Instructor and Course Information

Name and Contact Information
Carmen Fies
e-mail (w): carmen.fies@utsa.edu
phone (w): (210) 458-5967
office: MB 2.238

Office hours
Saturdays, 6:50-7:50 am AND 2:00-3:00 pm in MB 2.238, or by appointment.
NOTE: E-mails are encouraged.

Course description
Gaming, virtual reality, and virtual worlds provide opportunities to learning through active participation in environments organized for specific purposes. This course explores instructional applications of virtual learning and teaching as students design a learning experience in a virtual environment.

Class meetings
Saturdays, 11:00 am – 1:45 pm in MB 0.330

Special Events
Dates and information will be posted to the Blackboard course site (general login page: https://bb.utsa.edu/webct/entryPageIns.dowebct).

Important Dates
Spring Break: March 15-20, 2010
Drop Date: March 22, 2010
IDEA Survey: March 29 – April 2, 2010
Student Study Days: April 29 and 30, 2010
Final Exams: May 1 - 7, 2010

NOTE:
This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Textbook

The Design and Use of Simulation Computer Games in Education
2007; Brett E. Shelton and David A. Wiley (Eds)

Note: Other materials will be posted to the course site.

Democratic Classroom

Rahima C. Wade (1995) defined a democratic classroom as a place where students make choices and decisions that affect their daily lives in school.
In a democratic classroom,

- students and teachers work collaboratively in making decisions about what is to be learned, how learning and assessment should occur, and the importance of that learning;

- students and teachers collectively determine the structure. Class assignments and the calendar will be modified throughout the course as we construct a shared vision and common language through consensus building.

NOTE: You are not only invited but also expected to actively participate in making critical decisions about the details of this course, including topic selection, distribution of online and on-campus work, assessment tools, and the relative contribution of different parts of your work towards the overall grade. The results of these votes will be posted to our course CE6 website, under Important Announcements.

### Access to Education

If a student requires accommodations related to a disability, s/he should make an appointment with the course instructor to discuss these special needs. See [http://www.utsa.edu/disability/](http://www.utsa.edu/disability/).

### Attendance

This course is discursive in nature and requires learners to attend and actively participate in every session, regardless of whether it is a face-to-face (F2F) or online meeting. Students will be actively engaged in class activities and thereby missing irreplaceable learning experiences when they miss class. Failure to attend may result in a lower grade.

You are responsible for all material presented during class, as well as for assigned readings, and presentation of outside resources. As a professional, courtesy, promptness, and regular attendance should be the rule.

1. If you know you will be absent, please inform me via CE6 e-mail prior to your absence. Excused absences are those that are documented by a doctor’s note.
2. An unexcused absence equates to a deduction of 10% (participation grade).
3. Missing more than thirty minutes [beginning or end] of a class will be considered an absence.

Absentees are responsible for all class activities, and materials distributed or discussed. You are responsible for finding a peer who will share the activities, notes, and information that you missed during your absence with you. If you need more information, make sure you contact me prior to the next class.

### Writing Standards

Students are expected to submit all written work either via e-mail or in printed format, with no typographical or grammatical errors. Careless grammar and punctuation may result in a lower grade. Electronic submissions must have file names ending in ‘.doc’ if they are word processing documents.

All papers must be submitted electronically and on time via the course’s CE6 website, must follow APA style, be double-spaced, with a font size no larger than 12, and with 1-inch margins.

APA resources:

- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
Activities

Course activities will include, but not be restricted to, the following:

**Communicating.** The discursive nature of the course requires that you participate in class discussions and use technology tools to communicate with others.

**Investigating.** The assignments completed in the course will be focused on your work or learning place. This will require some data collection and analysis of this context.

Your final project may be any one of the following:

1. **Case study.** You will investigate your workplace and answer specific questions about the status and applications of technologies. The case must include a description of the context, an analysis of the use of technologies in that context as they relate to course readings and other literature (cited in a bibliography), suggestions for change and your plans for development and integration of technologies in the classroom.
   
   [http://carbon.cudenver.edu/%7Emryder/itc_data/act_res.html](http://carbon.cudenver.edu/%7Emryder/itc_data/act_res.html)

2. **Resource Database.** This tool will be a compilation of the varied technological resources available to you through your workplace. You will identify specific resources, describe their content and nature, give information about how these resources may be obtained, relate course readings and other literature (cited in a bibliography) to resources (as they reflect best practices or design), and examples of how you would use them.

3. **Instructional Unit or Learning Module.** The unit must be based on course readings and your own review of literature. This unit must include: goals, flow chart, lesson plans, appropriate integration of technologies, support materials, a bibliography, examples of technology tools, and an evaluation plan.

**Constructing/Presenting.** You will create products that are applicable to your work or learning place and which can be used to accomplish goals. As a means to this end you will complete regular assignments that support the larger project.

**Reflecting.** You will keep a reflective reading log (within our course pages in CE6) in which you will note questions, concerns, any idea that may occur to you throughout the course. These will be used daily as sources for class discussions. Reflection prompts and submission deadlines will be posted in CE6.

**ePortfolio**

This course will provide learners with opportunities to broaden their understanding of the impact educational technologies have on diverse settings. The final project may serve as either a finished product to include in the program required ePortfolio, or may serve as a stepping stone towards the development of a product that grows across several semesters and courses.

**Policy Statements**

A UTSA resource describing student rights and responsibilities is the Handbook of Operating Procedures (HOP), chapter 5 ([http://www.utsa.edu/hop/chapter5/](http://www.utsa.edu/hop/chapter5/)). Please check this resource if you have any questions about this course.
General Statements:

1. Class Attendance:
   “Regular attendance at and participation in all meetings of courses is expected”

2. Late work
   A letter grade will be deducted for each calendar day a submission is late. Work late more than 3
   calendar days will not be accepted and will result in a grade of zero for that assignment.

3. Recordings
   In-class video- and/or audio recordings are strictly prohibited, except where the instructor gives
   express permission.

4. Disability
   If you need accommodation related to a disability, please visit me during my office hours to
   discuss your needs. Students with disabilities must be registered with the Office of Disability
   Services located in MS 2.03.18 (Main Campus, 458-4157) or BV 1.302 (Downtown, 458-2838) in
   order to receive support services.

5. Fitness to Teach
   Students are expected to demonstrate professional conduct and attire during class sessions (see
   Fitness to Teach policy document located in the Department website). Cell phones and beepers
   must be turned off during class periods unless prior permission has been given by the instructor.

6. Other
   • No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories (Ad.
     Memorandum No. 54).
   • The instructor will follow all the policies and procedures, in regards to students, as they are
     specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any
     incidence of scholastic dishonesty or other student discipline issues will be managed as the
     Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

Scholastic Dishonesty:
The University expects every student to maintain a high standard of individual integrity for work done.
Scholastic dishonesty is a serious offense, which includes, but is not limited to, cheating on a test or other
class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work
in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college
work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class may
initiate disciplinary proceedings against the student. In this class all UTSA procedures will be followed and
the necessary paperwork will be filed with the Office of Student Life and the Division of Education. A
penalty will be recommended by the course instructor to the Office of Student Life which may impose an
additional university penalty.
(Be sure to cite sources in the body of the text of your written materials, giving credit to the source of the
ideas you are using. Avoid paraphrasing. Cite specific page numbers when using a direct quotation.)
Links:
   • HOP: http://www.utsa.edu/hop/chapter2/2-37.cfm
   • Student Code of Conduct: http://www.utsa.edu/OSJA/conductoutline.cfm#sec203
Note: If you are not sure what constitutes plagiarism, please visit the UTSA site or

UTSA Honor Code:
“On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards
of academic integrity and personal accountability for the advancement of the dignity and the reputation of
our university and myself.”

Course, Instructor, & Student Evaluations
You are encouraged to discuss concerns about the course with the instructor at any time. Informal course evaluations will be conducted periodically and may result in revisions of class activities or calendar. A formal university evaluation will be conducted at the conclusion of the semester.

Student evaluation will be determined based on the following criteria:

A. Student completes all tasks and activities that are correct or have corrected negligible errors; attends class and participates regularly and appropriately in discussions; supports peer learning; completes a final product that meets criteria provided without changes, directly relates to course learning, and is relevant to an educational setting.

B. Student completes all tasks and activities that are correct or have been corrected, minimal errors; attends class and participates regularly and appropriately in discussions; supports peer learning; completes a final product that meets criteria provided with minor changes, directly relates to course learning, and is relevant to an educational setting.

C. Student completes all tasks and activities that are correct or corrected errors that detract from quality; misses some classes but participates in discussions; completes a final product that meets criteria provided but requires significant changes, directly relates to course learning, and is relevant to an educational setting.

D. Student does not complete all tasks and activities; submits assignments; uncorrected or corrected, which contain errors which detract from quality; misses some classes and/or does not participate regularly in discussions; completes a final product that does not meet criteria provided and/or does not directly relate to course learning, and, is not, without substantial changes, relevant to an educational setting.

F. Student does not complete all tasks and activities; submits assignments, uncorrected or corrected, which contain substantial errors; misses some classes and/or does not participate regularly or appropriately in discussions; does not complete a final product that reflects criteria or which is relevant to an educational setting.

### Student Services

- UTSA Student Services: [http://www.utsa.edu/students/](http://www.utsa.edu/students/)
- COEHD Student Services: [http://coehd.utsa.edu/Students/index.htm](http://coehd.utsa.edu/Students/index.htm)
- Student Affairs-Disability Services: [http://www.utsa.edu/disability/students.htm](http://www.utsa.edu/disability/students.htm)
- Tomás Rivera Center: [http://www.utsa.edu/trcss/about/index.cfm](http://www.utsa.edu/trcss/about/index.cfm)
- Student Health Services: [http://www.utsa.edu/health/](http://www.utsa.edu/health/)
- Counseling Services: [http://www.utsa.edu/counsel/](http://www.utsa.edu/counsel/)
- Career Services-personality type and career choices: [https://www.myinterfase.com/utsa/student/home.aspx](https://www.myinterfase.com/utsa/student/home.aspx)

### Department of Interdisciplinary Learning and Teaching

**MISSION**

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
• Value diversity and multiple perspectives
• Promote equality and social justice
• Care about their students and their profession
• Advocate for educational change and reform

GOALS
The department of ILT will create a context that nurtures interdisciplinary learners who:

• Acquire and demonstrate content and discipline knowledge
• Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
• Are producers, disseminators, and critical consumers of research
• Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
• Articulate their professional philosophy and demonstrate a strong professional identity

UTSA Diversity Statement

The University of Texas at San Antonio (UTSA) is committed to the success of every student, staff and faculty member – on campus, at work and in life. For all members of our university community to excel, we must preserve freedom of thought and expression and promote a climate of respect that honors the rights, safety, dignity and worth of every individual. We choose to be members of this community and pledge our respect for the well-being of all its members.

To further strengthen our wonderful UTSA community, we affirm the following values:

• RESPECT. We respect the dignity, worth and contribution of all individuals.
• INCLUSIVENESS. We include people of every race, culture, ethnicity, ability, religion, gender, sexual orientation and socio-economic status, and we include a diversity of ideas and points of view.
• RESPONSIBILITY. We take responsibility for struggling against and eliminating hate, injustice, discrimination, harassment, bigotry, violence or intimidation of any kind.
• SELF-EXAMINATION. We examine our own biases and struggle against racism, sexism, homophobia and other forms of oppression.
• CIVILITY. We recognize differences among people as a natural thing and see each new experience working with diverse groups as an opportunity to be better than we were before. We listen, and when we disagree, we work to resolve all disagreements with integrity.
• INTEGRITY. We practice personal and academic integrity and value service, citizenship and leadership.
• CELEBRATION. We celebrate all of the many backgrounds, experiences, similarities and differences among members of the university community.

For all our differences, we share one world.

To embrace diversity is to welcome the differences and delight in the sharing.