Texas A&M University-Corpus Christi  
College of Education: Department of Teacher Education  
syllabus  
IDET 3310: Technology Applications for Teachers  
Spring 2020

Instructor: Dr. Susan Elwood  
Office: Faculty Center 252  
Phone: (361) 825-2407 (office)  
IT Help Desk: (361) 825-2692  
Email: Susan.Elwood@tamucc.edu  
Office Hours: M, W 1:15-2 pm near class; email to request WebEX other time?  
Class Meetings: Mondays and Wednesdays, 2:00-3:15 pm;  
Class Dates: 1/21 – 5/9  
Location: ECDC 211

NOTE: This is a hybrid course, meaning that it includes some face-to-face on-campus meetings and some fully online sessions. You are expected to devote quality study to all sessions, whether held in-person or online. See the course calendar in part VII of this document for the dates when we will meet face-to-face on campus. You may need to prove proficiency through activities completed well in advance of class in order to be exempt from class that particular online day.

I: COURSE DESCRIPTION:

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

II: Rationale: This course prepares teachers for technologies used and expected in K-12 classroom environments. Skills and theories learned in this course are to be utilized and expanded upon in future courses, student teaching, and teaching.

III: Required Texts

None

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

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

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

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

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

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

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

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

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

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

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

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

5. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
The course also covers the INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) EDUCATOR STANDARDS, which all public school teachers in Texas should be able to meet, as follows:

Leader: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Specific learning objectives addressed in the course are as follows:

- Demonstrate existing tech skills and develop technological artifacts;
- Describe how technological tools are appropriately used with students with exceptionalities;
- Identify technology tools that are appropriate for use with students with exceptionalities;
- Describe and use 21st Century Skills when creating course artifacts;
- Describe the day-to-day work of a special education teacher in the schools; describe strategies for successful teaching and leadership as a special educator in light of discussants’ shared ideas and insights;
• Apply fundamental instructional design practices to develop an effective, professional quality workshop with appropriate tech tool use(s);

• Explain the purposes of formative evaluation; conduct an informal formative evaluation of a peer’s instructional materials, providing clear and specific constructive feedback;

• Deliver a professional quality workshop; evaluate peers’ workshops;

• Develop effective instructional materials for use by learners with specific, identified exceptionalities;

• Develop effective instructional materials for use by learners with specific, identified exceptionalities;

• Develop and share a personal viewpoint or philosophy on appropriate uses of technology with students with exceptionalities;

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

• Strive to attain at least a Level 1 Google Certification.

V. Instructional Methods and Activities

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

• Traditional Experiences (lectures/discussions, blog entries, demonstrations, guest speakers, videos, cooperative group work, flipped instruction, and student discussions/presentations.)

• Online activities: As this is a blended learning, hybrid course, you will spend considerable time completing online learning activities. These activities include utilizing appropriate Internet resources toward achieving course objectives. Specific activities include reading, writing, using and planning instruction using collaborative, online tools, posting comments in the discussion forum, and other engaging work. See the Bb course shell, according to below course schedule for longer work descriptions.

VI. Student Evaluation and Point Assignments

(100 points) Combined activities and assignments, including weekly participation. Specific assignments will include rubrics. Each week will also include a comprehensive participation grades that will be tabulated at midterm and final. Therefore, give your
best always, since random contributions will be evaluated.

Additional details to be provided when timely.

90 to 100 points or more = A  
80 to 89 points = B  
70 to 79 points = C  
60 to 69 points = D  
59 and below = F

**NOTE:** Anyone who misses two sessions (without a valid excuse) will have their final course grade reduced by one full letter grade. Any combination of arriving late or leaving early contributes to absences.

**Extra credit** - Students who are current with all assignments as of the last week of class and have no more than one class absence may earn **5 points extra credit** by providing proof of membership in both the Texas Computer Education Association (free membership for students!) AND one of the following professional teaching organizations: Association of Texas Professional Educators (ATPE), the American Federation of Teachers (AFT), or the **Council for Exceptional Children**.

VII: **TENTATIVE Course Calendar:** Any changes made will be made in consideration of students. 2019 is a total course reconstruction to better align with ISTE standards and Google Certification.

<table>
<thead>
<tr>
<th>Session #s and dates</th>
<th>Due at end of week</th>
</tr>
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<tbody>
<tr>
<td>(1) 1/21: <strong>face to face</strong></td>
<td></td>
</tr>
<tr>
<td>Course orientation, policies, &amp; introductions; discussion of online portions of the course</td>
<td>Describe expectations and course policies; meet peers;</td>
</tr>
<tr>
<td>Technology-based warm-up activity; Google drive; social media related to the class; forward your Islander email to the email provider you regularly use, please.</td>
<td>Demonstrate existing tech skills; develop a technological artifact; active Google Drive account. Beginning of individual course site started.</td>
</tr>
<tr>
<td>(2) 1/27: <strong>face to face</strong></td>
<td></td>
</tr>
<tr>
<td>Complete flipped classroom assignments in <strong>Module 1</strong>: Session 2 in Blackboard.</td>
<td>Completed <strong>Google Cert</strong> Journal entry; 3-5 minute Celebrate and Elevate Team web conference blog entry. Final Team Activity Appreciative Inquiry ISTE Student Standard activity.</td>
</tr>
<tr>
<td>(3) 2/3: <strong>face-to-face</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity Details</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/17</td>
<td>Online activity: Complete assignments in Module 1: Session 5 in Blackboard. Completed Google Cert Journal; 3-5 minute Celebrate and Elevate Team web conference blog entry. Final Team Activity Appreciative Inquiry ISTE Student Standard activity. *Google Cert Level 1 test completion screen shot (minimally) or Level 1 and more certificate(s).</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/16</td>
<td>Online Complete assignments in Session 8 in Blackboard. Islander Tech Apps for Teachers. Goal: Complete module 3 of Islander Tech. * Midterm of Individual Course Site DUE.</td>
</tr>
</tbody>
</table>
### Introduction of Module 3 of course: Peer workshop introduction and planning.
Develop effective instructional materials for use by learners, including those with specific, identified exceptionalities

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23</td>
<td>Online</td>
<td>Team plan outlined for peer to peer workshop. Due session 12.</td>
</tr>
<tr>
<td>3/30</td>
<td>Face-to-face</td>
<td>TENTATIVE Panel Discussion via VoiceThread among experienced teachers and experts on uses of technology with individuals with exceptionalities; discussion, debrief, and discussion forum post Describe the day-to-day work of a special education &amp; technology-integration teachers in the schools; describe strategies for successful teaching and leadership as a special educator in light of discussants’ shared ideas and insights within your course site.</td>
</tr>
<tr>
<td>4/6</td>
<td>Face-to-face</td>
<td>Continuation of peer workshop planning. Team plan due at beginning of class, including screen check of all online tool sign-ups and collaborative sharing. Storyboard, timeline due. Peer team evaluations due.</td>
</tr>
<tr>
<td>4/13</td>
<td>Online</td>
<td>Complete assignments in Session 13 in Blackboard. Fully developed team workshop due.</td>
</tr>
<tr>
<td>4/20</td>
<td>Face to face</td>
<td>Round 1 of Team Workshops Round 1 Team Workshop products and reflections due. Formative Course Evals due.</td>
</tr>
<tr>
<td>4/27</td>
<td>Face-to-face or online?</td>
<td>Round 2 of Team Workshops Round 2 Team Workshop products and reflections due.</td>
</tr>
</tbody>
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VIII. Course Policies and Resources

**Attendance Policy**
Attendance is crucial to your success in this program and your development as a professional. **Attendance is expected.** Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. **Anyone who misses two face-to-face sessions (without a valid excuse) will have their final course grade reduced by one full letter grade.** Any combination of arriving late or leaving early constitutes an absence. Contact your instructor as necessary in this regard.

You may be excused from attending a given class session if you are attending a school-sanctioned activity or if you have a written doctor’s excuse specifically including the class time as a necessary absence if meeting face to face. Online class sessions need a doctor’s excuse stating incapacitation beyond normal abilities to carry on online work over the course of the week. You must provide written authorization for University-sanctioned absences. It is your responsibility to check with fellow classmates for any missed work or assignments. There are no extra credit opportunities in this class. If you are going to be tardy or absent, contact your instructor.

**Make-up Policy**
You are personally responsible for all material discussed in class, even if you have a doctor’s excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- **Check your Islander email at least every two days.** Even better, **forward your Islander email to the email provider you regularly use.**
- **Post online assignments on time.**
● Respect and be sensitive toward other classmates by choosing your words carefully.
● Be responsible to your own learning first before asking peers questions. Read your assignments well.
● Don't get behind. If you get behind in a hybrid course, it is very difficult to get back on track.
● Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
● You are expected to demonstrate maturity and self-direction and to manage your own affairs.
● **Instructor response time:** All Blackboard messages or emails to the instructor will be answered promptly and within 24 hours at the latest.

**Late Work:**

If you submit any assignment including online course work late, you will receive a 20% reduction of your grade for the late work.

**Academic Integrity and Working with Other Students**

Please know and adhere to copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. **Do not plagiarize** another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog. Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

**Help with Blackboard, Technical Issues, and Learning Online:**

URL: [http://iol.tamucc.edu](http://iol.tamucc.edu)
URL: Island Online Student Resources Webpage: [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html)

**Technology Requirements**

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


To view flash (.flv) files from sites such as You Tube, download the Flash player at [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)
Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Dropping the Course: Even if you never attend or start then stop attending—it is your responsibility to formally drop the course through the University Registrar’s Office. You will not be automatically dropped if you “fail to appear.” If you have concerns about completing the course and are considering dropping or withdrawing, contact your instructor first.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the
process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

*Disabilities Accommodations*

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

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by Southern Association of Colleges and Schools (SACS)*

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabiling condition that will require modifications to avoid discrimination.