Course Change Request

Date Submitted: 02/08/18 10:59 am

Viewing: EDTC 642 : Designing for Mobile Learning

Last approved: 06/18/17 3:23 am
Last edit: 02/13/18 8:33 am
Changes proposed by: gbyrns

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<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>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: EDTC  
Course number: 642

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019 2017-2018

Complete Course Title: Designing for Mobile Learning
Abbreviated Course Title: DESIGN FOR MOBILE LEARNING

Catalog course description:
Introduction to basics of designing educational applications for mobile devices; emphasis on instructional, visual and human-computer interaction design principles; hands-on design and development work combined with a theoretical approach to designing learning experiences; previous programming experiences not required.

Prerequisites and Restrictions:
Graduate classification; approval of department head.
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. 02/12/18 11:08 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/13/18 8:33 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 3:48 pm
   Melanie Robideau (mrobbieau): Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

History
1. Jun 18, 2017 by sarah.gordon

https://nextcatalog.tamu.edu/courseleaf/approve/
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 collaborative, 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

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>
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<tbody>
<tr>
<td><strong>Upload syllabus</strong></td>
<td>EDTC642_mLearning_Syllabus_fa18.pdf</td>
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<th>Letters of support or other documentation</th>
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<td>Additional information</td>
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<tr>
<td>Reviewer Comments</td>
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<tr>
<td>Reported to state?</td>
<td>No</td>
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</table>
ETDC 642 Designing for Mobile Learning  
Fall 2018

Syllabus & Course Schedule

Course Description:
Introduction to the basics of designing educational apps for mobile devices. Emphasis on instructional, visual, and human-computer interaction design principles. Hands-on design and development work will be combined with a theoretical approach to designing learning experiences. No previous programming experience is required. Prerequisites and Restrictions: Graduate classification; approval of department head.

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 will be able to:

- List benefits and challenges of using mobile technologies for learning
- Identify instructional objectives that would benefit from a mobile approach
- Evaluate educational apps according to pedagogical and interface design principles
- Discuss the current m-learning trends in K-12, Higher Ed, and Corporate contexts
- Describe the strengths and weaknesses of various mobile platforms
- Apply instructional, visual, and usability design principles to the development of a mobile app

Texts:


  - available as a free ebook through TAMU library
Course Structure:

This course will be divided into 3 parts: an Overview of Mobile Learning and Design Principles, a review of several Mobile Learning Development Tools, and the Design and Development of a small app. You’ll notice that the readings are front-loaded during the first few weeks of the course. The development portion of the course will be completed in teams of 2-3 students. You may choose to focus more heavily on the design side while others may focus on the development or programming side, according to your own interests.

This 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. Discussions will take place throughout the week. **Readings and activities are due weekly.** There will also be some collaborative work where you will need to meet with other class members online. If you are unable to participate on an ongoing basis in a manner similar to a face-to-face class, 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:

Weekly Discussions & Activities  60 points (4 pts/week)
App Design & Development
  Design Proposal  5 points
  Storyboard, Interface Design & Instructional Rationale  20 points
  Working App  15 points

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.

For the online discussion, typically, you will be asked to **post your first response to the discussion area by Tuesday** (end of day). To earn FULL credit, you will post on at least **2 different days** throughout the week. Your comments should demonstrate that you have thought about the material at a deeper level and they should add value/insight to our discussion. A simple “I agree” or “Good point” will not earn full credit. Substantive comments may include personal examples, provide a counter-argument, incorporate outside sources, ask follow-up questions, etc. **Missed discussions cannot be made up.**

A few other helpful guidelines:

- A week is defined as 7 days between Sunday and Saturday
- 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. Every Friday, I’ll post the material for the upcoming week.
### 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 2 points (for a total of 4 points per discussion.)

<table>
<thead>
<tr>
<th>Rubric: Online Discussions</th>
<th>[ 2 pts ]</th>
<th>[ 1 pt ]</th>
<th>[0 pts.]</th>
</tr>
</thead>
</table>
| **Initial Response**     | Demonstrates clear understanding of assigned reading  
                          | Often includes a personal example or outside source that clearly relates to content being discussed | Posts written with basic understanding of material, but needs more detail | Did not post by deadline |
| **Peer Responses**       | [2 pts.] | [1 pt.]  | [0 pts.] |
|                          | 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. | Responded to at least 2 peers, but posts reflect minimum effort OR responded to only 1 peer | No peer responses OR responded after deadline |
App Design & Development (40 pts.)

In this course, you’ll be introduced to several different types of mobile development tools (for Mac, Windows, iOS, Android platforms.) You will choose one tool to develop your final app. All software is free or available to download for a trial period. (Note: Articulate Storyline is available as a 45-day trial. Please do not download it until we get to that point in the semester.)

You do not need to have any programming experience to be successful in this course. The materials and tutorials I provide will assume that we are starting with the very basics. Some of you may have more programming experience and that’s great – you can spend some time working on more advanced tutorials. The app you decide to develop will be based on your own programming experience and future goals. Some of you may be more interested in interface design for mobile learning and some of you might be more interested in the actual development work. You may team up and work collaboratively to develop your final app. I’ll work with each of you to plan a project that meets your needs. For the purposes of this course, though, the app should be very narrow in scope. The goal of this project is to give you a sense of design considerations for mobile learning and how mobile apps are developed, not for you to become expert programmers.

As with any problem-solving skill, learning a new programming application and new concepts requires time and practice. Although basic concepts and skills will be taught in this class, you will be expected to use resources, practice, and struggle a bit on your own. You will need to research and develop workarounds for problems you encounter. After all, the ability to troubleshoot is a key skill required for software development work and goes with the territory!

The App Project for the course will consist of:

- **Design Proposal** [5 pts] – a written explanation of what the app will do and how it will aid in teaching and/or learning
- **Storyboard, Interface Design, & Instructional Rationale** [20 pts] – a graphic representation of the app interface and overall functionality along with a discussion of how your design decisions are supported by pedagogical theory
- **Working App** [15 pts] – the actual standalone app developed in a tool of your choice

We’ll discuss each of these in detail during the course.
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

The Aggie Honor Code states “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please review the University Aggie Honor Code.

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>1 – Aug. 27</td>
<td>Introduction to the course</td>
<td>Review Syllabus&lt;br&gt;Review eCampus Help Guides&lt;br&gt;<a href="http://ecampus.tamu.edu/student-help.php">http://ecampus.tamu.edu/student-help.php</a></td>
<td>/<em>Online activities posted in eCampus will be due weekly</em>/</td>
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<td></td>
<td>Overview of mLearning</td>
<td>MLH Ch. 1, 3, 7</td>
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<td>2 – Sept. 3</td>
<td>The Science of Learning Design Paradigms</td>
<td>M&amp;D Ch. 1, 2&lt;br&gt;MLH Ch. 2</td>
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<td>4 – Sept. 17</td>
<td>mLearning User Interface Design Principles</td>
<td>M&amp;D, Ch. 6, 9&lt;br&gt;MLH Ch. 9&lt;br&gt;Interface Design for Learning, Ch. 9</td>
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<td>5 – Sept. 24</td>
<td>App Devpt Process Devpt Tool: MIT App Inventor</td>
<td>MLH Ch. 8&lt;br&gt;App Inventor – Getting Started&lt;br&gt;<a href="https://goo.gl/UQ7AG5">https://goo.gl/UQ7AG5</a></td>
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<td>Date</td>
<td>Devpt Tool</td>
<td>Activity</td>
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<td>6 – Oct. 1</td>
<td>Devpt Tool: LiveCode</td>
<td>LiveCode Beginner’s Guide:</td>
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<td>Devpt Tool: Swift</td>
<td>Apple Education: Teaching Code</td>
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<td>Development Teams Formed</td>
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<td>8 – Oct. 15</td>
<td>Devpt Tool: HTML &amp;</td>
<td>Dreamweaver Basics:</td>
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<td>Responsive Design</td>
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<td>Due Wed. Oct. 17: Design Proposal</td>
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<td>9 – Oct. 22</td>
<td>Devpt Tool: Storyline</td>
<td>Getting Started with Articulate Storyline</td>
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<td>The Definitive Guide to Multi-Device E-</td>
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<td>Developing your App</td>
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<td>11 – Nov. 5</td>
<td>Developing your App</td>
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<td>12 – Nov. 12</td>
<td>Evaluation and Accessible</td>
<td>M&amp;D, Ch. 12, 13</td>
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<td>Issues</td>
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<td>13 – Nov. 19</td>
<td>Field Testing your App</td>
<td>MLH, Ch. 14</td>
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<td>QA  Test Strategies for Mobile Learning</td>
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<td>14 – Nov. 26</td>
<td>Future of mLearning</td>
<td>MLH, Ch. 16</td>
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<td>M&amp;D, Ch. 21</td>
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<td>Due Tues. Nov. 28: App - Beta version &amp;</td>
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<td>15 – Dec. 3</td>
<td>Final Week</td>
<td>Course Wrap-Up</td>
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<td>Due Wed. Dec. 6: App - Final Version</td>
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