

Course Changes

Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

Form Instructions

1. Course request type: Undergraduate Graduate First Professional (DDS, MD, JD, PharmD, DVM)
 2. Request submitted by (Department or Program Name): Department of Educational Psychology
 3. Course prefix, number and complete title of course: EDTC 642: Designing for Mobile Learning

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
- a. Prerequisite(s): From: _____ To: _____
 b. Withdrawal (reason): _____
 c. Cross-list with: _____
- Cross-listed courses require the signature of both department heads.**
- d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
 e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. **Attach a course syllabus.**
5. Is this an existing core curriculum course? Yes No
 6. If grade type is changing for existing course, indicate the new grade type: Grade S/U P/F (CLMD)
 7. If this course will be stacked, please indicate the course number of the stacked course: _____
 I verify that I have reviewed the FAQ for *Export Control Basics for Distance Education* (<http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education>).
 9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

Prefix	Course #	Title (excluding punctuation)										
EDTC	642	Design for Mobile Learning										
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	ECE Code						Level
3.00	3.00	0.00	4.00	1305010004	0920	0	0	3	6	3	2	6

- b. Change to:

Prefix	Course #	Title (excluding punctuation)												
EDTC	642	Design for Mobile Learning												
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	Acad. Year						ECE Code		
3.00	0.00	0.00	3.00	1305010004	0920	16	-	17	0	0	3	6	3	2
Approval recommended by:												Level	6	

Victor Willson, Ph.D. *Victor Willson* Dec 2/15 *George Cunningham* 12/04/15
 Department Head or Program Chair (Type Name & Sign) Date
 Chair, College Review Committee
 George Cunningham, Ph.D. *George Cunningham* 12/04/15
 Department Head or Program Chair (Type Name & Sign) Date
 Dean of College
 Mark Zoran, Ph.D. *Mark Zoran* 1/27/16
 Chair, GC or UCC Date

Submitted to Coordinating Board by: _____ Date _____ Effective Date _____
 Associate Director, Curricular Services

RECEIVED

DEC 07 2016

GRADUATE STUDIES

December 2, 2015

MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: George Cunningham, Ph.D.
Associate Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Change to Course – EDTC 642 Designing for Mobile Learning

Attached, please find the appropriate paperwork for changing the course EDTC 642: Designing for Mobile Learning.

Pursuant to the directives of the College, the following information is provided:

1. Rationale: When the paperwork was done to create this course, there was a clerical error that resulted in the course being offered for 4 credit hours, not the 3 credit hours it was intended to be offered. This course change will resolve that issue.
2. Vote by the Executive Committee: The changes have the unanimous support of our executive committee.

We appreciate your consideration of this course. Please contact us should you require any additional information.

EDTC 642 Designing for Mobile Learning Spring 2016

Syllabus & Course Schedule

Course Description:

Introduction to the 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. No previous programming experience is required.

Prerequisites: 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)

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:

- Miller, C. & Doering, A. (Eds.). (2014). *The New Landscape for Mobile Learning: Redesigning Education in an App-Based World*. New York, NY: Routledge.
- Peters, D. (2013). *Interface Design for Learning: Design Strategies for Learning Experiences*. San Francisco, CA: New Riders.
- Other readings as assigned. These will be available on eCampus for download.

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>

Course Assignments and Evaluation:

Weekly Discussions & Activities	45 points
Design Proposal	10 points
Storyboard & Interface Design	15 points
Working App	30 points

Letter Grade Scale:

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- F = 0 to 69 points

Weekly Participation Requirement (45 pts.)

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. 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. To keep the discussion flowing, I will post follow-up questions/comments to specific posts, but I will not respond to every post. Please do not assume that if I don't respond to your individual post that I have not read it or do not agree with it. I typically wait for at least one other person to respond to a particular comment before I reply.

Note: Each week will have different activities and requirements so be sure and check in early in the week to see what is required.

Weekly Participation Evaluation Rubric:

The following table outlines the 3 criteria that I will be looking at in our Weekly Discussions -- Critical Thinking, Interaction, and Contributions. Each of these criteria is worth 1 to 3 points. (I consider your posts as a whole, not individually.) I will average the 3 criteria to assign you a weekly grade. If I notice you veering off track, I'll provide some written comments as well. You'll notice that the Weekly Discussion is worth 45% of your grade which is an indication of the value I place on these discussions.

Criteria	Levels of Attainment	Points (to be averaged – Total Points = 3)
Critical Thinking	<ul style="list-style-type: none"> • Posts demonstrate clear understanding of assigned reading <ul style="list-style-type: none"> ◦ (Often includes a personal example or outside source that clearly relates to content being discussed) 	3
	<ul style="list-style-type: none"> • Posts written with basic understanding of material, but need more detail 	2
	<ul style="list-style-type: none"> • Posts are brief; tend to be "I agree" or "Yes" 	1
Interaction	<ul style="list-style-type: none"> • Initiated several interactions and responded to most/all questions asked by peers 	3
	<ul style="list-style-type: none"> • Rarely initiated interaction; Responded to direct questions asked of them 	2
	<ul style="list-style-type: none"> • Little or no interaction with peers; Did not ask questions of peers; Did not respond to questions asked of them 	1
Contributions	<ul style="list-style-type: none"> • Posts were made on 2 or more days (initial deadline met) 	3
	<ul style="list-style-type: none"> • Posts were only made on one day (Initial deadline met) OR Posts made on 2 or more days (initial deadline <u>not</u> met) 	2
	<ul style="list-style-type: none"> • Posts were only made on one day (Initial deadline not met) 	1

Relevant Policies

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, ~~in Cain Hall, Room B118~~, or call 845-1637. For additional information visit <http://disability.tamu.edu>

White Creek Complex on West
Campus

Academic Integrity

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

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

Weeks	Topic	Readings/Due Dates
1 – Jan. 19	Introduction to the course	
2 – Jan. 25	mLearning and Cognition: Opportunities and Challenges	M&D, Ch. 1, 2 Peters, Ch. 1, 2, 9
3 – Feb. 1	mLearning Trends in K-12, Higher Ed, and Corporate Learning	M&D, Ch. 5, 9, 11 Peters, Ch. 3 Ch. 5, 6 from Clark Quinn's 'Designing mLearning: Tapping into the Mobile Revolution for Organizational Performance
4 – Feb. 8	Introduction to LiveCode	LiveCode Beginner's Guide
5 – Feb. 15	Creating your first app	LiveCode Tutorials
6 – Feb. 22	mLearning Design Guidelines	M&D, Ch. 6, 7, 8
7 – Feb. 29	Designing for various mobile platforms	LiveCode Mobile Guide
8 – Mar. 7	Writing a Design Proposal	Due 3/14: Design Proposal
9 – Mar. 14	SPRING BREAK	
10 – Mar. 21	User Interface Design Principles	Peters, Ch. 4,5, 10
11 – Mar. 28	mLearning and Collaboration	M&D, Ch. 4 Peters, Ch. 6,7 Due 4/2: Storyboard & Interface Design
12 – Apr. 4	Evaluation and Accessibility Issues	M&D, Ch. 12, 13

13 – Apr. 11	Field Testing your App	
14 – Apr. 18	Work Week	
15 – Apr. 25	Future of mLearning	M&D, Ch. 21
16 – May 2	Final Week	Course Wrap-Up Due 5/6: Final Working App

