syllabus

IDET 5390: Professional Seminar:
Instructional Materials Development for Learning Management Systems

online
Summer II—2014
7 Week Course (7/9—8/27/14)

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SYPE id: estebanphd
Resource site: http://interconnect.tamucc.edu
Island Online help desk: (361) 825-2692
Student BlackBoard Resources: https://distance-education.tamucc.edu/student_resources.html

NOTE: The instructor will be available to you throughout the course to consult with you on course-related activities and assignments. When you require assistance, email or call the instructor. Video-based consultations via SKYPE or WebEx or in person meetings can readily be arranged with sufficient notice. Thanks.

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

This online 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 research-based knowledge about the design and development of effective on-line instruction which is consistent with Texas Virtual School Network (TxSVN) standards disseminated by the Region 10 Educational Service Center for professional development of educators. Emphasis will be placed upon enabling participants to meet the established standards and to addressing development of on-line instruction in a curricular area selected by the student, subject to instructor approval. There are no prerequisites for this course.

This course--IDET 5390, Professional Seminar—is included as a core course in the official degree plan for the Master of Science Degree in Educational Technology. As a
course within the Educational Technology Program core, it is not an elective.

II. Rationale: The primary purpose of this course is to enable participants to meet the TxVSN professional development standards related to development of online instruction. The course will thus assist students in developing skills and knowledge in the burgening area of on-line instruction—an area rife with employment and career opportunities and an integral part of current educational technologies. By providing students with first-hand opportunities to develop on-line instruction under the guidance of the 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. Successful of this course and IDET/IDET 5360 fulfills the TxSVN professional development requirements for delivering online instruction in Texas public schools.

III. TxVSN Standards Addressed in this Course

This course addresses the following TxVSN professional development standards for educators as prescribed by the State of Texas:

<table>
<thead>
<tr>
<th>Standard 1</th>
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<tbody>
<tr>
<td><strong>1. The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. The professional development participant:</strong></td>
</tr>
<tr>
<td>1.1 Knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.</td>
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<td>1.2 Knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.</td>
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<td>1.3 Knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.</td>
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<td>1.4 Knows and understands the need to define the terms of class interaction for both teacher and students.</td>
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<td>1.5 Knows and understands the need to define the assessment criteria for the course.</td>
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<td>1.6 Knows and understands the need to provide clear expectations for teacher response time to student queries.</td>
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<td>1.7 Knows and understands the need to establish criteria for appropriate online</td>
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</table>
1.8 Knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.

1.9 Knows and understands a variety of methods and tools to reach and engage students who are struggling.

1.10 Knows and understands the process for aligning teacher and student expectations for the course, in general.

### Standard 2

2. The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use. The professional development participant:

2.1 Knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.

2.2 Knows and understands how the use of technology may lead to instances of academic dishonesty.

2.3 Knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).

2.4 Knows and understands techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.

2.5 Knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.

### Standard 3

3. The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. The professional development participant:

3.1 Knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.

3.2 Knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.

3.3 Knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.
### Standard 4

4. 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. The professional development participant:

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<tr>
<td>4.1</td>
<td>Knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.</td>
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<tr>
<td>4.2</td>
<td>Knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.</td>
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<td>4.3</td>
<td>Knows and understands the relationships between the assignments, assessments, and standards-based learning goals.</td>
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### Standard 5

5. The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning. The professional development participant:

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<tr>
<td>5.1</td>
<td>Knows and understands techniques to plan individualized instruction incorporating student data.</td>
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<td>5.2</td>
<td>Knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.</td>
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<td>5.3</td>
<td>Knows and understands how instruction is based on assessment data.</td>
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<td>5.4</td>
<td>Knows and understands the importance of self-reflection or assessment of teaching effectiveness.</td>
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<td>5.5</td>
<td>Knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.</td>
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<td>5.6</td>
<td>Knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).</td>
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<td>5.7</td>
<td>Knows and understands the process for maintaining records of relevant communications.</td>
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<td>5.8</td>
<td>Knows and understands effective time management strategies.</td>
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<td>5.9</td>
<td>Knows and understands online course management tasks.</td>
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<td>5.10 Knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.</td>
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<td>5.11 Knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.</td>
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<td>5.12 Knows and understands the importance of student self-assessment.</td>
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<td>5.13 Knows and understands the role of student empowerment in online learning.</td>
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IV. Related National Policies

The International Society for Technology in Education (ISTE) offers five core technology standards for teachers. Figure 1 provides an overview of these standards.

![Figure 1: Overview of ISTE's National Technology Standards for Teachers](image)

As found at [http://www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx), two of the most germane standards supporting the rationale for this course are as follows:
2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

ISTE’s technology standards for teachers further support the rationale for this course.

V. Course Goals

The course are aligned and consistent with the TxSVN standards presented in section III of this syllabus. Major related learning goals are as follows:

1. Demonstrate strategies and techniques for clarifying expectations of students in an online course.

2. Effectively apply a variety of technological tools for fostering communication between teacher and student, between teacher and parents, and among students.

3. Apply a variety of instructional methods to address students’ individual needs.

4. State the rationale for providing students with timely, constructive, personalized feedback.

5. Enable students to meet commonly accepted responsibilities associated with being a good digital citizen.

6. Develop effective instructional activities and materials that are consistent with acceptable use policies and copyright laws.

7. Identify techniques for addressing inappropriate uses of electronic and digital information by students.

8. Describe privacy standards drawn from the Family Educational Rights and Privacy Act (FERPA) or similar types of guidelines.

9. Develop online assessment mechanisms that are valid, reliable, and properly aligned with instructional goals and objectives.
10. Demonstrate use of strategies for insuring the security and academic integrity of online assessments.

11. Develop traditional and “authentic” online assessment measures properly aligned with instructional goals and objectives.

12. Develop questionnaires and other instruments for use in formatively evaluating delivered online instruction in an ongoing manner.

13. Compare and contrast formative and summative evaluations in terms of purposes and types of data associated with each.

14. Analyze student assessment, evaluation data, and research to develop instruction that best addresses students’ individual needs.

15. Generate a personal plan for doing self-reflection regarding the relative effectiveness of online teaching to identify possible areas for improvement.

16. Develop a variety of assessment strategies consistent with varying levels of student ability.

17. Describe techniques for maintaining a record of important communications.

18. Describe effective time management strategies.

19. Describe indicators of student success in an online course.


21. Explain the role and importance of empowering students in an online learning environment.

22. Define “learning management system” (LMS) and state names of available LMS options.

23. Develop effective instruction and learning and assessment mechanisms in a “live” LMS (BlackBoard 9.1).
24. 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; (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.)

**VI. Topics**

The following topics are addressed in the course:

- clarifying student expectations
- communication strategies
- instructional methods
- individual needs
- providing student feedback
- digital citizenship
- acceptable use policies and copyright laws
- inappropriate uses of electronic information
- FERPA
- online assessment
- validity, reliability, and alignment
- security and academic integrity of electronic information
- formative and summative evaluations
- individual needs
- self-reflection
• maintaining a record of communications
• time management strategies
• indicators of student success
• student self-assessment
• student empowerment
• learning management systems

VII. Instructional Methods and Activities

Methods and activities will include guided online assignments, online discussions, and one-on-one consultations via Skype or in person, by appointment.

VIII. Evaluation and Grade Assignment

You may earn up to 1,000 points in this course, as follows:

1. Online participation in discussions and activities 150
   Six Discussion Forum posts: 25 points each

2. Grades on 16 on-line assignments @ 40 points each 640

3. Quality of developed on-line materials and activities (FINAL PROJECT) 210

TOTAL 1000

Grading Scale:

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
Below 599 = F

NOTE: If you are unable to complete this course, please officially drop it in lieu of receiving a grade of ‘F.’ Contact your instructor for guidance.
IX. Course Schedule and Policies

There are seven sessions or weeks in this course. All sessions start on Wednesday and end the following Tuesday at 11:59 PM.

Your work in each session is due by 11:59 PM on Tuesday.

**Note:** I reserve the right to deduct 20% of the points you earn for any given assignment that you submit more than 48 hours after the due date and time unless otherwise noted in the assignment. If you are ill or experiencing an emergency, contact me. I will not penalize you if you have a verifiable, documented reason for submitting your work late. Reasons such as "I had to go to a wedding" or "I'm taking five classes" or "I had to work overtime," for example, are NOT acceptable reasons for submitting work late. Please contact me to discuss your situation if problems arise.

The course is organized in seven sessions as follows:

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<th>Session #</th>
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The best strategy for you is to set aside quality study and work time each week, so you can keep up.

All assignments for each session are delineated in the Content section of this course which you may access from the course Home Page.

**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 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. See website http://judicialaffairs.tamucc.edu/.

**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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

**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://judicialaffairs.tamucc.edu/studentcofc.html.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails,
web sites, and Blackboard) will be operational within two days of the closing of the physical campus.
However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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 SACS

X. Two required Texts


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.

*Required by The Southern Association of Colleges and Schools