I. Course Description

This course is designed to provide educators with an overview of the instructional and programmatic factors that should be considered when designing, developing, and delivering an online course. It incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. This course considers the specific needs of online students as well as the pedagogical and technical skills necessary to succeed when teaching online. Aspects of course website usability and accessibility are also addressed.

II. Conceptual Framework

The primary purpose of this course is to assist students in developing skills and knowledge in online learning environments. This course introduces ideas, concepts, and strategies for computers and other technologies to enhance and support learning and performance in a variety of contexts. The focus of the course is on models for integration, but specific applications and how they can be used to support learning will be explored thoroughly. Some emphasis is placed on the use of technology in K-12 schools, but the concepts and principles readily apply to most learning and training contexts. This course is designed to meet the Texas Virtual School Network (TxVSN) professional development standards related to the development of online instruction (https://www.txvsn.org/).
III. Required Textbooks

Note: See the Blackboard course shell first regarding the required textbook.

Highly Recommended (required for those taking IDET 5365 this summer) -


Recommended Textbooks


IV. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.
2. 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.
3. 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.
4. More detailed information about academic honesty is located in the student catalogue: Academic Integrity
## V. Standards Based TXVSN Instructional Objectives

During the course, each student will be expected to:

| **1. Create** learning experiences to enable student success. | a) Know and understand the current best practices and strategies for online teaching and learning and their implementation in online education.  

b) Know and understand the role of online learning in preparing students for the global community they live in, both now and in the future.  
c) Know and understand the instructional delivery continuum (e.g., fully online to blended to face-to-face).  
d) Know and understand the need for continuing to update academic knowledge, pedagogy, and skills.  
e) Know and understand the subject area and age group they are teaching. |
| --- | --- |
| **Design** and incorporate strategies to encourage active learning, interaction, participation and collaboration in an online environment. | a) Know and understand the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.  
b) Know and understand the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.  
c) Know and understand the importance of interaction in an online course and the role of varied communication tools in supporting interaction.  
d) Know and understand basic troubleshooting skills and the responsibility to address basic technical issues online students may have.  
e) Know and understand the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning. |
| **Plan Online**, design, and incorporation of strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment | a) Know and understand the techniques and applications of online instructional strategies, based on current research and practice.  
b) Know and understand the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.  
c) Know and understand the techniques for developing a community among the participants.  
d) Know and understand the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.  
e) Know and understand techniques to adjust communications to diverse perspectives. |
<table>
<thead>
<tr>
<th><strong>Be Cognizant of the diversity of student academic needs and incorporate accommodations into an online environment.</strong></th>
<th><strong>Interact in a professional, effective manner with colleagues, parents, and other members of the community to support student success.</strong></th>
<th><strong>Arrange media and content to help transfer knowledge most effectively in the online environment.</strong></th>
</tr>
</thead>
</table>
| f) Know and understand differentiated instruction based on students’ learning styles.  

   g) Know and understand techniques to create an environment that will engage, welcome, and reach each individual learner.  

   h) Know and understand the participation in an online course from a student-centered approach.  

   i) Know and understand the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.  

   a) Know and understand legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.  

   b) Know and understand that students have varied talents and skills and make appropriate accommodations designed to include all students.  

   c) Know and understand appropriate tools and technologies to make accommodations to meet student needs.  

   d) Know and understand how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.  

   e) Know and understand options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.  

   f) Know and understand the process for connecting with local support personnel to verify student’s IEP requirements or 504 accommodations needed for student success.  

   g) Know and understand the diversity of student learning needs, languages, and backgrounds.  

   a) Know and understand the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.  

   b) Know and understand the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.  

   a) Know and understand critical digital literacies and 21st century skills.  

   b) Know and understand appropriate use of technologies to enhance learning. |
Goals

- Explore and become familiar with emerging technology and reflect on technology applications in online educational settings.
- Use various software applications and apply their use to online learning contexts.
- Use various integration models in an applied setting (such as your own classroom).
- Articulate your learning and experiences using current and appropriate technologies.

VI. Course Requirements

This course is experience and Mastery Learning Goal focused. Students complete a variety of tasks to gain experience and move through different levels of expertise. Students are expected to gain technical skills during the class. In addition, students are expected to direct their own learning and challenge themselves to apply technology to their own learning, as well as the learning of others. Points are not deducted for inaccuracy and error – rather, students are expected to work collaboratively with the instructor and peers to master specific skills and meet specific goals. The due dates for assignments are indicated in the course calendar. Assignments may be submitted prior to the due date. Assignments submitted late will be penalized 20% for each day late. Only assignments completed on time may be resubmitted for an improved grade up to one week after the original due date (this is in line with Mastery Learning Goals). Assignments submitted on time may be resubmitted twice (excluding your final project, unless submitted one week early). Additional information for each assignment is located within the Blackboard Learn 5360 course site under the content modules.

VII. Online Access

A variety of synchronous (in real time) and asynchronous technologies (not in real time) will be used to teach this class. All assignments and graded course content are posted on the Blackboard Learn course site. Rubrics for each assignment and participation requirements are found in the respective Blackboard modules section. You will need a computer capable of accessing the internet for this course. While you will primarily meet online asynchronously for this course, unless otherwise announced, you are expected to collaborate with your peers and schedule independent meeting times for peer feedback and your final group project. If you cannot attend an announced synchronous meeting via WebEx Training, when one is scheduled, the session will be recorded for you to review at a later date. You are expected to login into Blackboard at least once a day Monday through Friday.

VIII. Online Participation

You should be aware that much of the work you will do will be completed independently & asynchronously. There will be many resources to assist you with your work (electronic, print and human based), but you will need to put in considerable time on your own in order to meet the course goals and objectives. The instructor also expects that each participant will be engaged in online discussions, contributing in substantial ways to the conversations. This requires that all participants take an active role by contributing ideas and resources, posing questions, taking initiative, and helping other class members. This is a performance-based course and there is a participation grade for active online participation: Including completing course modules, posting feedback, adding to discussions in the discussions boards, and actively communicating and contributing with your peers collaboratively. It is expected that all of our
interactions will be carried out in the spirit of collaboration as we all work to improve our use of technology for teaching and learning. Rubrics and the assignment criterion for what is expected each week can be found in the course site under the respective course module(s) for each week. You will have unstructured time to work on your tasks and projects. You can earn 10 points towards your final grade for active online participation in this course.

**IX. Course Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
<th>Points</th>
<th>Due Date</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/3 – 6/8</td>
<td>Introduction Create Learning Experiences</td>
<td>Intro Web Conference “Start Here” Blackboard Menu Reading Rationale Activity</td>
<td>8</td>
<td>TBD W, 6/5 Th, 6/6 S, 6/8</td>
<td>1</td>
</tr>
<tr>
<td>6/10 – 6/15</td>
<td>Plan Range of Technologies</td>
<td>Reading Rationale Activity</td>
<td>8</td>
<td>Th, 6/13 S, 6/15</td>
<td>2</td>
</tr>
<tr>
<td>6/24 – 6/29</td>
<td>Incorporate Accommodations</td>
<td>Reading Rationale Activity</td>
<td>8</td>
<td>Th, 6/27 S, 6/29</td>
<td>4</td>
</tr>
<tr>
<td>7/1- 7/5</td>
<td>Interact Professionally; Arrange Media</td>
<td>Reading Rationale Activity Final Project Web Conference Final Project Completion Cumulative Participation</td>
<td>8</td>
<td>W, 7/3 F, 7/5 TBD F, 7/5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Points</td>
<td>100</td>
<td></td>
<td></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.*

**Carefully review the course schedule tab in Blackboard Learn for a detailed schedule of the course and assignment due dates.**

***Download and carefully scrutinize the assignment directions and rubrics in the Blackboard Learn course site.***

**XIII. Grading Scale**

- A Excellent 90-100
- B Good 80-89
- C Average 70-79
- D Passing 60-69
- F Failure Below 60
XIV. Additional Resources

Learning Management System

You will be selecting a Learning Management System (LMS) of your choice for your progressive final project work within the first few days of class. Our university uses Blackboard; CCISD has adopted Canvas; nearly every school in the nation uses Google Classroom, which is not a full LMS, but will be acceptable for MAC / ACE student purposes. IDET majors seeking corporate, industry, health-care related careers can use other options. Suggested resources include:

A core component of this course is for you to gain experience in a Learning Management System (LMS). You have many options available to you. Your choice could depend upon your future goals. Below are recommendations to explore:

- ClassCraft is a gaming system that also has an Class Content LMS for $8 per month;
- Schools, colleges, and universities have common LMSs; many are free;
- Corporate, industry, health care and similar instructional designer goals have high end LMSs. Finding a free version, however, can be daunting, if not improbable.

Almost any K-12, higher education, and business place in the nation and world use collaborative documents anymore. Therefore, Google Classroom is a safe consideration for an LMS. It is not as robust as other LMS platforms, but does have many similar features. Canvas is currently being adopted by CCISD and is common in many higher education institutions. Google Classroom is free; Canvas has a free trial.

**Please do choose and sign up for your LMS that you will use throughout this course. See “Start Here” in your Blackboard course shell for links.

Scholarly Citations


XVI. Assignments Summary

All reading reflections/rationales and assignments are due as indicated in the course schedule by 11:59 pm. All web conferences will be determined through best times via an online poll administered the first couple of class days.

Online Participation Active Participation: Asynchronous and synchronous interaction is expected. Below is an outline of expected participation:

- Asynchronous:
  - two of five weekly one-hour class web conferences,
  - weekly reading activities, which contribute to your final project rationale
  - ½ the class in the final project midterm and final sharing

- Synchronous:
  - three of five weekly one-hour class web conferences

SS I, 2018 Susan A. Elwood, Ed.D., as adapted from the syllabus format of David R. Squires, Ph.D. IDET Program
Reading Reflections / Rationales  Each Blackboard module has provided readings for you to complete your discussion thread rationale. Your response is expected to be written in full APA, including multiple citations and references. You are to demonstrate understanding of the inquiry-based driven questions presented in the readings. Application of the resources and research gained from these readings is expected to be reflected in your reading reflection / final project rationale discussion forum response. Read the rubric carefully, please.

Activity Assignments  Each Blackboard module has a related activity for you to complete within a discussion forum for peer reflection. The activity you complete is to be directed toward your final project. Each assignment contributes to the resulting final project.

Final Project  Your final project is cumulative and progressive. Each module’s reading rationale and activity are to be included in your final project. You will want to review your final project for cohesive flow and to possibly edit any previous works. The final project is an individual application of principles, concepts, and tool experiences to create 1-2 course modules in a Learning Management System (LMS) of your choosing. You will specifically address final project progress at the midterm web conference. A final project web conference sharing will also be conducted toward the end of the course. See the related content module link in the Blackboard navigation menu.

XVII. Bibliography


*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. June 15th is the last day to drop a class with an automatic grade of “W” this term, as per the university calendar found at https://www.tamucc.edu/academics/calendar.

**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