University of Wisconsin-Stevens Point
College of Professional Studies
School of Education

EDU 331: Educational Technology
FALL 2023

Instructor:	Matt Anderson
Section 1: 80568	Tu 8:00AM – 9:15AM Professional Studies CPS - 326 / Class Session
	Th 8:00AM – 9:15AM Professional Studies **CPS – 107** / Lab Session
Section 2: 80569	Tu 9:30AM – 10:45AM Professional Studies CPS - 326 / Class Session
	Th 9:30AM – 10:45M Science Building **SCI - B228** / Lab Session
Section 3: 80570	Tu 12:30PM – 1:45PM Professional Studies (CPS 326 / Class Session
	Th 12:30PM - 1:45PM Noel Fine Arts **NFAC – 126** / Lab Session
Office Hours: CPS 459	Tuesday: 2.15 – 4:00 (drop in or by appointment) Thursday: by appointment
Email:	mattande@uwsp.edu
Phone	tbd

COURSE DESCRIPTION

"It's not about the stuff!"

Educational Technology (EDU 331) course is designed to give us, as learners and future teachers, fundamental hands-on experience integrating technologies proven to have desirable pedagogical outcomes into a PK-12 curriculum. We will learn about digital resources and discuss how best to use these resources in unit and lesson planning and to create engaging learning opportunities.

Throughout the semester, students in this course will be encouraged to look at educational technology from two perspectives: first - as "tools" to enhance engagement in the classroom with desirable learning outcomes on the part of students; secondly, as teaching and administrative tools to support teachers to become more productive and efficient in the

instructional aspect of the classroom. We are all learners together and I hope to learn from you! Students will have numerous opportunities to be moderators and facilitators.

PREREQUISITES

As this is an intermediate level educational technology course, there is an implied assumption that students enrolled in this course are proficient with Google Workspace applications, Windows operating system, have basic knowledge of Microsoft Office applications and can perform basic file operations (i.e. copying, deleting, saving, etc.). Additionally, students are expected to have Internet skills, including emailing, and web browsing/searching. *Where this is not the case, students should contact the instructor to receive support enabling them to derive maximum benefit from the course.*

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. Students are encouraged to refer to these standards and incorporate them into their assignments as they form framework of the assignments and activities.

1. WI DPI – 10 Academic Teacher Standards
2. International Society for Technology in Education (ISTE)
3. Instructional Technology Literacy for Educators in Wisconsin

COURSE GOALS AND OBJECTIVES

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

1. Develop and demonstrate competence and confidence integrating contemporary technology tools into course design from a Common Core standards-based perspective.
2. Identify and evaluate developmentally, standards appropriate technology resources that includes Interactive computing technologies, Mobile computing platforms, e-Publishing, Cloud computing and associated technologies.
3. 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.
4. 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 and can integrate 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

teaching and learning and achievement with desirable learning outcomes on the part of the student.

- Each student will demonstrate that effectively using technology to promote meaningful learning experiences in PK-12 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.

ATTENDANCE:

  - Absences *will be* reflected in the final grade assigned. Points are taken off if a student is absent from class more than **two times** in the semester without **PRIOR** permission. It is not enough to email me in the morning that you will be absent from class that day.
  - Absences that result from emergencies require supporting, written documentation produced by a professional office (i.e. doctor's excuse/funeral notice, etc.).
  - Absences known in advance must be reported prior to the date of absence or they will be considered unexcused. In addition to reporting the anticipated absence you must include *specific details* as to how and when you will make up for missed discussion/assignments.
- Be attentive, respectful, and active participant during class sessions and in online discussions.
- Be ready with evidence of all communication(s) with the instructor and assignments submitted for the duration of this course if discrepancies occur.

ASSIGNMENT ACCEPTANCE POLICY:

- All class assignments are due as indicated on the ***Assignment and Due Dates schedule*** in the course outline and Canvas*.*

- All assignments are expected to meet the standards of college-level work. Assignments that are illegible or incomplete will be returned to the student ungraded. The student will be expected to redo the assignment.

- While I encourage people to study with others to understand the material, all submitted work must be your own and each student will be expected to turn in an assignment.

- Taking material from the internet or from printed books/journals, etc. *without appropriately citing the source* or turning in the same paper (this includes multiple electronic versions of the same paper) as another student are both considered plagiarism and will be handled according to UWSP guidelines.

- This course will encourage the use of AI (ChatGPT) as a research resource. Using AI to create content that you represent as your own original content will be dealt with as plagiarism. It will be handled according to UWSP guidelines.

- Late assignments will not be tolerated, any assignment not submitted on the due date will be assumed not done and will receive no grade. As much as possible, time will be made available during lab sessions to work on assignments. All assignments will be

submitted via Canvas. **Do not submit assignments via email. If you do, the assignment will not be acknowledged or graded.**
Specific criteria or rubrics for each assignment will be provided in Canvas and discussed when each assignment is introduced.

- Unfortunately, technology failures happen, but they will not be accepted as a reason for missed assignment due dates. Do not leave completing your assignments or discussions to the last minute! If you have trouble completing or posting an assignment, contact me **BEFORE** the assignment is due for assistance, not after.

EVALUATION METHODS

Assessment for this course emphasizes student progress and performance demonstrations of knowledge and skills learned in the course. Final grades are calculated from the total accumulated points of learning products and participation. The grades will be assigned based on a 100-point scale:

95-100	A	82-85	B-	66-69	D+
91-94	A-	78-81	C+	62-65	D
87-90	B+	74- 77	C	60-63	D-
83-86	B	70-73	C-	59 and below	F

REQUIRED TEXTBOOKS

1. Collins, A., & Halverson, R. (2018). Rethinking education in the age of technology: The digital revolution and schooling in America. New York: Teachers College press. / Second Edition
2. Magna (2018) Disruptive Classroom Technologies / First Edition

UWSP Community Bill of Rights and Responsibilities

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: **Division of Student Affairs: Rights and Responsibilities**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: http://www4.uwsp.edu/special/disability