

Course Syllabus for
ET501: Introduction to Applications of Educational Technology
College of Education and Behavioral Sciences
Teacher Education
Fall 2011

Semester hours: 3

Course Section: ET 501-
CRN

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Office Hours: by appointment- email to schedule

Communications: **The most efficient way to communicate with me is through email or text.**
Weekend responses to email/text should not be expected.

Calendar: Available online through blackboard. Subject to change.

COURSE FORMAT:

This course is designed as a face-to-face course with some online content. This is not a true hybrid class but, in similar fashion, will integrate face-to-face instruction and some web- or computer based learning that is non-specific to time and place (i.e. asynchronous). Learning will integrate independent and group interactions.

Access to computer with reliable, high-speed internet is required for a number of activities. To participate in this course, you must have the following:

- Internet access
- Recommended web browser
- Active Bear account/access to UNC Blackboard system
- Basic email and web skills
- **The ability to manage your time and commitments outside of class**

Blackboard (BB) <http://bb.unco.edu> is the course management system used for this course.

CATALOG DESCRIPTION:

This course is design to provide instruction and practice using a variety of technological tools. Students will explore issues related to the application of these tools (i.e., visual literacy, information literacy skills, copyright, and trends) within a variety of contexts.

COURSE DESCRIPTION:

This course is designed especially for pre-service teachers. It focuses on the appropriate use of technology in K-12 classrooms and addresses the integration of technology in all curricular areas for all students. ET 501 is not a course designed to teach technology skills; rather, the goal is to promote technology integration that is seamless and that adds significant value to students' learning of core curriculum (language arts, math, social studies, science content). You will investigate theoretical and practical issues surrounding the use of multimedia, email, Internet resources, educational software, and hardware within K-12 classrooms.

The theoretical stance of this class is that technology can help educators break down old educational paradigms and allow teachers to provide opportunities for students that would not otherwise be possible. A common theme will be "what is the added value?" Technology can facilitate a move away from the view that expert teachers dispense prescribed knowledge to a group of unenlightened and passive students. Instead, students are considered active and knowledgeable participants, and teachers facilitate the development of new ideas among all members of the learning community.

As much as possible, course content is delivered in a way that is intended to model 21st century instruction. As a result, lecture is limited with a greater reliance on active student engagement. This is manifest in several ways: through class discussions, collaborative projects, student developed and delivered mini-lessons, open-ended explorations, and student inquiry. In other words, what you get out of the class is proportional to what you put in.

This is a three-credit, one-semester, graded course.

Rationale:

All teachers need to use the many growing, changing, and developing technologies that are simply the reality of a technologically enabled world. This course both enhances pre-service teachers' theoretical and practical knowledge of technology and integrates with core, methods, and practicum courses that are part of the program leading to teacher certification. K-12 Technology standards developed by the Colorado Department of Education, the National Educational Technology Standards for Teachers (NETS-T) and Students (NETS-S) created by the International Society of Technology in Education (ISTE), and the Council for Exceptional Children (CEC) provide guidelines and benchmarks for this class.

Values:

Several important values involving ethical issues are woven into the course to allow pre-service teachers to place their learning into appropriate contextual settings. These contexts will be valuable to pre-service teachers as they prepare for teaching in their own classrooms.

Diversity. This course promotes a dialog on the relationships among technology and multicultural issues, gender issues, ethnicity, race, socioeconomic status (SES), and special needs. In addition, technology offers opportunities for students with diverse learning styles. Assignments to evaluate the use of hardware and software relative to diversity issues are an integral part of this course.

Collaboration. Technology cannot be used in isolation; it must be embedded in contextualized and authentic learning situations. Technology skills and understandings gained in ET 501 should be enhanced in and by other subsequent required courses in the Education Programs.

Reflection. Weekly and long-range assignments require pre-service teachers to process and reflect upon content and their own perceptions and growth within this course. Electronic portfolios, discussion groups, blogs, and email will encourage reflection and enable thoughtful, asynchronous exchange and collaboration.

Learning Objectives:

Because a teacher certification program should include hands-on experiences in the use of computers in educational settings, the following objectives are designed to help future teachers show they are competent and confident using technology. Upon completing ET 501, pre-service teachers should meet the objectives below. Objectives focus on five concepts: Instruction, Issues, Skills Development, Applications, and Teaching with Technology.

Instruction:

1. Analyze technology integration in learning environments and field placement settings.
2. Integrate technology into curriculum and pedagogy for ALL students

Issues:

3. Apply ethical and legal issues with technology (including copyright) in preK-12 classrooms.
4. Describe appropriate uses of technologies (Internet, multimedia, communication tools, etc.) in learning environments.

Skills Development:

5. Apply information literacy skills (including searching and evaluation strategies) while using electronic resources.
6. Locate, analyze, and contribute to information from Web 2.0 sources.
7. Use technology to communicate, collaborate, solve problems, create, innovate and share knowledge.

Applications of Educational Technology Skills:

8. Develop and contribute to a Web-based collaborate resource.
9. Develop an electronic portfolio (ePortfolio).
10. Develop a digital media such as a video or other multimedia.

Teaching with Technology:

11. Provide leadership in the use of technology in education by contributing to the learning of others.
12. Research, teach, and publish ways to use innovative technology in education.

Required Texts And Materials:

Book: *Educational Technology*- Pearson Custom Publishing- available in the UNC Bookstore

Access outside of class to a computer with a reliable Internet connection (high-speed preferred) - There is no preference regarding the platform of the computer you use; any of your choice can be used in this course. In general, files created on either platform can be used/read by others.

Word processing software such as Google Docs, Apple iWork or MS Office – standard software is installed on all student-access computers on campus.

PLEASE NOTE: Microsoft **WORKS** is not compatible with WORD or other programs, thus documents created in Works cannot be read by campus computers or BY THE INSTRUCTOR.

Subscription to iWebFolio if required by your program. Please see <http://www.unco.edu/cebs/students/iwebfolio.html> for more information.

Reliable device or method to back up and transfer data - Preferred: USB drive (also known as Jump, Flash, or Pen drives) or cloud based storage such as Dropbox, Google, or iCloud.

Still and video camera - You will need to shoot video and/or still images for some assignments. If you do not have access to a video camera, you can check one out (where?).

Computer Support and Resources:

Basic software, email, and web navigational skills are expected prior knowledge for this course.

Information Technology Support:

If you have a technical support issue, please contact the Technical Support Center at (970) 351-4357 or via the SupportU portal.

Blackboard Support:

<http://www.unco.edu/blackboard/student.html>

Provided Materials:

Access to the course BlackBoard shell located at <http://bb.unco.edu>

Web-based readings (accessible through Blackboard)

Course Assignments:

ACCOUNTABILITY FOR PROCESS	
Readings, discussions, process pieces of projects, group work, etc.	Approximately 20% (120 pts)
Comprehensive, end-of-semester assessment (paper)	8% (50 pts)
PROJECTS	
Educational Technology Theory Observation/Evaluation	2% (10 pts)
Copyright & Fair Use Quiz	3% (20 pts)
Digital Storytelling (video)	16% (100 pts)
Technology Innovation Mini-Teach (half wiki and half lesson delivery)	16% (100 pts)
Google Project	16% (100 pts)
Technology Integration Project	16% (100 pts)
Total	100% (600 pts)

Grading Scale:

Grades will be recorded in Blackboard. Please verify periodically for accuracy.

Final grades will be calculated based on the following scale (number of points you received divided by number of points possible):

A	93 and above	
A-	91-92.9	
B+	89-90.9	
B	85-88.9	
B-	83-84.9	
C+	81-82.9	
C	75-80.9	
D	70-74.9	Note: you must attain a 3.0 to graduate with a teaching certificate
F	below 70%	

SCHEDULE OF TOPICS AND ASSIGNMENTS (subject to change)

Note: for a summer session, each class is essentially one week.

Week/Class	Topic	Readings	Projects Due
1	21st Century Learners	Chapters 1 and 2 plus supplements	Class discussion
2	Theory and Practice	Chapters 3 and 4	Class discussion
3	21st Century Learning Environments	Chapters 5 and 7	Wiki project (5/25)
4			
5			

COURSE POLICIES:**Professional Behavior**

Now that you are in the teacher preparation program, we view you as a professional educator in training. Thus, attending class regularly, on time, and prepared is a clear expectation for you as it will be for your students. Other professional behaviors include appropriate attitudes toward class work and collaborating with peers. If I see a pattern of unprofessional behavior, I will call you in for a meeting to see what can be adjusted.

Active Engagement

It is not uncommon in a computer classroom for students to attempt to “multitask” by working on assignments for other classes, instant messaging, responding to email, and updating social networking websites such as Facebook. These are all growing distractions that can interfere with the conduct of class. A growing body of research shows that “multitasking” is wishful thinking. Learning requires concentration and engagement. When students “multitask” not only do they shortchange themselves, but also their peers by creating a distraction and by not contributing to the task at hand. This is considered unprofessional behavior. At the instructor’s discretion, attendance and participation points will be deducted for lack of active participation.

Attendance and Participation

You are expected to attend class, stay up to date on what is expected and participate with class and group members and in discussions – both in class and online when appropriate. If I feel that you are not participating, I will request a meeting to address the situation. Non-participation will adversely impact your grade.

Late and Missing Assignments

There are two main types of assignments: process work and projects. Submission of ALL assignments is expected to be on time and in the prescribed format and manner.

Online work and projects are expected by **11:59:59 PM** on the designated due date. Pay attention to the final due dates for each assignment. Also, some assignments may have intermittent due dates so pay attention to what is posted in bb.

Electronic submission of assignments that are not in the specified format (generally software available on campus, web-based such as a wiki, or a shared Google Doc), will also be considered late. These assignments will be rejected and issued ZERO points until resubmitted. Resubmission will be expected by the beginning of the next class session. Your final assignment grade will be reduced by 10% of the possible points for this delay.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session. This instructor prefers Google Docs and baring issues with Google your work is saved automatically, backed up, and available anywhere with an Internet connection. Regardless of your preferred workflow, please practice safe storage :-)

Written Assignment and Communication Policy

As a pre-service teacher, you are expected to communicate in a professional manner. Teachers are responsible for communicating to parents, colleagues, and administrators via oral and written means. All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to university-level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision. The revised assignment will be issued ZERO points until resubmitted. Revisions will be due at the beginning of the next class session. Once re-graded, 10% of the total points possible will be deducted from your score.

The course BlackBoard shell contains a writing support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Learning Enhancement Center on campus offers one-on-one support for students. This center is in the basement of the library. Appointments are recommended.

If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

OTHER UNIVERSITY POLICIES

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

1. Don't say anything in the discussion that you would not say in a face-to-face classroom situation. Use your professional judgement.
2. Contributions to discussion boards should be for "the good of the group". Email me directly with questions or issues that only apply to you.
3. Be polite. Choose your words carefully. Do not use derogatory or sarcastic statements.
4. Contribute constructive comments and suggestions.

5. “Flaming” – expressing anger, often rudely – has no place in a classroom situation, either in the discussion area or in private email. Students receiving any sort of inappropriate email from other students should forward a copy to the instructor.
6. Don’t use all capital letters. This is considered to be “SHOUTING,” and is therefore rude. Likewise, don’t use all lower case letters. In other words, use professional writing, not “IM” writing.

Academic Integrity

“Plagiarism” means using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately (such as using APA style for citations and references).

It is expected that members of this class will observe strict policies of academic integrity and will be respectful of each other. Any instances in which cheating including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else’s work is determined will be referred to Student Services and will be investigated to its full extent.

For detailed information about plagiarism and UNC’s Student Conduct information Academic Integrity policy visit this site: <http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html>

FERPA and Privacy Regulations

The Family Educational Rights and Privacy Act (FERPA) and UNC policies are designed to protect student privacy. The following is a brief overview of the main ways your private information will be treated in this class:

- Your grades will never be posted in a personally identifiable manner
- Your name and UNC email address are available in BlackBoard to all other enrolled members of the class. Your name may be used as a folder and/or document name on a network server used in conjunction with the class. These services are integral to this course; there is no way to use them anonymously.
- **Your instructor will not discuss your grades in the presence of anyone else even if you give verbal permission to do so. It takes WRITTEN authorization from you for an instructor to share any of your private information. See release form in bb.**
- Your instructor may request written authorization from you to facilitate communications and the sharing of information. You are free to accept or reject these requests for authorization.

If you do not understand any of these policies, ask your instructor or consult UNC privacy policies at <http://www.unco.edu/regrec/FERPA/>

Accommodations for Students with Special Needs

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation.