Educational Technology Practicum

Course Site: https://bb9.tamucc.edu
This is an online class. A variety of asynchronous technologies will be used to teach this class.

<table>
<thead>
<tr>
<th>DET — 5397</th>
<th>Spring, 2019</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Email</td>
<td>Office Hours: FC #249</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 12 semester hours of approved coursework to be eligible to complete this course.

II. Rationale

Students in DET 5397 will work towards the construction of an online portfolio that represents the candidate’s competencies. After successful completion of the online portfolio the Practicum candidate is then eligible to apply for a client ready project. DET 5397 is intended to integrate practical experience with opportunities to learn technical and conceptual design knowledge and skills. The course provides students with opportunities to collaborate in the design and production of an interactive learning environment prototype for a real client. Course assessment will focus on the creativity, effectiveness, and overall quality of the prototype product as well as the quality, utility, and comprehensiveness of the project documentation. Client satisfaction is an essential aspect of how students will be assessed. Documentation is also an essential part of assessment. Another requirement of all students enrolled in the Practicum relates to professional service. The final stage of Practicum is the examination or final defense. The purpose of the Practicum examination is to provide an opportunity for each candidate to present an asynchronous record of themselves for assessment.
III. Required Readings

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

Recommended

- Students are highly encouraged to leverage course authoring tools Adobe Captivate 2019 or Articulate Storyline 3 — eLearning tool subscriptions are available as part of your enrollment in the IDET program.
- If you have not done so already, in IDET 5310 or 5303, apply for one full license key here:
  
  \[\text{www.idet.space/login}\]
- Your login password is located in the 5397 bb9.tamucc.edu course site Start Here landing page.

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 plagiarism or cheating will result in a failing grade.
⇒ More detailed information about academic honesty is located in the student catalogue:

  \[\text{Academic Integrity}\]

V. Goals and Objectives

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

1. \textit{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).

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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

   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.

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evaluate instruction for all students.  

- 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).

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**The Association for Talent Development (ATD) Standards Based Alignments:**

**Evaluating Learning Impact**
- Use learning metrics and analytics to measure the impact of learning solutions.

Be able to:
- Select appropriate strategies, research design, and measures.
- Communicate and gain support for the evaluation plan.
- Manage data collections.
- Analyze and interpret data.
- Apply learning analytics.
- Make recommendations to aid decision-making.

**Knowledge Management**
- Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration.

Be able to:
- Advocate knowledge management.
- Benchmark knowledge management best practices and lessons learned.
- Encourage collaboration.
- Facilitate social learning.
- Establish a knowledge culture.
- Support the development of a knowledge management infrastructure.
- Leverage technology.
- Manage information life cycle.
- Design and implement knowledge management solutions.
- Transform knowledge into learning.
- Evaluate knowledge management success.

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**The Association for Educational Communications & Technology (AECT)**

**AECT Standard 1 Content Knowledge**
- Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
AECT Standard 2 Content Pedagogy
→ Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

AECT Standard 3 Learning Environments
→ Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

AECT Standard 4 Professional Knowledge and Skills
→ Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

AECT Standard 5 Research
→ Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

TExES Pedagogy and Professional Responsibilities EC-12

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 a client ready project in Instructional Design and Educational Technology. The portfolio may be developed using Google Sites, Wix, Wordpress, Portfolium 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 submit his or her completed portfolio no later than the 7th week of the course. The candidate’s portfolio must 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 once a week and the entire complete portfolio at least one week prior to applying for a client ready project. Any portfolio not completed by the scheduled 7-week due date is at risk of failing the course and not being approved for a client project that semester.

VII. Components Of The Portfolio [40 points]

The Practicum advisor and the candidate will collaborate to determine a portfolio’s content. It should be an ongoing process throughout the first 7 weeks of 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 (Learning Artifacts)
✓ 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.

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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.

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

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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.

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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

VIII. Client Ready Project [40 points]

The client ready project is an opportunity for students to work with (1) a client of their choice that they have previously selected before the start of the course; (2) An ideal client, or internship opportunity, that is proposed by the student with approval form the Practicum advisor; or (3) an IDET specific project opportunity that the student can collaborate together with a faculty mentor.

- The Practicum experience is based on working on an authentic project. The selection of projects for IDET 5397 is therefore an important next step. Each project for this course must involve a client. All students are considered “team leaders” who will take on one or more of the most significant project roles, such as project manager, lead instructional designer, lead programmer, lead graphic artist, lead evaluator, etc.

- The responsibility of identifying clients and project topics rests with the students. However, faculty members are continually on the lookout for external clients for potential projects. Students are also free to make contact with a client and to suggest a project topic based on the client’s needs. It is possible that some projects will continue over a period of two or more semesters as interest and further development warrant. In a few rare cases, projects that began as an IDET individual project have “morphed” into full blown graduate assistantship opportunities. Final approval of project clients and project topics is at the sole discretion of the Practicum advisor. However, whether or not a certain topic gets chosen as an IDET 5397 project simply depends on the project attracting sufficient interest among students.

- After delivery to the client, all files that constitute the final prototype must be submitted to the instructor in functional format and, if applicable, published via the World Wide Web. The finished project should be accompanied by a brief user manual describing guidelines for implementation.

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Prototype and Project Documentation Requirements

Project documentation serves as the primary vehicle for the ongoing, intensive decision-making process associated with an instructional design and development project. Documentation will include the items below, to be submitted throughout the second-half of the semester. Additional information about each item will also be distributed via the assignment materials folder with the Blackboard Learn course site:

2. Review Statements of Work (SOW): Content/Task Analysis and List of Performance Objectives
3. Purpose and Scope of Project: Learner Profile, Treatment Rationale/Development Model/Instructional Model
4. Hardware/Software Specifications
5. Schedule, Timeline, Tasks, Milestones, and Deliverables
6. Screen Design Specifications or Style Manual
7. Formative Evaluation Plan
8. Flowchart and/or Storyboards
9. Client Sign-Off Forms
10. Complete Statement of Work
11. Formative Evaluation Report and Change Requests
12. Project Activity Logs Analysis
13. Installation and User Documentation (including browser compatibility and accessibility notes)
14. Final Implementation and Working Draft to Practicum Advisor
15. Project Extension Proposal

Web-based projects are expected to function properly (links, behaviors, page formatting and layout, etc.) across the most commonly used browsers, including Internet Explorer, Firefox, Chrome, and Safari. Projects that will only function correctly in a specific browser MUST be labeled accordingly for users. All Practicum projects must comply with Section 508 of the 1998 Rehabilitation Act Amendments of the
Americans with Disabilities Act (ADA). Participants who submit projects not in compliance risk having up to 50% deducted from their respective project grade.

**Client Project Evaluation**

Your individual grade is based on your documentation:

- User Interface
- Creativity
- Effectiveness
- Design Process
- Browser Compatibility
- Project Management Site
- Commensurate with Industry Standards
- Grammar (expected to be perfect)
- Spelling (expected to be perfect)
- Aesthetics
- Potential for Extension
- Client Satisfaction

**IX. Service Requirement** [10 points]

One requirement of all students enrolled in the Practicum relates to professional service. Service to one’s community is one of the guiding principles of all public institutions and is part of the mission of land grant universities (which the Texas A&M University System is apart).

A total of 10 hours total of service is required for this course. Students can fulfill this requirement in a variety of ways such as offering their services to a school, public agency, a community group, or a TAMU-CC department. (The IDET program, for example, normally runs several projects that often can benefit from some instructional assistance with technology tools). Students can even fulfill their service hours directly with the Practicum, such as by helping or organizing a workshop, recording a seminar or assisting in organizing a development tools showcase.

You can use the Service Log form located in the Blackboard Learn course site as a guideline to document your service activities. In addition to the log, you will be expected to write a short reflection statement about the experience at the end of the semester after you submit your final examination. You may be asked to provide a photograph that shows you providing this support. Coordinate with your Practicum advisor for acceptable images. They should not be any larger than 450X300 pixels in jpg format.

➔ Complete an online log;
➔ In the appropriate location within your online project documentation, write a short reflection statement at the end of the service experience; and
➔ Where applicable, provide a photograph of yourself doing the service. It is important to note that

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this service requirement cannot be fulfilled by time or work provided to for-profit groups, such as companies or corporations.

➔ The experience of “giving something back” is a very satisfying feeling and is one of the reasons many of us continue to remain in public education. It also is an excellent way to extend your understanding of a computer tool or to learn more about the application of instructional technology in a real setting — ideas well aligned with a constructivist perspective.

➔ There is an area of educational theory and practice called Service Learning that goes well beyond the concepts practiced in the Practicum. If you would like to learn more about this approach to learning you might want to visit the National Service Learning Clearing House’s website [https://gsn.nylc.org/clearinghouse](https://gsn.nylc.org/clearinghouse).

X. **Final Examination: “The Defense”** [10 points]

The defense is an opportunity for students to demonstrate knowledge and skills from an applied scenario-based instructional environment related to their portfolio and client project deliverables. You may make reasonable assumptions related to what aspects of your project you present. Tools and training materials for hosting presentations are located with the 5397 Blackboard Learn course site.

➔ You are encouraged to explain each milestone of the project process with a high-level recorded presentation.

➔ Describe any assumptions, as appropriate, based on personal goals and future ideas.

➔ During the defense, students will be expected to defend each component of their updated portfolio and describe their client ready project journey including an evaluative step-by-step process.

➔ The final examination defense is an asynchronous exercise recorded by the student and hosted on a platform of choice (Youtube/Vimeo) accessible within the online portfolio by the last week of the course.

XI. **Online Participation** [20%]

5397 is offered completely online 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.

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/](https://iol.tamucc.edu/)

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**Weekly Portfolio Peer Reviews** [10% of Portfolio Assessment]

- For roughly the first 7 weeks of the course you are encouraged to collaborate with a peer review partner within the course totaling approximately 5 review cycles. If you want feedback, then you should be willing to give feedback. And, the best feedback usually comes from just holding a conversation with the designer and asking simple, probing questions. Do not equate feedback with giving encouragement. We all need to learn how to give and take constructive feedback. No one benefits if honest feedback is held back.

**Weekly Project Journal Entries** [10% of Client Project Assessment]

- For roughly the second half of the course students are encourage to keep an individual Project Management tasks list or journal, totaling 5 entries:

<table>
<thead>
<tr>
<th>Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Insufficient or inapplicable knowledge or skills</td>
<td>Being aware that I am not familiar with the design process/necessary knowledge</td>
</tr>
<tr>
<td>☐ Related prior experience</td>
<td>Using previous experience to generate ideas for the design task</td>
</tr>
<tr>
<td>☐ Feelings</td>
<td>Being aware of my own fears and excitement regarding the instructional design process</td>
</tr>
<tr>
<td>☐ Attitudes</td>
<td>Examining the level of my commitment, open-mindedness, or responsibility</td>
</tr>
<tr>
<td>☐ Taken-for-granted beliefs and personal values</td>
<td>Realizing the necessity to design my instruction toward people with diverse backgrounds to attend my design for different socio-economic or ethnic groups</td>
</tr>
<tr>
<td>☐ Goals, criteria, and constraints of the project</td>
<td>Having difficulty generating a list of solid instructional goals</td>
</tr>
<tr>
<td>☐ Client/stakeholders/users</td>
<td>Considering the perspective of the clients, stakeholders, and the end users</td>
</tr>
<tr>
<td>☐ Implementation context</td>
<td>Considering the situation of where the instructional project will be implemented</td>
</tr>
<tr>
<td>☐ Available time</td>
<td>Finding ways to allocate sufficient time to each design task</td>
</tr>
<tr>
<td>☐ Available resources/budget</td>
<td>Using appropriate tools/equipment to develop the instructional module</td>
</tr>
<tr>
<td>☐ Teamwork/group dynamic</td>
<td>Understanding how well you coordinate this project</td>
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<tr>
<td>Other (Please specify)</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
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<tr>
<td>Other (Please specify)</td>
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</tbody>
</table>

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XII. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</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>

XIII. Additional Resources

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

Qualtrics Data Collection Research & Experience Software

Qualtrics is a recommended data collection survey tool to conduct online or in person data collection. Qualtrics enables users to generate surveys and polls and get feedback using a variety of distribution means. Results can be viewed as reports and can be downloaded. Qualtrics allows you to share surveys and results with your colleagues using the collaboration feature. Please be aware that Qualtrics should primarily be used for University purposes and according to University policies. Access Qualtrics for free with your TAMU-CC account: https://tamucc.co1.qualtrics.com

Scholarly Citations


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## XIV. Schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Due</th>
<th>Readings</th>
<th>Course Participation</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19th</td>
<td><strong>Professional Development Statement</strong></td>
<td>Located in Module 1 Assignment Materials Folder</td>
<td>Start the Portfolio &amp; Select Peer Review Partners</td>
<td>1</td>
</tr>
<tr>
<td>Saturday</td>
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</tr>
<tr>
<td>January 26th</td>
<td><strong>Curriculum Vitae</strong></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>Saturday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>February 2nd</td>
<td><strong>One or More Samples of Written Work</strong></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>Saturday</td>
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<tr>
<td>February 9th</td>
<td><strong>Two or More Samples of Learning Artifacts</strong></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>Saturday</td>
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<td></td>
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<tr>
<td>February 16th</td>
<td><strong>Future Ideas, Program of Study, &amp; Evaluations</strong></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>Saturday</td>
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<tr>
<td>February 23rd</td>
<td><strong>Present Final Portfolio Draft to Practicum Advisor for Review</strong></td>
<td></td>
<td>Fifth Round of Feedback &amp; Peer Review</td>
<td>6</td>
</tr>
<tr>
<td>Saturday</td>
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<tr>
<td>March 2nd</td>
<td><strong>Final Portfolio Due in Blackboard</strong></td>
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<td>7</td>
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<tr>
<td>Saturday</td>
<td>Review: On-The-Job Project Selections</td>
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<tr>
<td>March 9th</td>
<td><strong>On-The-Job Project Selections Needs Assessment Report</strong></td>
<td>Located in Module 8 Assignment Materials Folder</td>
<td>Begin first Project Management Task list or Journal Entries</td>
<td>8</td>
</tr>
<tr>
<td>Saturday</td>
<td>Review: Statements of Work (SOW)</td>
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<td></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>Date</td>
<td>Task Description</td>
<td>Availability</td>
<td>Due Date</td>
<td>Notes</td>
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<tr>
<td>March 23rd</td>
<td><strong>Purpose and Scope of Project Content/Task Analysis and List of Performance Objectives</strong>&lt;br&gt;Review: Storyboards&lt;br&gt;Review: Screen Design Specifications or Style Manuals</td>
<td>Located in Module 9 Assignment Materials Folder</td>
<td>Second Weekly Project Management Journal Entries</td>
<td>9</td>
</tr>
<tr>
<td>March 30th</td>
<td><strong>Schedule: Tasks, Milestones, and Deliverables, Learner Profile, Treatment Rationale/Development Model/Instructional Model</strong>&lt;br&gt;Review: Hardware/Software Specifications</td>
<td>Located in Module 10 Assignment Materials Folder</td>
<td>Third Weekly Project Management Journal Entries</td>
<td>10</td>
</tr>
<tr>
<td>April 6th</td>
<td><strong>Complete Statement of Work Schedule, Timeline, Tasks, Milestones, and Deliverables</strong></td>
<td>Located in Module 11 Assignment Materials Folder</td>
<td>Fourth Weekly Project Management Journal Entries</td>
<td>11</td>
</tr>
<tr>
<td>April 13th</td>
<td><strong>Formative Evaluation Plan and Change Requests</strong>&lt;br&gt;Data Analytics and Behavior Mapping</td>
<td>Located in Module 12 Assignment Materials Folder</td>
<td>Fifth Weekly Project Management Journal Entries</td>
<td>12</td>
</tr>
<tr>
<td>April 20th</td>
<td><strong>Final Implementation and Working Draft to Practicum Advisor with Client Sign-Off Forms</strong></td>
<td>Located in Module 13 Assignment Materials Folder</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
| May 4th          | **Delivery: Final Project Documentation Due**<br>  
  - Project Activity Logs Analysis  
  - Installation and User Documentation (including browser compatibility and accessibility notes)  
  - Project Extension Proposal (if applicable) |                                                | 14                                  |  
| May 11th         | **Final Exam Due: “The Defense”** |                                                | 15                                  |  

*Spring, 2019*  
David R. Squires, Ph.D.  
*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
*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 rubrics in the Blackboard Learn course site.

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**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, Zoom
Or, Over the Telephone: 1-361-825-2453

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**Download the IDET 5397 Mobile app for iOS and Android**
Access your course content and set reminders for due dates anytime, anywhere

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Spring, 2019
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**XV. Assignments Summary**

All assignments are due by 11:59pm on the designated due date.  
[Credit or No Credit = C/NC]

<table>
<thead>
<tr>
<th>Portfolio Assessment</th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Portfolio Peer Reviews (x5)</td>
<td>Every Week</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Professional Development Statement</td>
<td>January 19th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Curriculum Vitae / Resume</td>
<td>January 26th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Sample of Written Work</td>
<td>February 2nd</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Samples of Learning Artifacts</td>
<td>February 9th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Future Ideas, Program of Study, &amp; Evaluations</td>
<td>February 16th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td><strong>Deliverable: Complete Online Portfolio</strong></td>
<td>March 2nd</td>
<td>40 points</td>
<td>______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Project</th>
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</thead>
<tbody>
<tr>
<td>Weekly Project Journal Entries (x5)</td>
<td>Every Week</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Introduction: On-The-Job Project Selections</td>
<td>March 9th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Purpose and Scope of Project</td>
<td>March 23rd</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Schedule: Tasks, Milestones, Deliverables</td>
<td>March 30th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Complete Statement of Work (SOW)</td>
<td>April 6th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td>Formative Evaluation and Change Requests</td>
<td>April 13th</td>
<td>C/NC</td>
<td>______</td>
</tr>
<tr>
<td><strong>Deliverable: Complete Client Ready Project</strong></td>
<td>May 4th</td>
<td>40 points</td>
<td>______</td>
</tr>
</tbody>
</table>

| Final Examination: “The Defense”                         | May 11th     | 10 points      | ______ |

| Service Hours                                            | Due Before End of the Course | 10 points | ______ |

**Total = 100 points**
XVI. Module Readings & Posted Articles


**XVII. Bibliography**


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


Spring, 2019
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*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*

*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. (April 5th, 2019) is the last day to drop a class with an automatic grade of “W” this term.
**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](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.

*Spring, 2019*

David R. Squires, Ph.D.

*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
**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