Course Description: “Students create, find, evaluate, use, and store digital educational products; assess their impact on learning; plan standards-based lessons, and design storage and retrieval systems.” (From UCM 2011 Graduate Catalog)

Prerequisite: There are no pre-requisites for this course.

INSTRUCTOR INFORMATION:

Dr. Z. L. Bland
Grinstead 216
(660) 543-8615 (voice)
(660) 543-8753 (fax)
*Office Hours: Tuesday 11 a.m. – 1 p.m. CST (virtual); 6 – 7 p.m. CST by appointment (virtual)
Virtual location: http://ucmconnect.ucmo.edu/drbofficehours/
Thursday 7:30-10 CST (Grinstead 216 face-to-face by appointment)
By Appointment: Please call or e-mail to schedule a meeting time
*If changed, will be posted on Blackboard (other virtual locations may be forthcoming)

E-mail: bland@ucmo.edu (preferred, will respond within 24 hours)
Skype: zbland51

Although the class is online, students with questions and problems have the opportunity to communicate with the teacher via Blackboard or e-mail, phone, instant messaging, or in person. Office meetings can always be arranged to fit student and teacher schedules (depending on summer or regular semester and also at the Summit Center, especially for summer sessions). The preferred mode of contact is e-mail.

TEXT AND RELATED MATERIAL:

There is no text for the course.

Recommended (for formatting papers)—Note: If you have access to this from a library or another source, you may not need to purchase a copy. Many website provide basic formatting information. The APA site is http://apastyle.apa.org; another site to search is the Purdue Owl APA (use search engine to locate URL).

Textbooks can be purchased from the University Store, in person or via a distance and then shipped to you (1.800.330.7698 or http://www.ucmbookstore.com).

This class will also use supplemental information available online or from the instructor. Online materials vary by semester and will be posted in Blackboard in folders for Weekly Assignments and Course Information.

**CONCEPTUAL FRAMEWORK:**

**Belief Statement**
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

**Mission**
As a cornerstone of the institution for over 130 years, the University of Central Missouri's Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.

**COURSE OBJECTIVES:**

**OBJECTIVES OF THE COURSE (The Course description is also the Goal for the course)**
Upon the completion of this course the student will be able to:

- Identify a variety of types of learning objects that are freely available on the Web
- Design personalized storage systems that enable rapid search and retrieval of learning objects
- Select and align learning objects and activities with curriculum standards
- Develop many-to-many relationships between learning activities and learning objects
- Integrate lesson plans, learning activities, and learning objects in order to differentiate instruction
• Explore the use of authoring systems for creating multi-media learning objects
• Demonstrate skill at creating and manipulating graphic information
• Create web pages using HTML and HTML editors
• Evaluate assessment tools as learning objects
• Model and teach the ethical and legal use of learning objects and other web-based resources

COURSE REQUIREMENTS:

Online Activities and Participation (300 points)
Online discussions and activities are available throughout the course session. These may include the general Discussion Board, Peer Reviews, etc. with some variation depending on the size of the class and specific activities. With each activity you are expected to respond to the initial question/s as well as interact with classmates in a discussion or follow the directions as specified for each. Grading is based on the frequency and regularity of postings response to at least 2 peers as a minimum or as directed, on time completion of all discussion activities, and the quality and depth of online discussions. Please review the section of this syllabus titled “Structure of the Course/Student Responsibilities” for more information on expectations of discussion board discourse. Please note that the time that is spent online or the number of times Bb is checked per day or week does not constitute grading for this course. However, if Bb is not checked on a regular basis, then information from peers’ discussion will probably be missed.

Online Participation Grading Rubric

<table>
<thead>
<tr>
<th>DB=Discussion Board</th>
<th>Target A 90-100%</th>
<th>Acceptable B 80-89%</th>
<th>Unacceptable C/D/F 79% and below</th>
<th>Score %s 90, 80, 79 below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity of discussion posts</strong></td>
<td>Initial posts as required and replies to peer posts above the minimum (2-3 above at least) throughout week and sometime beyond week; posts on other DB as directed</td>
<td>Posts as required and responds per minimum (at least) messages per week; does not reply beyond requirement; post on other DB as directed</td>
<td>Does not post weekly or post for the at least criterion on the discussions nor post on other DB as directed</td>
<td>75</td>
</tr>
<tr>
<td><strong>Quality of discussion posts</strong></td>
<td>Ties together readings, concepts, appropriate experiences, and other posts, contributing to an in-depth discussion</td>
<td>Posts reflect on readings and experiences, but lacks depth or does not connect well to topic</td>
<td>Short and uninformative posts that do not enhance the discussion</td>
<td>75</td>
</tr>
<tr>
<td><strong>Blackboard timely posting</strong></td>
<td>All initial posts are on time; response posts are within the first 24 hours after initial due date postings or earlier and on a continuous basis to facilitate on-going discussions</td>
<td>At least 2 posts are late in the initial post; or at least 2 response posts are 24 hours after initial due date postings or earlier and lacks ongoing posts thereafter</td>
<td>More than 2 posts are late for the initial post; 2 or more response posts are after the post due timeline and does not posts continuously or combination of these</td>
<td>75</td>
</tr>
</tbody>
</table>
When posting on the discussion board, comments should be thoughtful and substantive. Include the page number/s or paragraph number for paraphrases for articles and especially quotes that are used in the discussions. These will help your peers locate information in developing their responses. “Nice job” or “I agree” is always appreciated and your post should offer substantive commentary and provide an opportunity to further the conversation (“Nice job” or “I agree” should be followed with at least a statement or two of substantiation). Discussions may take many forms including reflective, affirmative (with examples), clarification questions, challenge (friendly challenges among colleagues), etc. Keep in mind the relationship between quality and quantity of posts. The minimum or at least is for a “B” grade, not “A”.

ASSIGNMENTS: The Details of Each Assignment is in the Blackboard WEEKLY ASSIGNMENTS’ FOLDER (Be sure to check this as changes may occur)

ASSIGNMENT FORMAT
Assignments must be word processed, spell checked, and adhere to APA guidelines (double spaced, 12 pt font Times New Roman or 11 pt font Calibri, 1” margins, citations in APA format). Documents shared with classmates should always be in a compatible format so that everyone in the class can view them: Microsoft Word (.docx, .doc or .rtf) or Acrobat (.pdf). If you do not have Microsoft Office consider googledocs as an alternative (http://docs.google.com) and remember to share. Finally, name all of your assignments in the following manner in the header–LastName_Project. For example, if I were turning in an article review assignment in Microsoft Word it would have the following name: bland_articlereview or Bland_ArticleReview or BlandArticleReview (lower case and initial cap can be used, but NOT all cap; _ can be used as a separator). Always use your last name, the assignment, and do not put any spaces in the naming of your document. This should be a header unless a title page is requested in the assignment. The same format can be used on the USB or hard drive where the document is saved for consistency. Running headings and title pages are NOT used in this class; this is a modification for APA as materials are not submitted for publication. PLEASE follow the header information above.

While points cannot be made up for late work, students who are persistent in learning should do well in this course. Only original, first time developed materials are to be used in assignments unless specified. If a concept is from a source, then that source should be fully and appropriately referenced in the assignment.

Self-Introduction (50 points): Due 11:59 p.m. Thursday, August 23; Respond by 8 a.m. Monday, August 27
Getting to know your classmates is important in an online course environment. The assignment allows individuals to introduce themselves and peers to read about each other and use a Discussion Board to gage
memory of journal entries. Grading is basically on following directions (answers to the items requested) and ‘lightly’ on writing mechanics. See the Assignment Folder in Blackboard for this assignment and several other assignments for Week 1.

**Online Activities and Participation/Blackboard Lesson (300 points):** See pages 3 and 4 of syllabus (others as indicated in Bb assignments). Refer to Bb Activities folder and/or Discussion Board each week for postings and responses when required. Due dates vary throughout the term and are listed in Blackboard.

**Digital Library Initial Link/HTML (100 points):** Due by 11:59 p.m. Monday, September 17

A pre-HTML Assignment goes with this assignment. HTML tutorials are provided. No, you do not have to complete your library with HTML coding. It is to be learned for modifications you may wish to make for the Host site for your Digital Library.

The digital library of learning objects is developed with the intent that it is linked to a resume as part of your personal portfolio. After choosing a broad topic (social studies, language arts, math, etc.), identify at least 5 related sub-topics. Your digital library will serve as an online repository of resources for one broad area (comprised of at least 5 sub-topics) for a particular audience. Each section should include at least 8 objects in the FINAL Library. Additionally, out of the 8 objects, your library must have a balance of objects selected (at least 3 objects that are not text-based Web sites—e.g., PowerPoint Presentation with graphics and/or audio, Video—YouTube will count, Graphics, Podcast). Finally, you will need to create a clear, concise (3 to 5 sentences) descriptive annotation for each sub-topic and each object. So, the 3 to 5 clear and concise descriptive sentences should also indicate why the object was selected for your digital library and suggestion/s for use.

Your library will be a place to store the digital objects you find this semester. Hopefully you will continue to build this library throughout your career. If for some reason you no longer use the library or will not update and check for broken links regularly, consider deleting it from the Web. For this assignment you will find a web host, a server where you can keep your library. Please key in the words 'define web host' or 'web host define' or use the letters 'ed' in the last instance in your favorite search engine to find services and to determine the definition for a 'web host'. If you already have a web host, then you do not need to worry about this part of the assignment. This library cannot be a continuation of a Home site you have already developed, a separate site is to be developed; but it can be linked to your Home site.

There are several options for choosing a web host including:
sites.google.com/ (free with Google account, which all students have with the G-mail account for UCM--some students like it some students do not--now you get to make your decision of thumb up or thumb down)

Hostmysite.com (small fee associated)

webs.com (free, short learning curve)

Search for other using your favorite search engine

The next part of the assignment is to complete the digital library planning sheet (located in course documents; a planning sheet for you, not to be submitted). When you are finished with the assignment put the URL to your library in the Discussion Board post. Please read and follow the directions for the Discussion Board, ‘Digital Library Initial Link’.
Please SAVE all work associated with your digital library in case there are problems associated with your host server. It is a good idea to save all files in a folder created specifically for this assignment (electronic storage). Your responsibility is to have the assignment completed as directed for the initial post and the final posting (meaning, be sure to watch for notices if the provider/host server decides to stop providing the service or starts charging for what was once free).

A Discussion Board will be provided to discuss possible Web hosting sites and problems, solutions, what you have tried, etc. for this assignment. So, please share if you have information and knowledge (especially for MAC users).

Annotated Bibliography (100 points): Due by 11:59 p.m. Monday, September 24

Begin searching the ‘Online Resources’ at JCKL and the Internet for articles about Learning Objects – or digital educational products and use of color in online materials. Skim several peer-reviewed articles and select 4 that you understand for an annotated bibliography. The write-up should be about one-half page per article (can be 1.15 or 1.5 spacing or DS for the body of the critique) that includes the following tasks (a good idea would be 2 articles per area--2 on learning objects/digital educational products and 2 on use of color, or some combination, but at least one article on color)

a) Cite the article in APA format (Bibliography information in SS)

b) Identify the learning object mentioned in the article (or color/s discussed)

c) Summarize the major ideas discussed in the article (paraphrase, no quotes)

d) Identify the research topic or questions that are explored in the source and summarize the major findings or points (if applicable)

e) Discuss the implications of learning objects/the learning object to education (or color/s)

f) If APA does not require the URL, please provide the URL at the end of each discussion (SS--1line space=Shift +Enter--beneath the last line to save on space--the bottom margin of the page can be changed to .5 of the word document for this assignment)

**d is more applicable for articles that are research based

View the links provided on annotations and an annotated bibliography ('Annotated Bibliography Information') for examples and information on writing. Also, view the xxxx and repeated information for a sample on format in Bb.

Review the Weekly Assignments Folder for additional information on the assignment.

AUDIO FILES/Audacity Tutorials provided in Bb

 THESE ARE NOT AUDIO FILES FOR THE DIGITAL LIBRARY (If you wish, you can create a file for the digital library later and place it with the library--AGAIN, please do not mention the digital library in this audio recording).

ASSIGNMENT 1—20-30 Second Audio File: Complete a 20-30 Second Audio File and Peer Review

Post 20-30 Second Audio File--DUE by 11:59 p.m. Monday, October 1;

PEER REVIEW and comments due by 8 a.m. Wednesday, October 3 (If a peer post the audio file after 8 a.m. Wednesday for your Peer Review, then it is your option to review or not review--no penalty to the
To advertise your class or content area or broad topic (NOT your digital library, so do not mention the digital library in your presentation), the ability to give an elevator speech is needed—In 20-30 seconds state the pertinent information that would create an interest in your area (not the digital library, but the topic). Why would a person want to study science? Why would a student want to study literature? Etc. The ability to give more details after you get a person's attention is also needed so the person will follow-through on the desired action you want them to take--which is to enroll in your course/program/etc. You will create a 20-30 second audio file for peer review and comments on a Discussion Board.

ASSIGNMENT 2 — 2-3 Minute Audio File:

2-3 Minute Audio File (100 Points): Due by 11:59 p.m. Monday, October 8

You have now secured a radio spot and you need to submit a 2-3 minute audio file for your content area (will be submitted for the 100-point assignment). Now you get to talk a little longer. When finished discussing your area (make it creative and interesting), submit your file as directed in Bb (Save the file as an Audacity file before completing the Export so the original file is always available; one of the tutorials for Audacity discusses saving and naming files). More directions will be provided in the Bb Assignment’s Folder.

Digital Library Lesson Plan (100 points): Due by 11:59 p.m. Monday, October 29

READ ALL before beginning: Be sure to place you name in the header of the assignment (this is a continuous document, not separate documents; use space wisely)

The lesson plan should not exceed 4 pages (this does not include the Assignment handout for the students if an extra page is needed) and DO NOT include a title page; The review (Task Two is not a separate document nor is it included in the 4 pages for the lesson plan)

Review your discussion on Lesson Plans from earlier in the session and be sure the model used incorporates the required components listed in the assignment (review the rubric also).

Visit the following digital libraries and search for information to prepare an 'original' lesson to be taught (not a lesson that has been used before or one from the Internet/Web). Be sure to indicate the Web site, the Digital Library and the Digital Object are to be listed for the lesson (only one day is needed for the plan, even if it is a multi-day lesson--indicate which day if a multi-day lesson):

http://www.perseus.tufts.edu/ - Perseus Digital Library


http://library.ucmo.edu/resources/databases.htm - United Streaming (available through JCKL, click on the link, go to the letter 'U' and locate United Streaming; call the phone number below if the login information does not work) UserName: kirkpatrick_reference; Password: refdesk

You will need to call the library reference desk (660-543-4154) to get a code to use United Streaming if this one no longer works. If you are on campus, you should have access without these. NOTE: The UCMO license restricts the number of people who can use United Streaming at one time. So, if it not available at the time of your login, you will have to try again.
Task One: Choose one of these libraries, pick a resource (learning object) and develop a lesson plan where that object will be useful. In your lesson plan, make sure you include 1) Grade level, 2) Course name/subject and lesson topic, 3) Goal, 4) Objectives, 5) GLEs and state standards and/or national standards, 6) Materials needed/used, 7) Student activities/guided practice, 8) Ending product/outcome, 9) Assessment, (others, materials needed, tasks or learning activities, and information on how you will differentiate learning for students of varying ability levels)

You will need to use the state standards or some other national standards or multiple standards, try to apply the GLEs for your objectives, even if you are above the GLE levels (even if lower level). Create a chart/table to show the alignment of objectives to standards and GLEs. Use only the top 3-4 standards (even if more than 3-4 can be applied).

You are to have a handout of the assignment for the students to follow.

If you need a site for Rubric development, try http://rubistar.4teachers.org/

Also, if you use a Rubric that has already been developed, be sure to cite the source, including the site used to develop your rubric and provide the URL. If a rubric is modified, it still needs to be referenced. If a rubric is partially modified, the part that is not needs to be used as a quote not as paraphrased or modified.

Task Two: In approximately 250 words, evaluate your chosen learning object. What benefits and difficulties do you think teachers or students might have with your lesson (assume the school has a subscription to United Streaming)? For example, how easy was the interface? What would the age of students need to be for use of the resource with little or no adult help--specific for elementary education? How will the teacher fit this part of the lesson into the teaching period? Other--this is not an all inclusive listing of questions.

FINAL Digital Library (200 points): Due by 8 a.m. Wednesday, July 11

The digital library of learning objects is developed with the intent that it is linked to a resume as part of your personal portfolio. After choosing a broad topic (social studies, language arts, math, etc.), identify at least 5 related sub-topics. Your digital library will serve as an online repository of resources for one broad area (comprised of at least 5 sub-topics) for a particular audience. Each section should include at least 8 objects in the final Library. Additionally, out of the 8 objects, your library must have a balance of objects selected (at least 3 objects that are not text-based Web sites—e.g., PowerPoint Presentation with graphics and/or audio, Video—YouTube will count, Graphics, Podcast). Finally, you will need to create a clear, concise (2 or 3 sentences) descriptive annotation for each sub-topic and each object. Included in the descriptive annotation should be an indication of why the object was selected for your digital library.

The digital library of learning objects is developed with the intent that it is linked to a resume as part of your personal portfolio. After choosing a broad topic (social studies, language arts, math, etc.), identify at least 5 related sub-topics. Your digital library will serve as an online repository of resources for one broad area (comprised of at least 5 sub-topics) for a particular audience. Each section should include at least 8 objects in the final Library. Additionally, out of the 8 objects, your library must have a balance of objects selected (at least 3 objects that are not text-based Web sites—e.g., PowerPoint Presentation with graphics and/or audio, Video—YouTube will count, Graphics, Podcast). Finally, you will need to create a clear, concise (3-5 sentences) descriptive annotation for the introduction to the Digital Library, each sub-topic,
and each object. The 3-5 clear and concise descriptive sentences should also indicate why the object was selected for your digital library and suggestion/s for use.

See Blackboard for additional information.

**Course Reflection and Discussion Board Form (100 points):** Summative assessment--Students will complete a 3-4 page (750-1000 word) reflective essay and complete a discussion board form as a self-evaluation of the term. Include in this essay a brief yet specific connection to the AECT standards (design, development, utilization, management, and evaluation). Consider how the class benefited you and how you will apply this knowledge in the future. Use specific coding and statements from the standards. Complete details on the domains and sub-domains can be found under AECT Standards from the AECT SPA website at http://ncate.org/LinkClick.aspx?fileticket=U9Y051vpqx4%3d&tabid=676

**Course Reflections and Discussion Board Form: Due by 11:59 p.m. Monday, December 10 (both needed for points on the Course Reflections – 30 if Discussion Board Form is missing)**

**GRADING:**

**Evaluation of the Course**

Grades will be figured using the standard scale.

100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

For additional information on the difference in grades, review the document at this site (however, there was an error or two in the document, but still in the range of “A” work):

http://personal.georgiasouthern.edu/~ehendrix/Grading_Criteria.html

In addition, instructor-created rubrics will be used or combined with this document to evaluate subjective assignments (cognizant of the criteria in the document at the above link). Feedback will usually be provided via Blackboard e-mails, grade center, etc. from the instructor and from other students. Up-to-date grades can be found through Blackboard within Tools | Check Grade. The student will always have the option to ask for additional feedback if desired. Assignments will be graded and returned one week from due date or sooner (excluding late submissions). A rubric, a rubric with comments, the document with markups, or a write-up with sections of the rubric with comments and points out of possible points will be provided. If for some reason grading will be longer than one week, students will be notified.

**Late work is deemed unacceptable. Therefore, lacking substantial mitigating circumstances (with documentation provided) or unless PRIOR arrangements are made with the instructor, late work will be reduced one letter grade per day late (possible A to B, B to C, C to D) or a 10 percent reduction for each day late (93 to 83, 83 to 73, etc.). No late work will be accepted beyond THREE days after an assignment is due. No, late papers cannot be submitted in a bundle at the end of the semester for grading. Contact, in some format, should be made with the instructor as soon as possible when a ‘substantial mitigating circumstance’ happens. Assignments must be submitted early if you know you will be unavailable when something is due. It is to your benefit to submit assignments earlier rather than at the last minute in case technical problems or other difficulties arise. Incomplete grades for the course will NOT be issued upon request. NOTE: If Blackboard is down and it prevents you from posting assignments, please send the assignment as an attachment in an appropriately worded e-mail to show it was completed on time, and then post as soon as possible after the system is back up. Blackboard failures, while rare, are possible and you will not lose points if late for that reason provided the assignment has been submitted as directed. Please send an e-mail to bbhelp@ucmo.edu when experiencing problems. Blackboard is the official site for
assignments to be documented. Also, determine a backup plan for your personal computer use (public library, school close to where you live, etc.)

STRUCTURE OF THE COURSE / STUDENT RESPONSIBILITIES
Teaching method will require students to use the online classroom provided in Blackboard. The majority of interaction will take place over this medium. It is expected that students will login a few times each day in order to stay informed and participate in class discussions and note any announcements. Standard rules of conduct for netiquette are expected. If needed, please review http://www.albion.com/netiquette/corerules.html or a similar site on netiquette. The e-mail formatting and use of names for discussion boards are means of creating and maintaining online politeness/netiquette.

As a graduate-/senior-level course, students are expected to fully participate in all online activities. Initial dates and times for entries are provided for some assignments. Students are expected to post for assignments prior to or by the due date/time. The earlier the postings for discussion questions will allow students to read ALL initial postings to questions and prepare for a thoughtful response. ALL initial postings are to be read. Bb discussion questions and responses should take place throughout the entire week or as much as possible (a week would be from the time of the initial post up to 7 days thereafter). However, students can respond longer if a good discussion is in progress. Begin each response with the student’s name. **While students are responsible for posting their response to a particular question or questions, a response is required to at least 2 of their classmates or as identified in the discussion board. At least means the minimum, which means a response to more is desired for the ‘A’ grade. If you were giving an assignment to your class or a project for work, at least would be what is required to pass (grade of B) or get a good review (3/4), but not excel (grade of A or 4/4 or 3.8/4).**

TECHNOLOGY REQUIREMENTS/BLACKBOARD NAVIGATION:

To get started with the course, go to: [http://courses.ucmo.edu](http://courses.ucmo.edu)
You will need your UCM username and password to log in to the course. If you do not know, or cannot remember your information, please refer to this document: [http://www.ucmo.edu/ot/documents/studentIDPW.pdf](http://www.ucmo.edu/ot/documents/studentIDPW.pdf)

All of the information you need concerning Blackboard hardware, software, and plug-ins can be accessed from the Blackboard login page or at [http://www.ucmo.edu/centralnet/Blackboard/student_help.html](http://www.ucmo.edu/centralnet/Blackboard/student_help.html)

If you are new to Blackboard, this tutorial walks you through the process of getting started, beginning with performing a browser check: [http://ucmo.edu/centralnet/Blackboard/help/bb_getting_started.pdf](http://ucmo.edu/centralnet/Blackboard/help/bb_getting_started.pdf)

As soon as you log into my course, you will see a welcome announcement labeled “Welcome, Read First” that will provide your orientation to how the class will work and the organization of materials.

Class Meeting Times
The course is entirely online using Blackboard course management software. Course access is at: [http://courses.ucmo.edu](http://courses.ucmo.edu) or ucmo.blackboard.com. Time management is very important for success in the class. Online classes require good reading skills, self-directed study, and a greater time requirement than the face-to-face (ftf) class environment.

**Technology – Computer Software**
Students will need a Web browser with Internet access, Microsoft Office or compatible application software, Adobe Reader, Flash, and occasionally other plug-ins when visiting Web sites or free downloads for assignments. The most recent Internet Explorer may not be compatible with Firefox or when using Blackboard. Be sure to review the Blackboard computer requirements, the speed test, etc. on the Blackboard Home Page UCM site for compatibility issues (must be accessed with courses.ucmo.edu not ucmo.blackboard.com). Students should be able to use the basic software applications of Microsoft Office, the JCKL for online research, the Internet for searches and research, and the Web in general.

COMMUNICATION AND SUPPORT:

A Blackboard Discussion is set up for questions related to the assignments or the syllabus so that the entire class can read questions posed and the responses. If you believe there is a need for privacy and the individual nature of some questions do not hesitate to e-mail me. I do check e-mail regularly. I will usually respond within 24 hours, but often sooner (excluding weekends). Everyone is encouraged to take a one-day break during the week from the computer and electronic devices.

Be sure to click and include the messages for a trail when a conversation is ongoing on a topic. E-mails to me should have a subject line to include your name, course ID—INST#### (course number), a 3-5 word subject, an appropriate Salutation, and closing (when using Bb or responding to a Bb e-mail, remove the excess coding related to course and add information as noted):

Subject Line/RE:  Student APA, INST 4400, Another Contact Mode

Hi Dr. Bland:

Could I use another mode to contact my group members for this assignment? The mode I will use is cell numbers instead of e-mails.

Thanks.
Student name

UCM provides Blackboard Technical Support in a variety of ways:
- Phone: (660) 543-8484 Hours: M-F 7:30 am - 5:00 pm
- email: bbhelp@ucmo.edu
- Live Chat can be accessed from the Blackboard login page, when available
- You can submit an electronic request for Blackboard help on this form: [http://www.ucmo.edu/surveys/?formID=1954](http://www.ucmo.edu/surveys/?formID=1954)
- Tutorials and Help information available on the Blackboard login page may be helpful

UCM technical support for issues unrelated to Blackboard can be accessed at this webpage: [http://www.ucmo.edu/ot/students/](http://www.ucmo.edu/ot/students/)

MAILING LIST
Each student is expected to subscribe to the listserv maintained by the department. Important information may be missed by students who are not subscribed.

For more information see [http://www.ucmo.edu/cte/programs/edtech/listserv.cfm](http://www.ucmo.edu/cte/programs/edtech/listserv.cfm)

COURSE AND UNIVERSITY POLICIES AND PROCEDURES:
Academic Honesty:
Honesty in all endeavors is essential to the function of society. Honesty in the classroom among students and between students and faculty is a matter that should concern everyone in the University Community.

Papers in this course may be subjected to "SafeAssign" or a similar electronic tool designed to detect plagiarism. Misrepresenting work completed by someone else as your own or claiming a thought or idea without proper documentation is a form of plagiarism. It is imperative that you properly cite all sources in your papers. The university policy clearly addresses the importance of academic honesty. Repercussions of dishonest academic behavior may include a zero on the assignment or instructor recommendation for removal from the course or degree program.

Student Conduct: Each student who enrolls at Central Missouri assumes an obligation to abide by the rules and regulations of the University as well as the local, state, and federal laws. A description of student rights and responsibilities is available in the Student Handbook and online: http://www.ucmo.edu/student/handbook.cfm. Also, please refer to http://www.ucmo.edu/student/documents/StudentHandbook_2010-2011RightsResponsibilities.pdf for specific guidelines and consequences of academic dishonesty.

Early Alert: As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program.

ADA: Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421.

Library Services: Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk:

Phone: (660) 543-4154
Email: reference@libserv.ucmo.edu
AIM: JCKLReference
RefChat: http://library.ucmo.edu/chat

INSTRUCTOR’S RIGHT FOR MODIFICATIONS
The instructor reserves the right to make adjustments to this syllabus under the following stipulations: 1) to better accommodate student learning and 2) in light of new information which changes anticipated learning outcomes.

INST 5330: Educational Product Development and Management
COURSE CALENDAR*
*Tentative Calendar – Subject to Change by Instructor

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Activities</th>
<th>Assignments with Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Beginning August 21</td>
<td>Introductory Activities, Getting Started—A busy first week, but nothing deep</td>
<td>*Introduction Journal with Discussion Board—Journal DUE: By 11:59 p.m. Thursday, August 23; Discussion Board DUE by 8 a.m. Monday, August 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Review Blackboard Setup ASAP, On your own</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Course Completion Form DUE: By 11:59 p.m. Thursday,</td>
</tr>
</tbody>
</table>

INST5330 – Fall 2012 updated 08.15.12
<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Activity</th>
<th>Due Dates/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>August 27</td>
<td>Readings (research articles) on Digital Objects and Discussion Board</td>
<td>August 23 (this is not an optional assignment) *Broad Topic Discussion Due by 11:59 Thursday, August 23 *Lesson Plan Outline and Standards Due by 11:59 p.m. Monday, August 27</td>
</tr>
<tr>
<td>3 and 4</td>
<td>September 3</td>
<td>HTML Coding Project and Initial Digital Library URL</td>
<td>HTML Coding and Discussion Board Due by 8 a.m. Friday, September 7 (not a requirement, but if you decide to Response to peers do so by Monday, September 10) *Discussion Board with Peers Initial post due by 11:59 p.m. Thursday, August 30 (responses can begin after students post but definitely within 24 hours after the initial post due time) *Discussions as needed (Continue from Week 1) *Web Hosting Sites Discussion Board: Due ASAP in Week 3 *Planning and Producing a Digital Library (Initial Digital Library, URL) Due by 11:59 p.m. Monday, September 17; Respond to peer after a peer has posted but definitely within 24 hours after initial due date (Samples/Examples of Digital Libraries FOR YOUR VIEWING)</td>
</tr>
<tr>
<td>5</td>
<td>September 17</td>
<td>Readings and Research, Discussion Board, Annotated Bibliography on Digital Objects and Color</td>
<td>Annotated Bibliography Due by 11:59 p.m. Monday, September 27 *Annotated Bibliography Discussion Board Due by 11:59 p.m. Monday, September 24; Review peer postings between September 24-26 and make comment to at least one peer</td>
</tr>
<tr>
<td>6 and 7</td>
<td>September 24</td>
<td>Review of Research and Training Materials, Using Media for Audio Recordings, and Peer Review **I do apologize for the schedule of this project, but if you have a better option, let me ‘hear’ from you (Thursday would be cutting it close)</td>
<td>Learn Audacity or review before starting assignment 20-30 Second Audio File and Peer Review Post 20-30 Second Audio File--DUE by 11:59 p.m. Monday, October 1; PEER REVIEW and comments due by 8 a.m. Wednesday, October 3 If a peer post the audio file after 8 a.m. Sunday for your Peer Review, then it is your option to review or not review--no penalty to the reviewer) 2-3 Minute Audio File: Due by 11:59 p.m. Monday, October 8</td>
</tr>
<tr>
<td>8</td>
<td>October 8</td>
<td>Digital Library</td>
<td>*Continue working on Final Digital Library Final Digital Library is DUE by 11:59 p.m. Monday, December 3</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Readings/Research</td>
<td>Read Research before Discussion Board</td>
</tr>
<tr>
<td><strong>Week</strong></td>
<td><strong>Beginning</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Instructions</strong></td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>October 22</strong></td>
<td>Digital Object Lesson Plan</td>
<td>Review Digital Libraries and Digital Objects before Lesson Plan Development. Develop Lesson Plan around a digital object Due by 11:59 p.m. Monday, October 29.</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>October 29</strong></td>
<td>Copyright and Fair Use Work on Digital Library</td>
<td>Review Copyright, Fair Use, TEACH Act, DMA, etc. before Discussion Board. Take Quizzes on Copyright before Discussion Board. Discussion Board with Peers Initial post due by 11:59 p.m. Thursday, November 1; Respond to at least two peers when they post but definitely within 24 hours of the initial post due date.</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>November 5</strong></td>
<td>Metadata and Research Work on Digital Library</td>
<td>Review Readings before Discussion Board. Complete Research before Discussion Board. Discussion Board with Peers Due by 11:59 p.m. Thursday, November 8; Responses not required, but you may wish to ask questions or make comments based on your understanding or how your peers understood ‘metadata’.</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>November 12</strong></td>
<td>FINAL Digital Library</td>
<td>Post the URL for your Final Digital Library and an appropriate write-up in the Discussion Board by 8 a.m. Monday, November 19.</td>
</tr>
</tbody>
</table>

**HAVE A ‘GREAT-FUL’ HOLIDAY BREAK**

| **Weeks 14 and 15** | **November** | Reflections | *Review AECT Standards as a review for class activities (undergraduate section for undergraduate students and graduate section for graduate students) and review term Discussion Board input before beginning Reflection Assignments. *Blackboard Reflection Form DUE by 11:59 p.m. Friday, December 7. *Course/Self-Reflection Paper DUE by 11:59 p.m. Monday, December 10. |

**The course calendar serves as a guide. However, there may be modifications to the calendar as deemed necessary by the instructor. Always check your assignments within the Blackboard course site.**
## INST 5300: Educational Product Development
### Assignment and Point Summary Assignment
*(Total Possible Points = 1150)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Online Activities and Participation to include an Audio File and Peer Review</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Digital Library Initial Link/HTML</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Digital Library (Final)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Digital Library Lesson Plan</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Audio File</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Copyright and Fair Use</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Course Reflection</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1150</strong></td>
<td></td>
</tr>
<tr>
<td>Communications (e-mails)*</td>
<td>1-15</td>
<td></td>
</tr>
</tbody>
</table>

*E-mails follow directions in the syllabus: Up to 15 bonus points*
Recommended Readings:


Recommended Websites:
The Encyclopedia of Educational Technology: [http://edweb.sdsu.edu/eet/](http://edweb.sdsu.edu/eet/)

Association for Educational Communications and Technology (AECT)
National Council for the Accreditation of Teacher Education (NCATE)
NCATE, AECT Standards: [http://ncate.org/LinkClick.aspx?fileticket=U9Y051vpxq4%3d&tabid=676](http://ncate.org/LinkClick.aspx?fileticket=U9Y051vpxq4%3d&tabid=676)