Texas A & M University-Corpus Christi
College of Education
Department of Teacher Education
Instructional Design & Educational Technology Program

Course: IDET 5302
Computing Applications in Education: On-line
October 15—December 5, 2017

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I. Catalog Description:
An introduction for the instructor to contemporary uses of microcomputers in
the public schools. Emphasis will be placed on both understanding the basic
fundamental operation of the microcomputer and its utilization in the schools.

II. Rationale:
This course focuses on use of the microcomputer in teaching.

There are no prerequisites for this course.

The course is intended to have a practical focus which will assist you—a working
or future educator or trainer—in making better use of computers with your
students. This survey course will focus on a number of strategies for use of
computers in education or training environments. Instruction and activities will
be delivered via the University’s BlackBoard learning management system.

A final “instructor approved” project is required for each of you. The project
should be useful to you and should address a school-related question or problem
of your choosing. Projects are subject to instructor approval and should target
application of one or more concepts covered in the course.
III. State Adopted Proficiencies for Teachers Addressed by the Course:

(Competency 007) The teacher uses effective verbal, nonverbal, and media communication techniques.

**Learner-Centered Communication:** . . . the teacher demonstrates effective professional and interpersonal communication skills. The teacher . . . uses media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning. The teacher and students . . . give multimedia presentations . . . and use technology as a resource for building communication skills.

(Competency 009) The teacher uses . . . technological resources . . . to support individual and group learning.
Includes 1) appropriate uses of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents, and AV equipment; 2) helping students understand the role of technology as a learning tool; 3) evaluating the effectiveness of specific materials and resources for particular situations

**Learner-Centered Knowledge:** The teacher possesses and draws on . . . technology to provide relevant and meaningful learning experiences . . .
The teacher stays abreast of current . . . technology. The teacher integrates technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

**Learner-Centered Instruction:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
The teacher selects . . . technology . . . that is developmentally appropriate and designed to engage interest in learning.

IV. Student Learning Outcomes
Students graduating from the Educational Technology Program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (IDET 5397 is linked to this student learning outcome.)
- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (IDET 5320 is linked to this student learning outcome.)
- demonstrate knowledge of the field; (IDET 5300, IDET 5303, IDET 5304, and IDET 5397 are primarily linked to this student learning outcome.)

V--TExES Competencies Addressed by the Course:

No TExES competencies or examinations in educational technology currently exist at the graduate level. However, all beginning teachers are expected to demonstrate the ability to meet the following Technology Applications (Standards I–V):

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

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

c) All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

d) All teachers communicate information in different formats and for diverse audiences.
e) All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

VI. Courses Objectives: Upon completing this course, you should be able to:

1) achieve one or more levels of Google certification;
2) describe and compare various student standards pertaining to uses of computers in learning including state-mandated student technology standards (Technology TEKS) and industry standards (ATD);
3) describe instructional uses of a variety of technological tools;
4) describe the characteristics of meaningful learning with technology;
5) plan and develop a WebQuest for use by your students;
6) develop a communication project using Voicethread;
7) demonstrate awareness of issues regarding equitable access to computers;
8) develop a student-centered concept mapping activity;
9) develop a student-centered multimedia activity;
10) explain the concept of Mindtools;
11) develop an example of Mindtools project;
12) choose to expand uses of computer-based resources with your own students;
13) choose to pursue opportunities for additional training or education on appropriate computer usage in the schools;
14) develop a functioning final project to support learning using appropriate technology application(s) on an instructor-approved topic.

VII. Course Topics

Technology standards for students and the Technology TEKS

Google drive & certification

Mindtools

WebQuests

Communication tools (i.e., Voicethread)

Mail merge

Concept mapping

Equity and technology

Multimedia

Spreadsheets

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 online technology-based demonstrations and guidance. The instructor will provide Internet-based resources and one-on-one, in-person assistance, if requested.

IX. Evaluation, Grading, Expectations, and Policies: Participants are responsible for the following:
1) completing all assignments, including web conferences;
2) doing all assigned readings;
3) developing an instructor-approved final project;
4) posting and reading comments in the individual blogs and Discussion Forum as requested
5) achieving at least one new level of Google certification

**Grading:** You may earn up to 2010 points in this course.
You will be assigned a grade as follows:

- **A:** 1809 or more points
- **B:** 1608 - 1808 points
- **C:** 1407 - 1607 points
- **D:** 1206 - 1406 points
- **F:** 1205 points or less

**NOTES:** Course participants will require an Internet ready computer equipped with speakers (or headphones) and a microphone in order to complete assignments. A web cam is also recommended. Participants are required to possess or to establish a Google account. Thank you.

Following are the point weightings for course assignments:

1) Google Certification blogs & web conferences (500 points)
2) five Discussion Forum posts: 350 points total, 70 points each
2) Technology TEKS or standards assignment: 100 points
3) WebQuest assignment: 100 points
4) Voicethread assignment: 100 points
5) Mindtools assignments I & II: 130 points each (260 points)
6) Google docs assignment: 50 points
7) Multimedia assignment: 100 points
8) Equity issues assignment: 100 points
9) Final project proposal: 50 points
10) Concept mapping assignment: 100 points
11) Final project: 200 points
Generally speaking, assignments will be graded on degree of completeness, functionality, instructional appropriateness, use of proper grammar and spelling, consistency with assigned readings and instructor guidance, and quality of appearance and formatting. Course participants may resubmit any assignment a second time for an improved grade, assuming revisions are made based upon the instructor’s feedback.

X. Course calendar:

NOTE: See Content & Activities in BlackBoard for complete descriptions of all course assignments and activities.

Session Dates & Submission Deadlines

There are seven sessions or in this course. All sessions are seven (7) days long. **Work for each session is due on Saturday. All assignments and due dates are specified in the “Assignments!” section of this course in Blackboard.**

**Note:** Due to the brevity of this course and as an incentive to encourage you to keep up, the instructor may deduct 20% of the points you earn for any given assignment that you submit more than 48 hours after the due date and time. Thus, if work for any session is submitted after 11:59 PM on Wednesday of that session, you may lose 20% of the points you would otherwise have earned.

If you are ill or experiencing an emergency, contact your instructor. He will not penalize you if you have a verifiable, documented reason for submitting your work late. Reasons such as "I had to go to a wedding" or "I’m taking five classes," for example, are NOT acceptable reasons for submitting work late. Please contact your instructor to discuss your situation if problems arise.

Here are the dates for the seven sessions: all due dates are Wednesdays:

Session 1: 10/15—10/20
Session 2: 10/22—10/27
Session 3: 10/29—11/3
Session 4: 11/5—11/17
Session 5: 11/19—11/24
Session 6: 11/26—12/1
Session 7: 12/3—12/5

Note: The instructor will accept work for Session 7 until 11:59 PM on December 5th without penalty.

The best strategy for you is to set aside quality study and work time each week, so you can keep up. Please contact the instructor if you have questions or require any assistance at all.

Required Text: none

Course Guidelines and Policies

Online Course Guidelines

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:

- Post assignments on time.
- Work to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and the use of Google Hangouts, WebEX, etc to support each other. If you have good suggestions or resource ideas, please share them with the instructor and peers.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Add your opinions to participate in the discussions.
- Check the assignments every week; budget time minimally every other day to work on the course.
- Don't get behind. If you get behind in an online course, it is usually harder to get back on track than in a traditional course.
- 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.

• 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.

• Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 24 hours at the latest.

• Student login expectations: Login to the course often – once every two days at a minimum. It is also recommended that you monitor email daily.

• Meetings with the instructor – Schedule an online video or face-to-face conference by emailing, texting, or calling the instructor.

Time Requirements:

Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week for 15 weeks on this class. Depending upon how quickly you gain understanding of the content, you may have to spend even more time than 12 hours some weeks.

Late Work:

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions.

Note: Due to the brevity of this course and as an incentive to encourage you to keep up, the instructor will deduct 20% of the points you earn for any given assignment that you submit more than 24 hours after the due date and time. Thus, if work for any session is submitted after 11:59 PM on Wednesday of that session, you will lose 20%.

Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. A request for a grade of incomplete must be made in advance of the end of the term and must be in writing. Contact the instructor before submitting a request. You must provide appropriate documentation with your request. Consistent with established University policy, incomplete coursework must be completed prior to the end of the next regular academic term. Otherwise, the grade will revert to the earned grade, which may be an “F” depending upon how much work was
originally completed.

**Academic Integrity with Course Products and Evaluations:**

Please know and respect copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. Work completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

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
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html
“Help” At the bottom of the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692

If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu.

**Technology Requirements**

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

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.
To view flash (.flv) files from sites such as You Tube, download the Flash player at 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 information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation, the instructor will make every effort to continue the course. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting online. You will also be able see your grades on assignments, quizzes, and tests using the **My Grades** tool.

**Other 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/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.

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. 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 SACS

Bibliography


about microcomputer learning in elementary school. *Sex Role, 33*, 353-361.


