Course Change Request

Date Submitted: 01/26/18 10:59 am

Viewing: EDTC 613 : Integrating Technology in Learning Environments

Last edit: 01/29/18 8:37 am
Changes proposed by: gbyrns

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
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</tbody>
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Rationale for Course
Edit

The proposed changes are part of a routine curriculum review.

Course prefix: EDTC
Course number: 613
Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title
Integrating Technology in Learning Environments
Abbreviated Course Title: INTEG TECH LEARN ENVIRON

Catalog course description

(2-2): Develops a broad understanding of what is involved in designing technology rich environments to support active learning; examines the integration of human learning theories with instructional design and development practices in the selection, preparation, evaluation, and ethics of instructional technology implementation.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No
Crosslisted With

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/26/18 3:13 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 8:37 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/30/18 9:25 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
   Beverly Irby (ibirby): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
   Beverly Irby (ibirby): Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Megan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
EDTC 613: Integrating Technology in Learning Environments

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Credit Hour(s)</th>
<th>Lecture: 2</th>
<th>Lab: 1</th>
<th>Other: 0</th>
<th>Total: 3</th>
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<tbody>
<tr>
<td>Hour(s)</td>
<td></td>
<td>Contact Hour(s) (per week):</td>
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Repeateable for credit? No
Three-peat? No

CIP/Fund Code 1305010004
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. Program faculty collaborate to ensure that course objectives are rigorous and comprehensive. The designer and instructor of this course has been designated an 'Exemplary Distance Educator' by TAMU, according to QM standards.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="https://nextcatalog.tamu.edu/courseleaf/approve/">EDTC613_Integrating_Technology_Syllabus_su18.pdf</a></td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No                  |
| Additional information                     |                      |
| Reviewer Comments                           |                      |
| Reported to state?                          | No                  |
EDTC 613 Integrating Technology in Learning Environments  
Summer 2018

Syllabus & Course Schedule

Course Description:

Develops a broad understanding of what is involved in designing technology rich environments to support active learning; examines the integration of human learning theories with instructional design and development practices in the selection, preparation, evaluation, and ethics of instructional technology implementation.

Instructor:
Noelle Wall Sweany, Ph.D.  
Clinical Associate Professor  
Educational Technology Program  
Harrington 724  
979-862-2086  
nsweany@tamu.edu (quickest response)

Teaching Assistant:
Yun Li, M.Ed.  
Doctoral Student  
Educational Technology Program  
liyun215@tamu.edu

Office Hours:

You are welcome to make an appointment to meet with me to discuss your progress, work, or evaluation at any time. We can arrange to discuss by phone, Skype/Google Hangouts, or meet in person.

Course Objectives:

By the end of this course, you should be able to:

- Explain the International Society for Technology in Education (ISTE) Standards for Students and Educators
- Align an instructional lesson plan with ISTE Standards for Students
- Evaluate technology apps/tools according to usefulness for teaching and learning
- Determine an appropriate technology tool to support instructional objectives
- Apply a technology integration model to the development of an instructional lesson plan
- Describe and apply digital citizenship, copyright, and fair use guidelines.
- Create a basic website using Google Apps for Education
- Successfully complete the training for Google Certified Educator Level 1 exam

Texts:

  Note: You will need an access code to access additional online resources. I would recommend purchasing this text directly from Pearson or the TAMU bookstore to ensure you receive a correct access code.

- Other readings as assigned will be available on Course Reserves (http://library-reserves.tamu.edu/areslocal/index.htm) Link will also be provided in eCampus.
Course Structure:

This is a compressed summer course that will be extremely fast-paced – we will be covering the same content of a traditional 15-week course in 5 weeks. The course will be taught online in an asynchronous manner. This means that you will access the learning materials and activities on your own time, but you will need to follow the weekly schedule and due dates – typically we’ll have assignments or discussion responses due Tues, Wed, Thurs, and Fri of each week. If you are unable to participate on an ongoing basis, you are strongly advised to take this course at a later time.

Course Web Page

We will use eCampus as our learning platform. You can access our course section by logging into http://ecampus.tamu.edu/ and clicking on our course title under My Courses. Student Tutorials for eCampus can be found under ITS Docs on the Help menu or at http://ecampus.tamu.edu/student-help.php

Access to Technology:

We will use eCampus as our learning platform. You can access our course section by logging into http://ecampus.tamu.edu/ and clicking on our course title under My Courses. Student Tutorials for eCampus can be found under ITS Docs on the Help menu or at http://ecampus.tamu.edu/student-help.php

All document submissions should be saved as a .doc or .docx file. If you do not have access to Microsoft Word, please contact your instructor to find out how to proceed.

In order to minimize possible incompatibility problems, please be sure all of your plug-ins are updated. Using some browsers may produce errors. Thus, if you are having difficulty, I always recommend trying a different browser first. You will also need some type of software that will allow you to watch videos.

Finally, it is my expectation that you have continuous and reliable access to both a computer and the Internet for the full duration of this course. If you are going out of town during the time you are taking this course, you will still be expected to complete work on time. If you have extenuating and unexpected circumstances, please contact your instructor immediately.

Technical Support:

If you need support with eCampus, you can contact Help Desk Central at helpdesk@tamu.edu, call 979-845-8300, or you may submit an online course ticket at http://it.education.tamu.edu/
Course Assignments and Evaluation:

- **Module Activities:** 35 pts
  - Week 1, Module 1 - Introductions [3 pts.]
  - Week 1, Module 2 - Tech Integration [3 pts.]
  - Week 2, Module 1 - ISTE Standards [3 pts.]
  - Week 2, Module 2 - DID Lesson Plan (Rough Draft)* [3 pts.]
  - Week 3, Module 1 - Technology Task Challenges [5 pts.]
  - Week 3, Module 2 - Addressing Diversity [3 pts.]; Social Media [3 pts]
  - Week 4, Module 1 - App Reviews Video/Screencast* [3 pts]
  - Week 4, Module 2 - Digital Citizenship/Internet Safety/Copyright * [3 pts]
  - Week 5, Module 1 - Online Learning [3 pts]
  - Week 5, Module 2 - Final Google Site*; Google Certified Educator Training* [3 pts.]

  *Indicates weeks that major assignments are due. Discussion will be over these assignments.

- **Personal Teaching Website (using Google Sites)** 40 pts
  - Intro [1 pt.]
  - Calendar [1 pt.]
  - Lesson Plan/Instructional Unit aligned with ISTE Standards-S [15 pts]
  - Embedded YouTube Playlist [3 pts]
  - Embedded Google Form Video Assessment [5 pts]
  - Digital Citizenship OR Internet Safety OR Copyright [15 pts]
    - any sources used need to be cited and referenced in APA format (including images). For help with APA formatting, see the “Helpful Resources” section in our course in eCampus

- **Software/App Review Screencast or Video** 15 pts

- **Google Certified Educator Level 1 Training** 10 pts

More details for each assignment, including evaluation criteria for each task, will be discussed in class.

Letter Grade Scale:

A = 90 to 100 points
B = 80 to 89 points
C = 70 to 79 points
F = 0 to 69 points
TIPS FOR ONLINE DISCUSSIONS

The success of this course depends on active participation from all of us. Weekly participation is required. Students are responsible for completing the assigned readings, completing the weekly online activities, and responding to peers’ posts and comments.

You will be placed in small groups for discussions. This will be your group throughout the entire course. You are welcome to read/comment in other group discussions, but make sure that you meet the minimum requirements for your own discussion group. For this compressed summer schedule, you will typically be asked to post your assignment and/or initial response to a discussion question on Tues AND Thurs of each week. You will then be asked to respond to your peers’ posts on Wed and Fri of each week. Missed discussions cannot be made up.

A few other helpful guidelines:

- Think about the questions first before you read the responses of your classmates.
- View the discussion not as a writing assignment but as a dialogue between yourself and the members of the class.
- Keep your responses concise, but provide enough information to get your point across.
- Ask open-ended questions that invite the response of your classmates.
- Make sure you title the post so that classmates can follow the threads of the discussion.
- Check back to see if any of your classmates have responded to your posting.

In my role as a facilitator, I really enjoy seeing the discussion unfold and the connections that are made. While I am following the discussion and will post responses to clarify misconceptions, etc., I typically will wait and provide my thoughts as a summary or debriefing of the discussion.

Note: Each week will have different activities and requirements so be sure and check in early in the week (or over the weekend) to see what is required.
Online Discussion Evaluation Rubric:

For each of our online discussions, you will be assessed on both your initial response to the discussion question and the responses you offer to your peers. Each of these categories is worth 0 to 3 points and will be averaged to determine your grade for each online discussion (for a total of 3 points per discussion.)

<table>
<thead>
<tr>
<th>Rubric: Online Discussions</th>
<th>(3 pts.)</th>
<th>(1.5 pts.)</th>
<th>(0 pts.)</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Response</strong></td>
<td>Demonstrates clear understanding of assigned reading Often includes a personal example or outside source that clearly relates to content being discussed</td>
<td>Posts written with basic understanding of material, but needs more detail</td>
<td>Did not post by deadline</td>
</tr>
<tr>
<td><strong>Peer Responses</strong></td>
<td>Responded to at least 2 peers. Responses demonstrate thoughtful reflection: Ex. Integrating peer’s thoughts with your own thoughts, relating ideas back to text, providing concrete examples, linking to outside sources, etc.</td>
<td>Responded to at least 2 peers, but posts reflect minimum effort OR responded to only 1 peer</td>
<td>No peer responses OR responded after deadline</td>
</tr>
</tbody>
</table>
Relevant Policies

Late Work

Major assignments will lose one letter grade for every day they are submitted late (up to 3 days). Late assignments will not be accepted after 3 days. Please note: Online Discussions cannot be made up.

Copyright/Plagiarism

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under Part I. Academic Rules, Academic Misconduct.

Americans with Disabilities Act (ADA)

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 contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu.

CEHD Statement on Diversity

We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.
Course Schedule

**Contents of the schedule are subject to change. Any changes will be announced in class in advance. IF THE LINKS DON'T WORK, TRY COPYING AND PASTING THE URL INTO YOUR BROWSER**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>2 - June 4</td>
<td><strong>Module 1 - Ed Tech Standards</strong></td>
<td>ISTE Standards for Educators&lt;br&gt;ISTE Standards for Students</td>
<td>Discussion: ISTE Standards</td>
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<tr>
<td></td>
<td><strong>Module 2 - Planning for Tech Integration</strong></td>
<td>Lever-Duffy &amp; McDonald, Ch. 2, 3</td>
<td>Discussion: Lesson Plan -- Rough Draft&lt;br&gt;<strong>Due: Thurs. June 7</strong>&lt;br&gt;Lesson Plan -- Rough Draft (DID Steps 1-3)&lt;br&gt;<strong>Due: Fri., June 8:</strong>&lt;br&gt;Google Site: Intro, Calendar</td>
</tr>
<tr>
<td>Date</td>
<td>Module 1 - Technology in Classroom</td>
<td>Module 2 – Technology in Classroom</td>
<td>Activity: Technology Task Challenges</td>
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<td>3 – June 11</td>
<td>Critical Thinking</td>
<td>Diverse Learners</td>
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<td></td>
<td>Lever-Duffy &amp; McDonald, Ch. 6</td>
<td>Social Media</td>
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<td></td>
<td>Lever-Duffy &amp; McDonald, Ch. 4, 9</td>
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<td></td>
<td>(pp.208-223)</td>
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<td>4 – June 18</td>
<td>Apps for Students &amp; Teachers</td>
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<td>Lever-Duffy &amp; McDonald, Ch. 7, 8, 9</td>
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<td>Discussion: App Reviews</td>
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<td>Due: Tues. June 19 App Review</td>
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<td>Screencast/Video</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Description</td>
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<td>5 – June 25</td>
<td>Module 1</td>
<td>Distance Learning Blended Learning Implementation Issues</td>
<td>Lever-Duffy &amp; McDonald, Ch. 10, 11</td>
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<td></td>
<td>Module 2</td>
<td>Wrap-Up</td>
<td>Lever-Duffy &amp; McDonald, Ch. 12</td>
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