Texas A&M University - Corpus Christi
College of Education – Teacher Education Fall 2015

Professor:
Susan Elwood, Ed.D.
Office: FC 252; ph. 361-825-2407 *See note.
e-mail: susan.elwood@tamucc.edu
Class times and location:
October 15 – December 1
Location: Online

I. Course Description:
IDETS5320, Strategies for Technology Integration
A course designed to enable participants to thoughtfully plan for integration of computers and other media in instruction. Considers a rationale for technology integration, learning theory, evaluation of interactive media, strategies for technology integration, and related student assessment.

II. Rationale:
This graduate course provides in-depth coverage of strategies for meaningful integration of technology in educational classrooms.

III. State Adopted Proficiencies
TEA Recommendation for All Educators:
All current educators should strive to meet the SBEC standards for all beginning educators. To help meet these educator standards, professional development should support the following SBEC standards.

(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 resources 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.
Learner-Centered Professional Development: The teacher demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
The teacher uses technological and other resources to facilitate continual professional growth.

TEEx Master Technology Teacher Test Framework:
Although this certificate is not offered at this point in time, this professor opts to include such competencies in order to eventually propose such a certificate for TAMU-CC.

Domain II - Technology-Enhanced Teaching and Learning
Competency 005 - The Master Technology Teacher demonstrates knowledge of how to use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem solving situations. The Master Technology Teacher:
1. Knows how to use and integrate appropriate technology-based productivity tools (e.g., word processor; database; spreadsheet; telecommunications; draw, paint, and utility programs) into teaching and learning.
2. Knows how to facilitate the use of appropriate digital editing tools and design principles for classroom use (e.g., consistency; repetition; alignment; proximity; ratio of text to white space; image file size; color use; font type, size, and style).
3. Applies methods for extending the learning environment beyond the classroom through the creation and sharing of electronically formatted and published documents via electronic networks.
4. Knows how to accomplish tasks through technological collaboration to include participation with electronic communities as learner, initiator, contributor, and teacher/mentor.
5. Knows how to create specifications and instructions (e.g., hardware/software requirements, instructions for use) for technology-based tasks.
6. Knows how to use technology applications to facilitate the evaluation of work, including both process and product.
7. Knows how to create rubrics to evaluate technology-based processes and products against established criteria.
Competency 006 - The Master Technology Teacher demonstrates knowledge of how to communicate in different formats for diverse audiences. The Master Technology Teacher:
1. Knows how to select, format, and present media activities and projects appropriate for the content, purpose, audience, and environment.
2. Knows how to use productivity tools (e.g., spreadsheets, databases, word processors, graphics applications) to communicate effectively.
3. Knows how to use technology to develop student collaboration skills to propose, assess, implement, and communicate solutions to real-world problems.
4. Knows how to use formal and informal assessments to evaluate student technology proficiencies.
5. Knows fundamental characteristics of quantitative and qualitative assessments and understands how to use these assessments appropriately to plan and develop instruction.
6. Knows how to facilitate ongoing student self-assessment in the use of technology, including both process and product.
7. Demonstrates knowledge of how to implement and assess technology-enhanced instruction to meet the diverse needs and abilities of all students.
8. Demonstrates knowledge of current research on and strategies for planning and designing classroom learning environments that effectively integrate technology, including available assistive technologies and accessible design concepts for electronic media development.
9. Knows how to plan and design activities and products that are accessible to learners with diverse needs and abilities.

IV. Student Learning Outcome:
Develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy. Students will achieve 80% or higher on their final project before receiving their final course grade.

V. TExES Competencies: Not applicable.

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

1. provide a rationale for integrating educational technologies into teaching;
2. describe the tenets of major learning theories which are applicable in the technology integration context;
3. identify essential issues to consider when planning for technology integration;
4. describe issues related to successful selection, evaluation, and implementation of instructional software in curriculum;
5. describe the tenets of major learning theories which are applicable in the technology integration context;
6. develop complete plans for integrating technological applications into lessons drawn from standards and objectives;
7. choose to work collaboratively with other participants on selected projects.

VII. Course Topics:
See the course schedule. Students are to assume that each topic will include readings to be read before participating in any of the session’s activities.

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 technology-based demonstrations and presentations by the instructor and peers. The instructor will also utilize case-based scenarios and discussion questions, among other methods. Student activities will include assigned readings, completing assigned technology-based exercises and projects, writing a formal paper, and developing technology-integrated plans.

IX. Evaluation and Grade Assignment:
Student evaluation will consist of an assessment of the following:
25% Participation per session and discussion threads.
25% Team Strategies presentation on selected topic with related technology. A rubric is found in the BB course materials.
20% A research paper devised from professional journals; prepared for submission. A rubric can be found in the BB course materials.
30% Collaborative Lives In Context technology integration plan and materials tied to final project. Project is focused with a global, social interaction towards an authentic learning application local service project, based on Project-Based Learning. A rubric can be found in the BB course materials.
Some General Guidelines for the Final Research Paper Assignment (shared by Dr. Bowden):

- Follow all call for proposal guidelines from the resource links provided in the course. If any of those guidelines differ from the below guidelines, follow the guidelines given in the call for proposal links.

- Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.

- Papers are to be double-spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

- No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

- The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

- Here are some keys for writing.

  1) Punctuation goes inside quotation marks. For example: Higher education finance “is not about collecting tuition and fees by which to pay bills, according to Grieves (2003, p. 18). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Stephens (2011) suggested higher education finance is complex, confusing, muddled, and often imprecise. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are four major areas in which expenditures are designated: (a) salaries & benefits; (b) operations; (c) maintenance; and (d) activities (Grace, 2010). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

  2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Pollack (2006) wrote that public pressure has changed how states fund public higher education based on more accountability.

  3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

  4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Davids and Lisken (2005) related economic conditions and state agendas tend to drive the importance of higher education funding. An alternative to this is format is: Economic conditions and state agendas tend to drive the importance of higher education funding (Davids & Lisken, 2005). Notice the placement of both the ampersand and the punctuation.
5) **Never** use first names when citing authors. Also, only use authors’ first and/or middle initials in the reference page and **never** in the body of the paper. The following is incorrect: … often lead to legal violations (Davids, P. R., & Lisker, C. S., 2005).

6) **Never** use language such as: In the article “State Funding for Higher Education: The Elephant in the Room,” from the *Higher Education Finance Journal*, Kevin Harlow (2010) explained the difference between funding public higher education and private higher education. The proper structure is: Harlow (2010) delineated the difference between funding public higher education and private higher education.

g. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources. **The only time non-professional and non-scholarly material can be used is when specifically designated by an assignment.**

h. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 of APA for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

i. If the final paper does not conform to these and other APA standards, it will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it from the time I return it to you.

j. Do not write an abstract as that is for research manuscripts.
1. *Synchronous and Asynchronous Discussions:*

**Asynchronous:** It is important that you engage in discussion forums or threads initiated by me frequently. Any comments posted publicly by me in the discussion threads are to be considered formative discourse feedback for everyone to read.

**Synchronous:** Use the same rubric below as a general guide to participation within the synchronous web conferencing opportunities. Students often like to attend these events, even though you will need to attend only two such events.

Individual feedback for all discussion thread posts will be given once at midterm and once at the course conclusion, based upon the below rubric.

<table>
<thead>
<tr>
<th></th>
<th>Not satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic with little reference to course material.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related and support is evident.</td>
<td>Identifies a relevant position to the topic and demonstrates some support for it.</td>
<td>Contributions skillfully apply concepts from course and related material to build and support a position.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-13</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Inadequate</td>
<td>Alludes to sources and/or support is weak.</td>
<td>References to sources and/or support are evident.</td>
<td>Cites sources directly and uses them for strong support of perspectives.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
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</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Inadequate</td>
<td>Remains on mostly topic, dealing mainly with the proposed subject matter.</td>
<td>Remains on topic, alluding to additional material.</td>
<td>Expands the issue, bringing in additional relevant perspectives.</td>
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Up to 10% can be deducted for not following proper English writing and/or APA.

Disrespectful interaction can lead to 20% reduction in the grade.

Total $\frac{\text{Points}}{50} = \%$
General Asynchronous and Synchronous Discussion Guidelines:

- Be aware of the assignment schedule! Record dates from the course schedule into your calendar.

- Contributions to the discussion are to be posted early and often, however there is no set number. Since this is a discussion, only posting one or two times leaves little room for interaction and suggests that your postings are only to address the questions posed for the assignment and not interaction with others. The questions provide a basic framework to explore more deeply the concepts, theories, ideas, philosophies, and implications surrounding them. So, the discussion should move beyond the basic questions.

- During discussions you should be building a position and supporting it from a perspective that guides the issues and when appropriate with scholarly and professional literature. You must have at least one posting that uses support from scholarly and professional literature. Other posts may be based on your experience, expertise, and opinions as long as you support it. For example, it not appropriate just to state something like, “The education system is broken and needs to be fixed.” The statement is acceptable only to the extent that you provide support for why you believe it.

- Use your experience, knowledge, background, and scholarly and professional literature to address the questions and advance the discussion. Although experience, knowledge, and background (and opinions) are welcome and should be used as examples, illustrations, and clarifications, they are not the basis for advanced work in a doctoral program. Therefore, it is imperative to use the material as support where needed. When citing scholarly and professional material, APA format is to be followed. References are to be provided at the bottom of a post when cited in the text of your responses.

- Run spell check. Or, type your response in Word then copy and paste it into the discussion. Be careful to double-check your postings when you do this because sometimes additional characters show up in the transfer.

- Interaction is to be on a professional level, which also includes standard English language protocols. Absolutely no "texting" language, for example: ur for "you are"; btw for "by the way"; G2CU for "good to see you"; or anything else found on the list from the following link or texting language invention. An occasional LOL (laugh out loud) is okay, though. Frankly, some things are just too funny not to reply without an occasional LOL. http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html

- Do not use second person pronouns, such as you, your, yours, unless the information is directed to a specific person. They do not apply in this type of professional interaction as they are too informal. See the APA manual as well for how "you" can be used in specific instances.

- Responses are to be education related. People may have different backgrounds, however, this is an education course and input must be within this field of study, or related to it.

- Sometimes responses prompt personal discussions. Personal discussions are to be done at a different setting and not to be conducted during the discussion.

- Sometimes responses trigger related topics and these should be explored when relevant to the main topic.

- This is a discussion, not a paper. So, thoughts, ideas, perceptions, and building a position often develop throughout the course. Please do not provide lengthy posts, again, as this is not a paper. It is important to be succinct, precise, and direct, as well as strong with support (all skills applied to the dissertation).
Discussions will be assessed according to intellectual contributions based on relevance to the material and advancement of scholarly thought. A rubric has been provided in this syllabus and will be the basis for assessment. APA, appropriate grammar, syntax, and punctuation will also be considered.

X. Course Schedule and Policies:
Attendance at designated class sessions is essential. Participants should attend class 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 with dates as written by the doctor, 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 presentations.

NOTE: For purposes of the current term, “mid-session” deadlines will be on Saturdays at noon, while “end session” deadlines will be Tuesday by midnight. Due to the adoption of all new texts, this is a “tentative” schedule that may undergo minor changes.

<table>
<thead>
<tr>
<th>#</th>
<th>Starting Session Date</th>
<th>CLIC Items Due Mid and End Session</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>10/15</td>
<td>DUE MID SESSION *“CLIC Bb shell” notes read; “deliverables” completed</td>
<td>DUE MID SESSION *5320 Bb shell linked readings read.</td>
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<td>DUE END SESSION *Collaborative Wiki regarding base learning strategies.</td>
</tr>
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<td>2</td>
<td>10/22</td>
<td>DUE END SESSION * Team Needs Statement</td>
<td>DUE END SESSION * Strategy Team Presentation Materials Due!</td>
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<td>DUE END SESSION * Final Project Team plan due to appropriate discussion thread; review others’ plans and offer suggestions *WebEX conference project overview</td>
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<td>3</td>
<td>10/29</td>
<td>DUE END SESSION Final Project Team preliminary assessment due to appropriate discussion thread; review others’ assessments and offer suggestions</td>
<td>DUE MID SESSION Strategy 1 Activity Due Article #1 Reflection Due; post to appropriate discussion thread</td>
</tr>
<tr>
<td>4</td>
<td>11/5</td>
<td>DUE END SESSION Individual scripts and storyboards of three lessons.</td>
<td>Article #2 Reflection Due; post to appropriate discussion thread Jigsaw / WebQuest discussion thread</td>
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<td>11/12</td>
<td>DUE END SESSION Implementation discussion thread contributions</td>
<td>DUE MID SESSION - Research paper ready for conference submission.</td>
</tr>
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<td>6</td>
<td>11/19</td>
<td>DUE MID SESSION * 12/5- Web Conference- Final Project Updates from 6:30-8 pm. Be prepared for an efficient screencast overview when the WebEX ball is passed to you! Invite peers to your final, culminating service project events. One person per</td>
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team needs to be present for synchronous web conference recording.
* 12/10- FINAL CLIC Projects! Include your 5-7 minute screencast project presentation. One submission per team, but include team names in message area. All final projects will achieve 90% or higher, or major revisions with resubmission will be expected!
DUE END SESSION
Implementation discussion thread contributions

7 11/26
DUE END SESSION
All participants’ formative and summative evals and final project review reports due to LIC shell.

DUE MID SESSION
*Research paper due; post to appropriate discussion thread by mid session; Quality responses to three peer papers due end session
DUE END SESSION

# = Correlating session number from syllabus.

"Article" is to be any peer-refereed journal article related to class and your research paper. It is strongly suggested, although not required, to find articles related PBL and digital social networks / Web2.0 applications.

Attendance/tardiness: It is expected that you attend every class session and are on time for every face-to-face encounter, web conferencing session, or even asynchronous sessions in terms of checking BlackBoard at least three times a week for assignments, announcements, feedback, and peer-to-peer interaction.

Late work: Assignments submitted within one week past the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit. All pre-final project course work must be submitted by the last class day.

Extra Credit: No extra credit work is provided.

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 and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

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 calendar for the last day to drop a class with an automatic grade of “W” this term. For those of you who are IDET majors, please remember that this is a required class that is not offered every semester.

Required methods of scholarly citations: APA 6th Edition

Classroom/professional behavior
It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

Relax:) Ask anyone in the course who has had me for another class about my "process" constructivist approach. Our goal is for everyone to gain content knowledge while having fun expanding their individual technology and educational theory skills.

XI. Text Books:

The required textbooks adopted for this course are:


The recommended textbooks adopted for this course are below. You are to choose a minimum of one of the following:


XII. Bibliography:

Bibliography:


