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.

e) 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 and apply the practical applications of behaviorist, cognitivist, and constructivist learning theories for the design of instruction;

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) 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
- 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 @ 40 pts. each . . . . .200 pts.
Thirteen assignments @ 100 pts. each. . . . .1,300 pts.
Final exam . . . . . . . . . .200 pts.
TOTAL 1,700 pts.

1,530 or more points is an A grade;
1,359-1,529 points is a B grade;
1,188-1,358 points is a C grade;
1,017-1,187 points is a D grade;
1,016 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 personal 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

Week 1: Assignment 1: defining the field; Assignment 2: communication theory; Discussion Forum Post: self-introductions

Week 2: Assignment 3: types of needs and needs assessment Assignment 4: ASSURE Model Discussion Forum Post: needs assessment

Week 3: Assignment 5: visual design principles; Assignment 6: history of the field assignment; Assignment 7: instructional methods; Discussion Forum Post: history of the field

Week 4: Assignment 8: Dale’s Cone of Experience; Assignment 9: learning theories; Assignment 10: effective teamwork Discussion Forum Post: Dale’s Cone of Experience

Week 5: Assignment 11: instructional design and related models; Assignment 12: the nine events of instruction;
Assignment 13: professional associations in the field
Discussion Forum Post: the nine events of instruction

Attendance policy: You are expected to actively participate in online discussions and to actively particiate 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.

XI. Recommended textbook


XII. Course Policies and Resources

Attendance Policy
Attendance is crucial to your success in this program and your development as a professional. Attendance is expected. Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Anyone who misses two face-to-face sessions (without a valid excuse) will have their final course grade reduced by one full letter grade. Any combination of arriving late or leaving early constitutes one absence. Contact your instructor as necessary in this regard.

You may be excused from attending a given class session if you are attending a school-sanctioned activity or if you have a written doctor’s excuse. You must provide written authorization for University-sanctioned absences. It is your responsibility to check with fellow classmates for any missed work or assignments. If you are going to be tardy or absent, contact your instructor.

Make-up Policy
You are personally responsible for all material discussed in class, even if you
have a doctor’s excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- Check your Islander email at least every two days.
- Post online assignments on time.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Don't get behind. If you get behind in a hybrid course, it is very difficult to get back on track.
- Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
- You are expected to demonstrate maturity and self-direction and to manage your own affairs.
- Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 48 hours at the very latest—and usually much sooner.

Late Work:

If you submit any assignment including online course work late, you are subject to a 20% reduction of your grade for the late work.

Academic Integrity and Working with Other Students

Please know and adhere to copyright laws. The work you submit must be your own. It must also be work completed specifically for this course.

Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M
University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

**Help with Blackboard, Technical Issues, and Learning Online:**

Call (361) 825-2692;  
URL: [http://iol.tamucc.edu](http://iol.tamucc.edu)

URL: Island Online Student Resources Webpage:  
[https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html)

**Technology Requirements**

To prepare your computer for using Blackboard 9.1, go to [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html) and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.

To view .pdf files you will need the Adobe Reader. Download it at:  

To view flash (.flv) files from sites such as You Tube, download the Flash player at [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan ([http://rattler.tamucc.edu/distlearn/](http://rattler.tamucc.edu/distlearn/)). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact

**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.

**Dropping the Course:** Even if you never attend or start then stop attending—it is your responsibility to formally drop the course through the University Registrar’s Office. You will not be automatically dropped if you “fail to appear.” If you have concerns about completing the course and are considering dropping or withdrawing, contact your instructor first.

**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. 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/.

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 Southern Association of Colleges and Schools (SACS)*

*The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.*
XIII. Bibliography


