Texas A&M University - Corpus Christi
College of Education – Teacher Education Department – Educational Technology
IDET 5310 – Summer II, 2017

Professor
Dr. Susan Elwood
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Office: FC252; Hours: available via WebEX with an advance email stating your available blocks of time
Preferred contact methods: 1) Bb message; 2) a brief web conference request to susan.elwood@tamucc.edu
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

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:

<table>
<thead>
<tr>
<th>Ch#</th>
<th>Title</th>
<th># of pp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blogs/Blogging Resources</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Class Web Sites / Course Management Tools</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Comics / Cartoons for Teaching and Learning</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Ed Games / Gamification</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>File Sharing Tools</td>
<td>34</td>
</tr>
<tr>
<td>6</td>
<td>Interactive Collaboration Tools</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Learning Content: Ed Videos, Lecture, Podcasts+</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Open Ed Resources</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Picture and Image Editing Apps</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Presentation Tools</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Screencasting</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Social Networking Applications and Social Learning</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>Mobile Learning / Smartphones</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>Student Response Systems / Surveys and Polls</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Tablets and Apps for Education</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>YouTube Videos as Lesson Materials</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>Video Conferencing and Video Chat Tools</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>OTHER</td>
<td>7</td>
</tr>
</tbody>
</table>

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% Final project
9% WebEX participation

Point Values:
700 points = 7 session reflective activities at 100 points each
210 points = Final 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.
**Final Project:** You are to use the resources available 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 progressive design of the final project will be expected and will contain necessary artifacts from each session.

**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 minimise participate in one of the three web-conferencing sessions synchronously, or simultaneously. You will need to present your FINAL PROJECT 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 FINAL PROJECT project update:
  - How do linked readings provide greater design reflection?
  - How can you extend peer FINAL PROJECT 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:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>75-79%</td>
<td>C</td>
</tr>
<tr>
<td>70-74%</td>
<td>D</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

**X. Course Schedule & Policies**

**Course Schedule**
Course Duration: July 3 – August 4, 2016

**Session 1 – July 3 - July 5**

<table>
<thead>
<tr>
<th>Date, Topic (no topic shows continuation or final project focus)</th>
<th>Course items due, unless otherwise noted</th>
<th>Final project items due, unless otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 7/3 Course Introduction; Blogs-Course Mgmt Tools</td>
<td>Course Intro: Introduction assignment due; read course syllabus; syllabus quiz; complete class roster slide in session 1; explore the</td>
<td></td>
</tr>
<tr>
<td>Date, Topic</td>
<td>Course</td>
<td>Final Project</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>W 7/5—Comics/Cartoons; Final Project overview</td>
<td>Reading: Ch3 (14 pp) &lt;br&gt;Activities: Reflective Activity S#1 DUE &lt;br&gt;Introductory WebEX session</td>
<td>Complete Folder Hierarchy with downloaded templates (see WebEX intro session)</td>
</tr>
</tbody>
</table>

### Session 2 — July 6 - July 10

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>Final Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 7/6- Ed Games / Gamification</td>
<td>Reading: Ch4 (11 pp) &lt;br&gt;Activities: Reflective Activity S#2 started</td>
<td>Complete final project sign-up form</td>
</tr>
<tr>
<td>F 7/7 – File Sharing Tools</td>
<td>Rdg: Ch5 (1st ½) (17 pp) &lt;br&gt;Activities: Reflective Activity S#2 continued</td>
<td>Complete the Needs Assessment template</td>
</tr>
<tr>
<td>M 7/10– File Sharing Tools, cont.</td>
<td>Rdg: Ch5 (2nd ½) (17 pp) &lt;br&gt;Activities: Reflective Activity S#2 DUE</td>
<td>Final project initial plan draft overview</td>
</tr>
</tbody>
</table>

### Session 3 – July 11 - July 13

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>Final Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 7/11 – Interactive Collaboration Tools</td>
<td>Reading: Ch6 (9 pp) &lt;br&gt;Activities: Reflective Activity S#3 started</td>
<td>Activities: WebEX #1 Reflection #2 DUE within 24 hours</td>
</tr>
<tr>
<td>W 7/12– Final Project initial plan due</td>
<td>Focus on FINAL PROJECT plan</td>
<td></td>
</tr>
<tr>
<td>Th 7/13—Learning Content-OER</td>
<td>Rdg: Chs 7 (7pp), 8 (6pp) &lt;br&gt;Activities: Reflective Activity S#3 DUE</td>
<td></td>
</tr>
</tbody>
</table>

### Session 4 – July 14 - July 19

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>Final Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 7/14 – Pics/Image Editing Apps; Screencasting</td>
<td>Reading: Ch 9 (5 pp), Ch 11 (4 pp) &lt;br&gt;Activities: Reflective Activity S#4 started</td>
<td></td>
</tr>
<tr>
<td>M 7/17 – Presentation Tools</td>
<td>Reading: Ch 10 (10 pp) &lt;br&gt;Activities: S#4 continued</td>
<td></td>
</tr>
<tr>
<td>T 7/18 – Social Networking Apps &amp; Social Learning</td>
<td>Reading: Ch12 (1st ½) (11 pp)</td>
<td>final PBL plan</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Course</td>
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</tr>
<tr>
<td><strong>W 7/19</strong></td>
<td>Social Networking Apps &amp; Social Learning, cont.</td>
<td><strong>Activities: Reflective Activity #4 continued</strong></td>
</tr>
<tr>
<td><strong>Session 5 – July 20 - July 25</strong></td>
<td><strong>Date, Topic</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td><strong>Th 7/20</strong></td>
<td>Learning Content: Ed Videos, Lecture, Podcasts+; Student Response, Surveys &amp; Polls</td>
<td><strong>Reading:</strong> Ch7 (7 pp); Ch14 (3 pp) <strong>Activities: Reflective Activity #5 started</strong></td>
</tr>
<tr>
<td><strong>F 7/21</strong></td>
<td>Tablets &amp; Apps for Education</td>
<td><strong>Reading:</strong> Ch15 (1st ½) (9 pp) <strong>Activities: Reflective Activity #5 continued</strong></td>
</tr>
<tr>
<td><strong>M 7/24</strong></td>
<td>Tablets &amp; Apps for Education</td>
<td><strong>Reading:</strong> Ch15 (2nd ½) (9 pp) <strong>Activities: Reflective Activity #5 DUE</strong></td>
</tr>
<tr>
<td><strong>T 7/25</strong></td>
<td></td>
<td><strong>FINAL PROJECT Final Draft focus</strong></td>
</tr>
<tr>
<td><strong>Session 6 – July 26- July 31</strong></td>
<td><strong>Date, Topic</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td><strong>W, 7/26-</strong></td>
<td><strong>FINAL PROJECT Implementation and Evaluation Focus</strong></td>
<td><strong>project implementation completed by session end</strong></td>
</tr>
<tr>
<td><strong>Th, 7/27</strong></td>
<td>Mobile Learning / Smartphones</td>
<td><strong>Reading:</strong> Ch 13 (8 pp) <strong>Activities: Reflective Activity #6 started</strong></td>
</tr>
<tr>
<td><strong>F, 7/28</strong></td>
<td>YouTube Videos as Lesson Materials; SRS/ Surveys and Polls</td>
<td><strong>Reading:</strong> Ch16 (6 pp) <strong>Activities: Reflective Activity #6 DUE</strong></td>
</tr>
</tbody>
</table>
Session 7 – August 1 - August 3

<table>
<thead>
<tr>
<th>Date, Topic</th>
<th>Course</th>
<th>Final Project</th>
</tr>
</thead>
</table>
| T, 8/1 — OTHER | Reading: Ch18 (7 pp)  
Activities: Reflective Activity S#7 continued | Final project development                          |
| W, 8/2 —    | Reading: --  
Activities: **Reflective Activity S#7 DUE** | Final project peer review / feedback               |
| Th, 8/3 —   | Activities: Review others’ FINAL PROJECT projects  
**End course feedback DUE.** | **Final project screencast and project support materials due!**  
Read others’ posts and provide feedback; **2 final project peer reviews due** |

**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.

**University Policies and Procedures**

*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/.

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Some infractions may include, but are not limited to the following:

- Wholesale copying of passages from works of others into an assignment, paper, Discussion forum posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Faculty Members monitor student work for evidence of plagiarism. In addition, the Office of Academic Affairs conducts periodic reviews of randomly selected samples of current student work for evidence of plagiarism.

Please note that your Instructor may require you to submit your work through Turnitin.com, which is a plagiarism prevention tool, prior to submitting assignments. You are strongly encouraged to review the Turnitin.com tutorial at http://www.turnitin.com/en_us/support/support-services

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.

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.

Texas A&M University considers academic honesty to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and faculty of Walden recognize the necessity and accept the responsibility for academic honesty. A student who enrolls at the University thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the school or academic program and, in turn, the Faculty Member.

**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.

**SACS Statement**

***Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

**Writing Across the Curriculum**

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

1. Clear central idea carefully and coherently developed with intended emphasis
2. Correct grammar; no persistent mechanical errors
3. Neat appearance with evidence of having been carefully proofread
4. Academic integrity and honesty
5. Full documentation of research work
6. References cited using APA style (except in Discussion postings in online classrooms). A Pocket Guide to APA Style is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: http://www.apastyle.org/

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014.

Classroom Participation

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

Assignments submitted prior to the official start date will not count toward your participation.

Financial aid may be negatively affected if class participation as defined above is not met.

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

Nonacademic misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either
(1) The instructor’s ability to conduct the class,
(2) The inability of other students to profit from the instructional program, or
(3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
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

http://cde.athabascau.ca/online_book/


