Texas A&M University-Corpus Christi
College of Education: Department of Teacher Education

syllabus
IDET 3310: Technology Applications for Teachers
Spring 2018,

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Office Hours: T, W, Th, 11 am-12 pm; email to request WebEX anytime
Class Meetings: Thursdays, 4:20--6:50 PM;
Class Dates: 1/16 – 5/02/2018
Location: BH202

NOTE: This is a hybrid course, meaning that it includes some face-to-face on-campus meetings and some fully online sessions. You are expected to devote quality study to all sessions, whether held in-person or online. See the course calendar in part VII of this document for the dates when we will meet face-to-face on campus. Please bring a WiFi enabled laptop (preferred) or mobile device, such as iPad or tablet, if possible.

I: COURSE DESCRIPTION:

This course enables preservice teachers to effectively use computer-based technology for instructional and professional purposes, and it provides participants with the skills and knowledge required for teacher certification in Texas.

II: Rationale: This course prepares teachers for technologies used and expected in K-12 classroom environments. Skills and theories learned in this course are to be utilized and expanded upon in future courses, student teaching, and teaching. The course emphasizes uses of educational technologies with special needs students.

III: Required Texts

None

IV: Course Objectives, Student Learning Outcomes, Related State Standards

The course will target the Council for Exceptional Children’s standards 5.2 and 5.3 as shown below. It will also address general technology skills development and instructional design for professional presentation and workshop development. While the course will be
held in a computer lab, I will also allow students to bring and use their own technology tools such as smart phones, tablets, and laptop computers.

Council for Exceptional Children standards addressed in this course are as follows:

5.0 **Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.**

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

The course also covers TECHNOLOGY APPLICATIONS STANDARDS FOR ALL BEGINNING TEACHERS which all public school teachers in Texas should be able to meet, as follows:

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

1. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

2. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

3. 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.

4. All teachers communicate information in different formats and for diverse audiences.

5. 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.

Specific learning objectives addressed in the course are as follows:

- Demonstrate existing tech skills and develop a technological artifact;
- Describe how technological tools are appropriately used with students with exceptionalities;
- Describe how assistive technological tools are used by students;
- Identify technology tools that are appropriate for use with students with exceptionalities;
- Describe a communication model;
- Identify challenges for the teacher in communicating effectively with preK-12 students with exceptionalities;
- Describe the most widely used assistive technologies in public schools; discuss related pitfalls and caveats;
- Describe the day-to-day work of a special education teacher in the schools; describe strategies for successful teaching and leadership as a special educator in light of discussants’ shared ideas and insights;
- Apply fundamental instructional design practices to develop an effective, professional quality workshop with appropriate tech tool use(s);
- Explain the purposes of formative evaluation; conduct an informal formative evaluation of a peer’s instructional materials, providing clear and specific constructive feedback;
- Deliver a professional quality workshop; evaluate peers’ workshops;
- Develop effective instructional materials for use by learners with specific, identified exceptionalities;
- Develop effective instructional materials for use by learners with specific, identified exceptionalities;
• Develop and share a personal viewpoint or philosophy on appropriate uses of technology with students with exceptionalities;

• Develop effective instructional materials which make appropriate use of tech tools;

• Share insights on assistive technologies acquired via the course.

V. Instructional Methods and Activities

IDET 3310 utilizes a variety of traditional instructional methods and activities:

• Traditional Experiences (lectures/discussions, essays, demonstrations, guest speakers, tests, videos, cooperative group work, and student discussions/presentations.)

• Online activities: As this is a hybrid course, you will spend considerable time completing online learning activities. These activities include utilizing appropriate Internet resources toward achieving course objectives. Specific activities include reading, writing, posting comments in the discussion forum and other hopefully engaging work.

VI. Student Evaluation and Point Assignments

(504 points) Combined online assignments including limited discussion Forum posts—seven online sessions in total @72 points each
(500 points) Total points possible for all other course assignments and activities. Additional details to be provided when timely.

900 to 1000 points or more = A
800 to 899 points = B
700 to 799 points = C
600 to 699 points = D
599 and below = F

NOTE: 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.

Extra credit - Students who are current with all assignments as of the last week of class and have no more than one class absence may earn 40 points extra credit by
providing proof of membership in both the Texas Computer Education Association (free membership for students!) AND one of the following professional teaching organizations: Association of Texas Professional Educators (ATPE), the American Federation of Teachers (AFT), or the Council for Exceptional Children.

VII: Course Calendar

<table>
<thead>
<tr>
<th>Session #s and dates</th>
<th>Major Learning Goals</th>
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<tbody>
<tr>
<td>(1) 1/19/17: face to face</td>
<td>Describe expectations and course policies; meet peers;</td>
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<tr>
<td>Course orientation, policies, &amp; introductions; discussion of online portions of the course</td>
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</tr>
<tr>
<td>Technology-based warm-up activity; Google drive; social media related to the class; forward your Islander email to the email provider you regularly use, please.</td>
<td>Demonstrate existing tech skills; develop a technological artifact; active Google Drive account</td>
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<tr>
<td>(2) 1/26/17: online</td>
<td></td>
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<tr>
<td>Complete assignments in Session 2 in Blackboard; using assistive technologies (ATs) with individuals with exceptionailities based; universal design upon selected TEKS</td>
<td>Describe how assistive technologies are appropriately used with students with exceptionalities</td>
</tr>
<tr>
<td>(3) 2/2/17: face-to-face</td>
<td></td>
</tr>
<tr>
<td>Tour, discussion, and demos: TAMUCC Disability Services, CCH 119B</td>
<td>Describe how assistive technological tools are used with University students</td>
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<tr>
<td>Debrief and follow up in regular class</td>
<td>Identify technology tools that are appropriate for use with University students with exceptionalities; describe a communication model; identify challenges for the teacher in communicating effectively with preK-12 students with exceptionalities</td>
</tr>
<tr>
<td>(4) 2/9/17 online</td>
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<tr>
<td>Online activity: Complete assignments in Session 4 in Blackboard. Exploration and discussion forum post on popular technologies commonly used by individuals with exceptionailities for instructional</td>
<td>Describe the most widely used assistive technologies in public schools; discuss related pitfalls and caveats</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>(5) 2/16/17: <strong>face-to-face</strong></td>
<td>Online activity: Complete assignments in Session 5 in Blackboard. Instructional design basics: begin development of a professional quality workshop on an instructor-approved topic; evaluation rubric for the presentation(s)</td>
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<td></td>
<td>Apply fundamental instructional design practices to develop an effective, professional quality workshop with appropriate tech tool use(s)</td>
</tr>
<tr>
<td>(6) 2/23/17: <strong>face-to-face</strong></td>
<td>Complete assignments in Session 6 in Blackboard. Complete development in class of a professional quality workshop on approved topic; instructor review and guidance</td>
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<tr>
<td></td>
<td>Apply fundamental instructional design practices to develop an effective, professional quality workshop with appropriate tech tool use(s)</td>
</tr>
<tr>
<td>(7) 3/1/17: <strong>face-to-face</strong></td>
<td><strong>TENTATIVE Panel Discussion</strong> via WebEX among experienced teachers and experts on uses of technology with individuals with exceptionalities; discussion, debrief, and discussion forum post</td>
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<td></td>
<td>Describe the day-to-day work of a special education teacher in the schools; describe strategies for successful teaching and leadership as a special educator in light of discussants’ shared ideas and insights</td>
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<tr>
<td>(8) 3/8/17: <strong>online</strong></td>
<td>Complete assignments in Session 7 in Blackboard. Online activities: peer review (formative evaluation) of draft presentation materials; complete assigned reading and submit related paper</td>
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<td></td>
<td>Explain the purposes of formative evaluation; conduct an informal formative evaluation of a peer’s instructional materials, providing clear and specific constructive feedback</td>
</tr>
<tr>
<td>(9) 3/15/17</td>
<td>No class</td>
</tr>
<tr>
<td>(10) 3/22/17: <strong>face-to-face</strong></td>
<td><strong>Students present workshops with peer and instructor evaluation</strong></td>
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<td></td>
<td>Deliver a professional quality workshop; evaluate peers’ workshops</td>
</tr>
<tr>
<td>(11) 3/29/17: <strong>face-to-face</strong></td>
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### VIII. 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

<table>
<thead>
<tr>
<th>Students present workshops with peer and instructor evaluation;</th>
<th>Deliver a professional quality workshop; evaluate peers’ workshops;</th>
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<tbody>
<tr>
<td>(12) 4/5/17: online</td>
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<tr>
<td>Students present workshops with peer and instructor evaluation;</td>
<td>Deliver a professional quality workshop; evaluate peers’ workshops;</td>
</tr>
<tr>
<td>On your own time outside of and after class: Finish lesson development with formal peer and instructor review and feedback</td>
<td>Develop effective instructional materials for use by learners with specific, identified exceptionalities</td>
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<tr>
<td>(13) 4/12/17: online</td>
<td></td>
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<tr>
<td>Complete assignments in Session 13 in Blackboard. Online learning activity: assigned reading(s) and paper on personal philosophy of technology use with students with exceptionalities</td>
<td>Develop and share a personal viewpoint or philosophy on appropriate uses of technology with students with exceptionalities</td>
</tr>
<tr>
<td>(14) 4/19/17: online</td>
<td></td>
</tr>
<tr>
<td>TEKS-related lesson planning and development with appropriate integration of technology tools appropriate for use by learners with exceptionalities</td>
<td>Develop effective instructional materials which make appropriate use of tech tools</td>
</tr>
<tr>
<td>(15) 4/26/17: face-to-face</td>
<td>Last class</td>
</tr>
<tr>
<td>Sharing and commentary on personal philosophies and on developed instructional materials; end of course celebration</td>
<td>Share personal philosophies and insights on assistive technologies acquired via the course; complete course evaluation; celebrate.</td>
</tr>
</tbody>
</table>
have their final course grade reduced by one full letter grade. Any combination of
arriving late or leaving early constitutes an 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 specifically including the
class time as a necessary absence if meeting face to face. Online class sessions need a
doctor’s excuse stating incapacitation beyond normal abilities to carry on online work
over the course of the week. You must provide written authorization for University-
sanctioned absences. It is your responsibility to check with fellow classmates for any
missed work or assignments. There are no extra credit opportunities in this clas. 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. Even better, forward your
  Islander email to the email provider you regularly use.
- Post online assignments on time.
- Respect and be sensitive toward other classmates by choosing your words
carefully.
- Be responsible to your own learning first before asking peers questions. Read your
  assignments well.
- 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 Blackboard messages or emails to the instructor will
  be answered promptly and within 24 hours at the latest.

Late Work:

If you submit any assignment including online course work late, you will receive 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:**

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 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/). 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](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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among
other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

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.**