Educational Technology Practicum
This is an online class. A variety of asynchronous technologies will be used to teach this class.

Course Site:
https://bb9.tamucc.edu
Schedule Office Hours Online:
https://www.davidsquires.info/officehours

<table>
<thead>
<tr>
<th>DET — 5397</th>
<th>Spring 2018</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td><strong>Email</strong></td>
<td><strong>Office Hours: FC #249</strong></td>
</tr>
<tr>
<td>David R. Squires, Ph.D.</td>
<td><a href="mailto:david.squires@tamucc.edu">david.squires@tamucc.edu</a></td>
<td>Monday – Friday</td>
</tr>
</tbody>
</table>

I. Course Description

On-the-job guided practice in the planning and use of educational technologies and instructional design skills in educational settings. Prerequisite: Candidates must have completed or must be completing at least 24 semester hours of approved coursework to be eligible to complete this course.

II. Rationale

A capstone experience such as the one afforded by the DET 5397 practicum course stands as the last screening process for students enrolled in the M.S. program in Instructional Design and Educational Technology. All candidates must pass a final practicum examination administered by the Instructional Design and Educational Technology (IDET) academic program. The IDET faculty base this required practicum examination on a set of procedures typically called *Portfolio Assessment*. The purpose of the practicum examination is to provide an opportunity for each candidate to present a record of themselves to the IDET faculty for assessment. Each candidate is required to construct a portfolio that represents the candidate’s competence at the Master’s level. The practicum portfolio examination will typically occur during the last semester of the program, or the candidate must be in the process of completing at least 24 semester hours of approved coursework.
III. Required Readings

★ All required readings, PDFs and articles are located in the Blackboard Learn 5397 course site.

IV. Academic Honesty

→ Texas A&M University-Corpus Christi 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, forgery, or plagiarism.

→ Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and any plagiarism or cheating will result in a failing grade.

→ More detailed information about academic honesty is located in the student catalogue:

   Academic Integrity

V. Goals and Objectives

Prior to graduation, students in the Educational Technology graduate program will:

1. **Apply** and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems.

   a) Apply criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied needs.

   b) Apply procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

2. **Develop** an original plan and instructional materials for integrating educational technologies in an overall instructional strategy.

   a) Include appropriate uses of instructional materials and resources helping students understand the role of technology as a learning tool.

   b) Evaluate the effectiveness of specific materials and resources for particular situations and learning strategies.
3. *Knows* how to evaluate students’ technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

a) Know how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, publishing information in various ways — printed copy, monitor display, Internet document, video).

b) Know how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

3. *Demonstrate* knowledge in the field.

a) Demonstrate knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

b) Demonstrate knowledge of the characteristics, uses, advantages, and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

3. *Understands* and incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

a) Identify and addresses equity issues related to the use of technology.

b) Understand learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

c) Understand the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
TExES Pedagogy and Professional Responsibilities EC-12

Note:
Though not formally covered as part of the course, Instructional Design & Educational Technology candidates are expected to apply the following competencies, as appropriate, in carrying out their respective portfolios:

Domain I – Designing Instruction and Assessment to Promote Student Learning

Competency 004:
The candidate understands learning processes and factors that impact learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 008:
The candidate provides appropriate instruction that actively engages learners in the learning process.

Competency 009:
The candidate incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all learners.

Competency 010:
The candidate monitors their learners performance and achievement; provides learners with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Competency 012:
The candidate enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
VI. Procedures

The portfolio is a compilation of web-based documents and other information about the candidate that represents his or her potential to complete the Master’s program in Instructional Design and Educational Technology. The portfolio may be developed using Google Sites or other Web development technologies. Regardless of the technology used, a student’s portfolio site must show evidence of (a) readiness for advanced level study in educational technology and for careers in academia and Instructional Technology (b) design and development knowledge and skills acquired during the program. The portfolio must consist of course documents and other materials as described in the Components of the Portfolio section.

✓ Each candidate must prepare the portfolio in accordance with the guidelines in the Components of the Portfolio section.

✓ The candidate must be registered for at least 3 semester hours during the semester in which he or she submits his or her portfolio for examination. The candidate must also be registered for at least 3 semester hours during the semester in which he or she plans to graduate. Typically, these two events will occur in the same semester.

✓ A committee of 2, or possibly 3, departmental faculty members, including the candidate’s practicum advisor, reviews his or her portfolio and conducts the oral defense meeting.

✓ The candidate must notify the IDET Department of their intent to submit and defend his or her portfolio by emailing the committee at the beginning of the practicum semester.

✓ The candidate may state a preference for the general time of day for his or her portfolio defense, but ultimately the portfolio defense time and dates will be determined by the committee depending on their availability.

✓ The candidate must submit his or her completed portfolio to the committee one week prior to the defense date. The candidate’s portfolio must first be judged as “ready for review” by the practicum advisor. This means that the practicum advisor needs time to review the portfolio to make sure that all required sections are included and that the portfolio is well written. To allow time for revisions, it is recommended that the candidate submits this preliminary review at least two weeks prior to the deadline for the full portfolio submission to their committee. Any portfolio not completed by the scheduled date is at risk of not being reviewed that semester.
VII. Components Of The IDET Portfolio

The practicum advisor and the candidate will collaborate to determine a portfolio’s content. It should be an ongoing process throughout the semester. The layout and design of the portfolio is totally up to the individual candidate, but the primary components should include:

1. Professional Development Statement
2. Curriculum Vitae
3. Samples of Written Work
4. Samples of Learning Artifacts
5. Future Ideas
6. Program of Study

1. Professional Development Statement

A professional development statement is part of the portfolio. The statement should include activities performed since the student began the IDET Master’s program as well as activities in progress, and those planned to be undertaken by the student. Activities prior to entering the program cannot be included in the professional development statement, but should be included as part of the student's curriculum vitae. The professional development statement should reflect the current goals and objectives of the student with respect to the IDET Master's program at Texas A&M University-Corpus Christi. Suggested length is between 1,000 – 2,000 words but may vary based on guidance from your practicum advisor.
2. Curriculum Vitae

The following categories are suggested for the student’s Curriculum Vitae:

✓ Contact Information
✓ Education History
✓ Employment Record
✓ Publications (Written Work)
✓ Samples of Development Work
✓ Presentations
✓ Service
✓ Awards and Recognition

3. Samples of Written Work (one or more samples)

A final report, a major project, or a research (conceptual or empirical) paper completed during the program should be included in this section. The suggested length of a final paper is 4000 words or longer without references, following current APA 6 guidelines. The student needs to discuss a major project with his/her practicum advisor at the beginning of the practicum course and consistently seek appropriate guidance from his/her practicum advisor throughout the semester. The student could include the major project (or a major group project) as part of the coursework, but completing it may require significant time beyond the requirements of the practicum.

Additional samples of professional development work demonstrating the student’s core instructional design and educational technology competencies can be included in this section, but the samples are not limited to the following:

- Course work representing core knowledge related to instructional technology or learning theories;
- Proposals for independent development or research, collaborative efforts with peers and/or faculty;
- Samples of projects, reports, or papers the student has authored; or pending proposals.

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
4. Samples of Learning Artifacts (Two or more samples)

Two or more exemplary learning artifacts developed during candidate's coursework should be included in this section. Learning artifacts may include, but are not restricted to the following: class projects, recorded presentations, lesson plans, lessons, media developed and used in instruction, course modules, mobile applications and Websites. The selected artifacts should demonstrate your design and development skills and knowledge. Considering the programmatic themes listed below, the student should provide a written summary for each selected artifact explaining what the artifact is, how it is related to one or more suggested programmatic themes, and how the experience of developing the artifact helped him/her progress toward becoming an instructional designer. Each summary should be approximately 150 - 200 words in length.

Programmatic Themes for Development

A. Analysis

   Needs assessment
   Performance assessment
   Task analysis

B. Design

   Curriculum mapping
   Instructional design
   Message design
   Design tools

C. Development tools

   Curriculum development
   Instructional development
   Development tools
   Learning environments design

D. Implementation
Technology-enhanced classroom environments
Web site management

E. Evaluation
Formative evaluation
Summative evaluation
Instructional product evaluation

5. Future Ideas

The statement of Future Ideas should indicate the student’s early thinking about a problem worthy of investigating. The preliminary ideas should identify a domain of knowledge, the goals of the agenda, and a statement that explains the importance of the possible investigation and development for the ideas as they relate to instructional design & educational technology. A list of preliminary questions should be included in this section. Any data collection methods mentioned in this section should correspond to the nature of the questions under consideration [suggested length is 2-5 pages or longer depending on guidance from your practicum advisor, carefully adhering to current APA 6 guidelines].

6. Program of Study & Evaluation

The Program of Study should be in the form of a timetable that indicates Required courses and Elective courses. Include the courses you took, the name of each course and the instructor’s name, an evaluation of the courses, and the semester in which each was taken. You should create this separately for the portfolio; do not provide a copy of the Graduate School Program of Study form.

The Draft Program of Study should identify:

A. Courses that the student has already completed
B. Courses in which the student is currently enrolled
C. The term in which each course was or will be completed ✓ (list any pending courses)
D. A completed self-evaluation
E. An evaluation of courses and the IDET program

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
VIII. Online Participation

This course is offered completely online asynchronously and the use of Blackboard Learn is required. A variety of asynchronous technologies will be used to teach this class. You will need a computer capable of accessing the internet for this course. All assignments and graded course content are posted in the Blackboard LMS site. Rubrics for each assignment and requirements are found within each Blackboard weekly module.

The portfolio defense can be scheduled in person, or via WebEx web conferencing tool. Please be sure to plan ahead and schedule your portfolio defense at least two weeks in advance before April 20th. 
https://iol.tamucc.edu/webex.html

We will primarily meet asynchronously for this course, unless otherwise announced. If you haven't already prepared your computer for Blackboard, access Blackboard Technical Requirements and follow the directions. Blackboard has a notification system that sends an alert when certain events happen in your course. You can choose which alerts you want to receive and how you want to receive them. Workshop schedules on how to use Blackboard tools are available at https://iol.tamucc.edu/

For Technical Assistance Contact the IT Help Desk
Phone: (361) 825-2692 (local); (866) 353-2491 (toll free)
Email: ithelp@tamucc.edu

IX. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>Work Not Passed</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
X. Additional Resources

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMUCC faculty and staff members. Specific rules and information is available in the TAMUCC Student Handbook.

Statement of Academic Continuity
In the event of a campus evacuation due to inclement weather this course will still be available online. If you have access to the Internet, you will be able to continue your coursework, check your grades, interact with your classmates and post assignments online.

Grade Accommodations
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs: http://advising.tamucc.edu/grade_appeals.html.

Disability Services
This course follows the regulations outlined in the Americans with Disabilities Act. Further, all Sharable Content Object Reference Model (SCORM) enabled course modules contained in this course have closed captioning and audio enabled compliant integrations to meet Federal 508 Compliance standards. The course site is also compatible with screen reading devices. Students requiring additional accommodations due to a disability should talk to their instructor as soon as possible and call Disability Services at (361) 825-5816 Monday - Friday or visit CCH 116 to schedule an appointment. See website http://disabilityservices.tamucc.edu/ for more information.

Scholarly Citations
## XI. Schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 26th</td>
<td>Professional Development Statement</td>
<td>Located in Module 1 Assignment Materials Folder</td>
<td>Start the Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>February 9th</td>
<td>Curriculum Vitae</td>
<td>Located in Module 2 Assignment Materials Folder</td>
<td>First Round of Feedback &amp; Peer Review</td>
<td>2</td>
</tr>
<tr>
<td>February 23rd</td>
<td>One or More Samples of Written Work</td>
<td>Located in Module 3 Assignment Materials Folder</td>
<td>Second Round of Feedback &amp; Peer Review</td>
<td>3</td>
</tr>
<tr>
<td>March 9th</td>
<td>Two or More Samples of Learning Artifacts</td>
<td>Located in Module 4 Assignment Materials Folder</td>
<td>Third Round of Feedback &amp; Peer Review</td>
<td>4</td>
</tr>
<tr>
<td>March 23rd</td>
<td>Future Ideas, Program of Study, &amp; Evaluations</td>
<td>Located in Module 5 Assignment Materials Folder</td>
<td>Fourth Round of Feedback &amp; Peer Review</td>
<td>5</td>
</tr>
<tr>
<td>April 20th</td>
<td>Schedule Oral Portfolio Defense With Committee By This Week</td>
<td></td>
<td>Fifth Round of Feedback &amp; Final Peer Review</td>
<td>6</td>
</tr>
<tr>
<td>May 2nd</td>
<td>Final Portfolio Due in Blackboard</td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

- This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

- Schedule Office Hours Online: [https://www.davidsquires.info/officehours](https://www.davidsquires.info/officehours)
- Office Hour Meetings Are Available In Person F.C. #249
- Online Via WebEx, Google Hangouts, Skype, Join.Me, or Zoom
- Over the Telephone: 1-361-825-2453

Spring, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
# XII. Assignments Summary

All assignments are due by 11:59pm on the designated due date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Statement</td>
<td>January 26th</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>February 9th</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Sample of Written Work</td>
<td>February 23rd</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Samples of Learning Artifacts</td>
<td>March 9th</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Future Ideas, Program of Study, &amp; Evaluations</td>
<td>March 23rd</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Completed Oral Portfolio Defense</td>
<td>Due by April 20th</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

| Final Portfolio Due in Blackboard       | May 2nd           | 30     |        |

**Total = 100 points**
XIII. Bibliography


http://www.papert.org/articles/SituatingConstructionism.html


*Required Course Policies*

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 a failing grade.

*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.

*Classroom/professional behavior*

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal
government. We expect that you will behave in a manner that is dignified, respectful and courteous to all
people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability.
Behaviors that infringe on the rights of another individual will not be tolerated.

*Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules Web site at
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade
appeal process, students may contact the Dean’s office in the college in which the course is taught or the
Office of the Provost.

*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 Corpus Christi Hall 116. 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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504