discussion threads and the synchronous / asynchronous dialogues surrounding web conferences. Participants should attend all online class sessions regularly and consider punctuality as very important. The only allowable excuse for being absent is a written, verifiable note from a doctor. Absences due to illness, with the previous notification of the professor, do entitle the student to make up the work missed. Other absences will be reflected in the student's final grade.

Participants should involve themselves in class discussions, complete assigned readings, assignments, and presentations. Computer technology must be utilized for all assignments. The grade for the course will be based upon the quality of assignments, the extent of attendance and participation, and the caliber of the presented works.

XI. Text Book
2013 Free Education Technology Resources eBook: Available through sign up with the correlating blog (http://www.emergingedtech.com/ebooks/). Note: If you choose not to give your email address, then create a new address through Gmail or other options. Do
make sure you scroll down the page to find the free 2013 Education Technology Resources eBook offer.

XII. Bibliography


