Instructor: Dr. Elwood
Office Hours: You are all welcome to contact me any time to talk or schedule a WebEX conference. Please feel free to reach out.
Tel: (361) 825-2407
email: Susan.Elwood@tamucc.edu
Ed Tech Resources: http://interconnect.tamucc.edu

NOTE: Please monitor your Islander email at least every other day.

I. Course Description: A course addressing research and best practices related to the development of instructional activities and materials for online instruction within a learning management system environment. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. Consistent with those standards, researches sound instructional strategies for promoting student success. Covers legal, ethical, and safe behavior related to technology use. Considers research on the development and delivery of assessments and assignments that meet standards-based learning goals. Reviews research on assessment and measurement of learning and use of data from assessment and other sources to formatively modify content.

II. Rationale: The primary purposes of this course are as follows: 1) to enable participants to meet the TxVSN professional development standards related to development of online instruction; 2) to enable participants to critically evaluate recent research on online instruction and to apply selected research findings in the development of online instruction. Successful completion of this course and IDET 5360 fulfills the TxSVN professional development requirements for delivering online instruction in Texas public schools.

III. TxVSN and other Standards Addressed in this Course
This course addresses the TxVSN professional development standards for educators as prescribed by the State of Texas and described in section V of this syllabus.

The International Society for Technology in Education (ISTE) requires an additional technology standard which is addressed by the course: (see http://www.iste.org/standards/standards-for-teachers).

**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 ISTE standards for teachers.

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

**IV. Student Learning Outcomes**

Prior to graduation, students in the IDET 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. Texas Examinations of Educators Standards (TExES) Pedagogy and Professional Responsibilities

No Texas Examinations of Educators Standards are addressed in this course.

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

Standard 1

1. The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. The professional development participant:

   1.1 Knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.

   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.

   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.

   1.4 Knows and understands the need to define the terms of class interaction for both teacher and students.

   1.5 Knows and understands the need to define the assessment criteria for the course.
1.6 Knows and understands the need to provide clear expectations for teacher response time to student queries.

1.7 Knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.

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:

4.1 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.

4.2 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.

4.3 Knows and understands the relationships between the assignments, assessments, and standards-based learning goals.
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:

5.1 Knows and understands techniques to plan individualized instruction incorporating student data.

5.2 Knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.

5.3 Knows and understands how instruction is based on assessment data.

5.4 Knows and understands the importance of self-reflection or assessment of teaching effectiveness.

5.5 Knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.

5.6 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).

5.7 Knows and understands the process for maintaining records of relevant communications.

5.8 Knows and understands effective time management strategies.

5.9 Knows and understands online course management tasks.

5.10 Knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.
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.

5.12 Knows and understands the importance of student self-assessment.

5.13 Knows and understands the role of student empowerment in online learning.

VI. Course Objectives/Learning Outcomes

The course is aligned and consistent with the TxSVN standards presented in section V of this syllabus. Related learning objectives are as follows:

1. Develop original online instructional materials; formatively evaluate developed materials.

2. Maintain regular communication and partnerships with assigned classmates in order to assist each other and provide advice on the online instructional materials portion of the course.

3. Apply techniques to maintain strong and regular communication with students, using a variety of tools.

4. Apply techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.

5. Develop objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.

6. Clearly define and present the terms and guidelines of class interaction for both teacher and students.

7. Clearly define the assessment criteria for the course.

8. Provide clear expectations for teacher response time to student queries.
9. Establish criteria for appropriate online behavior for both teacher and students.

10. Consistently address the need for timely, constructive, personalized feedback to students about assignments and questions.

11. Apply a variety of methods and tools to reach and engage students who are struggling.

12. Properly align teacher and student expectations for the course.

13. Describe the responsibilities of digital citizenship.

14. Apply techniques to facilitate student investigations of the legal and ethical issues related to technology and society.

15. Describe various ways that technology may lead to instances of academic dishonesty.

16. Describe and apply resources and techniques for implementing Acceptable Use Policies (AUP).

17. Describe and apply techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.

18. Describe and address privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.

19. Describe and apply adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity, reliability, and consistency over time.

20. Develop and implement online assessment measures and materials in ways that ensure instrument validity and reliability.
21. Describe and apply multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.

22. Describe the usefulness of authentic assessments and develop and apply them as part of the evaluation process.

23. Regularly evaluate students by means of formative and summative assessments.

24. Describe the relationships between the assignments, assessments, and standards-based learning goals and align these properly.

25. Apply techniques to use student assessment data to plan individualized instruction.

26. Describe and apply techniques to use data to modify content, instruction, and assessment in order to meet students’ needs.

27. Explain the role and use of assessment data in designing and revising instruction.


29. Describe and apply varied assessment strategies that address levels of ability through a variety of alternative interventions.

30. Use assessment data and research findings to modify learning strategies for individual students.

31. Describe and apply strategies for maintaining records of relevant communications.

32. Demonstrate effective time management strategies.

33. Successfully complete online course management tasks.
34. Assess teacher and student readiness for engaging with course content and for using a given method of delivery.

35. Describe the role of student success in measuring teaching effectiveness and the overall success of a course.

36. Describe and apply mechanisms for student self-assessment.

37. Explain the importance of student empowerment in online learning.

38. Define learning management system and state the names of available LMS options.

39. Develop effective instruction and assessment mechanisms in an active LMS (Blackboard 9.1).

40. Choose to pursue additional studies pertaining to the design and development of effective online instruction.

VII. 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

VIII. 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.

IX. Evaluation and Grade Assignment

Student evaluation will consist of assessment of the following:

1. Online participation in 13 discussions
   \[13 \times 50 = 650 \text{ pts.}\]

2. Participation in midterm progress report WebEX: more info later.
   \[100 \text{ pts.}\]

3. Online assignments (15)
   \[15 \times 100 = 1500 \text{ pts.}\]

4. Quality of FINAL Project (developed online instructional materials)
   \[300 \text{ pts.}\]

TOTAL
   \[2550 \text{ pts.}\]

Grading Scale:

2295-2550 pts. A
2039-2294 pts. B
1783-2038 pts. C
1527-1782 pts. D
Below 1526 pts. F

X. Course Schedule and Policies

NOTES:
1) All assignments requiring use of the BlackBoard 9.1 learning management system will include embedded instruction in how to carry out the assignment. Please see Content and Activities in the course menu in Blackboard for all scheduled assignments and activities.
2) This syllabus will change before SSII 2017, due to necessary curriculum updates. The syllabus will be more in line with the SSI IDET 5365 syllabus.

The course is organized in seven week-long sessions. The dates for each session are provided in Balckboard in the Activities section. Topics and related assignments due at the end of each session are as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments due by session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/3-10</td>
<td>Apply strategies and techniques for clarifying expectations of students regarding online communications; foster communication between teacher and student, between teacher and parents, and among students; describe techniques for maintaining a record of important communications; apply instructional methods to address students’ individual needs; state a rationale for providing students with timely, constructive, personalized feedback.</td>
</tr>
<tr>
<td>2</td>
<td>7/11-7/17</td>
<td>Describe responsibilities associated with being a good digital citizen; describe and</td>
</tr>
<tr>
<td>Topic</td>
<td>Details</td>
<td></td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td><strong>2.</strong></td>
<td>Two discussion forum posts: 1) providing strategy for addressing inappropriate uses of information by students; 2) on indicators of students’ successful learning and on the importance of empowering students; 3. paper on strategies for promoting self-assessment among and by students.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Develop effective instruction and learning and assessment mechanisms in an active LMS (BlackBoard 9.1)</td>
<td></td>
</tr>
<tr>
<td><strong>3 cont.</strong></td>
<td>Compare and contrast formative and summative evaluations; analyze student assessment, evaluation data, and research to develop instruction that best addresses students’ individual needs; generate a personal plan for doing self-reflection regarding the relative effectiveness of online teaching to identify possible areas for improvement; conduct formative evaluation of a peer’s online instruction.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7/25—7/31</td>
<td>Define “learning management system” (LMS) and stating names of available LMS options; describe effective time management strategies.</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.</td>
<td>Discussion forum post on LMSs as directed;</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>continued work on final project in the Blackboard shell;</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>completed paper on time management strategies for an online instructor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>8/1-6</th>
<th>Develop instructional materials under acceptable use policies and copyright laws; describe Family Educational Rights and Privacy Act (FERPA) privacy standards and policies; develop online assessment mechanisms that are valid, reliable, and properly aligned with instructional goals and objectives; develop traditional and authentic online assessment measures properly aligned with instructional goals and objectives; develop a variety of assessment strategies consistent with varying levels of student ability; describe formative evaluation phases, processes and procedures and related data sources; develop or adopt questionnaires and other instruments for use in formative evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paper on adhering to copyright laws in online course development;</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>discussion forum post on adherence to FERPA, as directed;</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>continued development of final project;</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>completed written discussion (paper) on validity, reliability, and alignment and the means of achieving them;</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>development of appropriate, aligned assessment items in the Backboard course development shell.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 cont.</th>
<th>Apply strategies for ensuring the security and academic integrity of online assessments; submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paper on tools and strategies for ensuring the academic integrity of student work;</td>
</tr>
<tr>
<td>2.</td>
<td>completed formative evaluation</td>
</tr>
</tbody>
</table>
formative evaluation report; revise developed online instruction based upon formative evaluation results; course closure.

report; final course project with assessment items,

3. revised final project as per results of a peer’s formative evaluation of same.

All assignments for each session are found within each session in Activities in the course menu on the left side of your Blackboard screen. The best strategy for you is to set aside quality study and work time each week, so you can keep current.

XI. Texts

**Required:** Rice, K. (2012). Making the move to K-12 online teaching: Research-based strategies and practices. Pearson: Boston, MA.


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/](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/calendar/pdf_calendars/Academic_Calendar-2015-2016.pdf](http://www.tamucc.edu/academics/calendar/pdf_calendars/Academic_Calendar-2015-2016.pdf)

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers. See [https://owl.english.purdue.edu/owl/resource/560/12/](https://owl.english.purdue.edu/owl/resource/560/12/) or [https://awc.ashford.edu/pdfhandouts/apa_made_easy.pdf](https://awc.ashford.edu/pdfhandouts/apa_made_easy.pdf)

**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](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. See the COEHD website at http://advising.tamucc.edu/files/grade_appeals.pdf For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs. Speak with the instructor as a first step, please.

_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 SACS_

_Bibliography_


