EDU 331-Educational Technology
Spring 2017

Instructor Information
>**Instructor:** Eric Simkins
>**Office:** 403F ALB
>**Office Hours:** 1 hour following face-to-face meetings (4:00-5:00pm)
>**Virtual Office Hours:** As requested (24 hour notice required)
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This syllabus and its contents may be changed throughout the course. If any changes are made, students will be notified via email AND announcements in the News section of D2L.

Course Description:
>Educational Technology (EDU 331) course is designed to give us, as learners and future teachers the fundamentals and hands-on experience on integrating technologies proven to have desirable pedagogical outcomes into a PK-12 curriculum.
>
>Throughout the semester, students in this course will be encouraged to look at educational technology from two perspectives; first, as tools to enhance learning in the classroom with desirable outcomes on the part of students and second, as administrative tools to help teachers become more productive and efficient in the classroom.
>
>Many course activities will take place online; with students participating discussions, completing individual assignments and participating in group activities. There will also be three face-to-face meetings throughout the semester. **Students will be encouraged to embrace the Bring Your Own Device (BYOD) approach by bringing their own devices to the classroom and use it as advised by the instructor.** A variety of activities are planned that requires each student play active role in making the class interesting, energetic and fun. The atmosphere in the class will be conducive to learning and responsibility for creating that atmosphere is shared by the students and instructors.

Prerequisite:
>As this is a beginning level educational technology course, there is an implied assumption that students enrolled in this course have basic internet skills, are proficient with the Windows operating system, have basic knowledge of Microsoft Office Suite applications and can perform basic file operations (i.e. copying, deleting, saving, etc.). *Where this is not the case, students should contact the instructor to receive support enabling them to derive maximum benefit from the course.*

On-campus Meeting Times (required)-CPS 107
- Saturday-February 11, 2017 from 1:00-4:00 pm
- Saturday-April 8, 2017 from 9:00 am – 4:00 pm (lunch noon-1:00)
- Saturday-May 6, 2017 from 1:00-4:00 pm

Instructor Reply Timeline
>Whenever possible, I will reply to emails within 24 hours. I will attempt to grade all assignments within one week of the due date.

Textbook & Course Materials

Required Text: (we will be going to the Text Rental Office together on February 11th to get books)
Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College press. ISBN 978-0-8077-5002-5

Course Structure

This course will be delivered partially online through the course management system D2L. In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L and/or alternative Internet-based technologies. The course will also meet face-to-face three times throughout the semester.

You will use your UWSP account to login to the course from the D2L Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Course Technology Requirements

Minimum recommended computer and internet configurations for online courses can be found here.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:
- ✓ Visit with a Student Technology Tutor
- ✓ Seek assistance from the HELP Desk

Course Alignment with Technology Standards

Professional standards describe the knowledge, skills and dispositions that should be developed for successful participation within a profession. There are several sets of professional standards that served as guides for development of this course.

1. Wisconsin Educator Standards (Wisconsin Department of Public Instruction)
2. Instructional Technology Literacy for Educators in Wisconsin
3. Interstate Teacher Assessment and Support Consortium (InTASC) (see summary on pages 8-9)
4. National Educational Technology Standards for Teachers (NETS)

Course Goals and Objectives

Upon successful completion of the course, students will be able to:

1. Develop and demonstrate competence and confidence using contemporary technology tools from a Common Core standards-based perspective.
2. Examine and articulate the impact of technology (media, computers, videogames, web technologies) on diverse PK-12 learners.
3. Research and assess pedagogical practices and strategies for developmentally appropriate technology integration in diverse PK-12 learning environment with focus on Common Core Standards, Response to Intervention (Rtl), and Differentiated Instruction.
4. Identify and evaluate developmentally, standards appropriate technology resources that includes Interactive computing technologies, Mobile computing platforms, e-Publishing, Cloud computing and associated technologies.
5. Analyze and reflect on contemporary issues involving the relationship between PK-12 leaners and technology; thereby linking new information with existing understanding in creative, collaborative and critical thinking and meaningful ways.

6. Articulate how pupils differ in their approaches to learning; the reality of digital divide and barriers that impede technology mediated learning. As a result, students are able to infuse educational technology into instruction to meet the diverse needs of pupils, including those with disabilities, exceptionalities and socio-economic impediments.

This course, like all courses in the School of Education prepares pre-service teachers for challenges in the diverse settings they will face in the classrooms when they go into the field.

* At the end of the course, each student will demonstrate understanding that technology can be effectively integrated into PK-12 learning environments to provide meaningful learning and achievement with desirable outcomes on the part of the student.
* Each student will demonstrate that effectively using technology to promote meaningful learning in PK-12 learning environment requires a commitment to lifelong learning.
* In addition, each student will plan, lead, and participate in activities that encourage and promote equitable, ethical and legal use of computer and web-based technology.

Grading Policies

Completing Assignments
All assignments for this course will be submitted electronically through D2L unless otherwise instructed. All assignments must be submitted by the given deadline. If you have a special situation or life event that causes you to miss a deadline you must contact the instructor as soon as possible. If you know in advance that you have an event that will affect your participation or assignment completion in this class, **you must contact the instructor prior to the event.**

Late Work Policy
All late assignments must be turned into the LATE SUBMISSION FOLDER in the Dropbox. Late assignments will receive reduced credit – **10% deduction per week that assignments are late**.

Participation
Students are expected to participate in all course activities.

Attendance
I understand that each of you are busy with jobs, family, other courses and more. This course only meets face-to-face three (3) times throughout the semester and it will be very difficult for you to complete the learning activities if you miss any of these face-to-face sessions. If you **need to miss a face-to-face meeting you must contact me via email or telephone prior to your absence**. You are responsible for all course material and assignments even if you miss a class meeting.

Viewing Grades in D2L
Points you receive for graded activities will be posted to the D2L Grade Book. Click on the Grades link to view your points.

Group Work and Participation

You will be expected to do group work for this course. It is your responsibility to complete your tasks for the group in a timely manner. If your lack of work completion and/or lack of participation in group work negatively affects the group's work, you will receive a grade reduction.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100% (190-200 pts)	C	74-76% (148-153 pts)
A-	90-94% (180-189 pts)	C-	70-73% (140-147 pts)
B+	87-89% (174-179 pts)	D+	67-69% (134-139 pts)
B	84-86% (168-173 pts)	D	64-66% (128-133 pts)
B-	80-83% (160-167 pts)	D-	60-63% (120-127 pts)
C+	77-79% (154-159 pts)	F	Below 60% (<120 pts)

SOE Course Repeat Guidelines

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course."

Graded Course Activities

Description	Due Date	Possible Points	Your Score
Learner Profile Survey	2/8/17-11:30 pm	10	_____/10
Account Activation and Document Sharing	2/11/17-4:00 pm	10	_____/10
Digital Story	3/4/17-11:30 pm	20	_____/20
Chapters 1-3 Discussion	3/11/17-11:30 pm	10	_____/10
Chapters 4-7 Discussion	4/1/17-11:30 pm	10	_____/10
GAFE/O365 Comparison Project	4/8/17-noon	10	_____/10
Chrome App/Extension Project	4/8/17-4:00 pm	10	_____/10
EdTPA Practice Video & Commentary	4/15/17-11:30 pm	40	_____/40
Interactive Whiteboard Comparison Project	4/22/17-11:30 pm	10	_____/10
Chapters 8-10 Discussion	4/29/17-11:30 pm	10	_____/10
Mobile App Project	5/5/17-11:30 pm	10	_____/10
Hardware Comparison Project	5/6/17-4:00 pm	10	_____/10
Lesson Plan	5/10/17-11:30 pm	20	_____/20
SOE ePortfolio Submission	5/10/17-11:30 pm	20	_____/20
Total Points Possible		**200**	**_____/200**

Topic Outline/Schedule

	Activities	Standards	Assignments/Due Dates
Independent Work Time 1/28/17-2/10/17	**Your Tasks** • Review Syllabus • Complete Learner Profile		1. Learner Profile Survey (10 pts) **2/8/17-11:30 PM**
Class Meeting 2/11/17 1:00pm-4:00 pm CPS 107	• Introductions • Standards and The 4 C's • SOE Portfolio Requirements • EdTPA Overview • Account Activation & File Sharing • Digital Storytelling	SOE Portfolio • INTASC-9,10 • WI Standards-9 ED TPA • INTASC-9,10 • WI Standards-1,4,5,6,7,9 Google/O365 • INTASC-3,6,7,8,10 • WI Standards-6,10 Digital Story • INTASC-5,8 • WI Standards-2,3,7	2. Account Activation and File Sharing (10 pts) **2/11/17-4:00 PM**
Independent Work Time 2/12/17-4/7/17 **GET YOUR EdTPA Project Done in this time!!!**	**Your Tasks** • Complete Digital Story • Complete Chapter 1-3 Assignment • Complete Chapter 4-7 Assignment • Develop EdTPA Plan • Record EdTPA Video • EdTPA Commentary		**3.** Digital Story (20 pts) **3/4/17-11:30 PM** **4.** Chapter 1-3 Discussion (10 pts) **3/11/17 11:30 PM** **5.** Chapter 4-7 Discussion (10 pts) **4/1/17 11:30 PM**
Class Meeting 4/8/17 9:00am-4:00 pm CPS 107	• Online Collaborative Tools • GAFE • Microsoft • Google Apps & Extensions • Mobile Apps • Legal Terms For Apps • Interactive Whiteboards	Google/O365 • INTASC-3,6,7,8,10 • WI Standards-6,10 Google Apps & Extensions • INTASC-1,4,5 • WI Standards-4,5,7 Mobile Apps • INTASC-4,5 • WI Standards-4,5,7	6. GAFE/O365 Comparison (10 pts) **4/8/17-Noon** 7. Chrome App & Extension Project (10 pts) **4/8/17-4:00 PM**
Independent Work Time 4/9/17-5/5/17	**Your Tasks** • Finish EdTPA • Chapter 8-10 Assignment • Device Comparison • Lesson Plan • SOE Portfolio Submission	Interactive Whiteboard • INTASC-5,8 • WI Standards-3,4,7	**8.** EdTPA Practice Video with Commentary(40 pts) **4/15/17-11:30 PM** **9.** Interactive Whiteboard (10 pts) **4/22/17-11:30 PM** **10.** Chapter 8-10 Assignment (10 pts) **4/29/17 11:30 PM** **11.** Mobile App Project (10 pts) **5/5/17-11:30 PM**
Class Meeting 5/6/17 1:00-4:00pm CPS 107	• Device Comparison • Tools to increase participation		12. Hardware Project (10 pts) **5/6/17-4:00 PM**
Independent Work Time 5/7/17-5/12/17	**Your Tasks** • Complete Lesson Plan • Complete SOE Portfolio Assignment	Lesson Plan • INTASC-1,3,4,5,6,7,8 • WI Standards-1,2,3,4,6,7,8	13. Lesson Plan (20 pts) **5/10/17 11:30 PM** 14. SOE Portfolio (20 points) **5/10/17 11:30 PM**

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete grades are determined on a case by case basis. Please contact your instructor if a situation arises that may cause you to request an incomplete for this course.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a

Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

UWSP Academic Honesty Policy & Procedures
Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) Uses unauthorized materials or fabricated data in any academic exercise;
    (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;
    (e) Engages in conduct aimed at making false representation of a student's academic performance; or
    (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs
Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.