



## EDU 331: Educational Technology FALL 2016

Instructor: Dr. Kele Anyanwu  
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<b>Section 1:</b>	Tuesdays	8:00 – 9:15 am	CPS Rm 230
	Thursdays	8.00 – 9.15 am	CPS Rm 107
<b>Section 2:</b>	Tuesday	1:00 – 2:15 pm	CPS Rm. 208
	Thursdays	1:00 – 2:15 pm	CPS Rm. 107
<b>Section 3:</b>	Tuesday	2:35 – 3:50 pm	HEC Rm. 119
	Thursday	2:35 – 3:50 pm	CPS Rm. 107

### 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; firstly, as tools to enhance learning in the classroom with desirable outcomes on the part of students and secondly, as administrative tools to help teachers become more productive and efficient in the classroom.

Course activities will take place in classrooms, computer labs and online, with students participating in face-to-face discussions and conduct topic related activities. Students will be encouraged to embrace 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.

As the instructor, my role is one of facilitator. We are all learners together, and students will have numerous opportunities to be moderators, facilitators and “knowledge sharers” (Rieber, 1997).

**PREREQUISITES**

As this is a beginning level educational technology course, there is an implied assumption that students enrolled in this course 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.* Additionally, students are expected to have Internet skills, including emailing, and web browsing/searching.

**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. [Wisconsin Educator Standards \(Wisconsin Department of Public Instruction\)](#)
2. [Instructional Technology Literacy for Educators in Wisconsin](#)
3. [Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)
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 (RtI), 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 learners 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.

#### **ATTENDANCE:**

Attainment of the objectives of this course is directly related to the developmental sequences of experiences from one class meeting to another; thus, frequent absences from class makes it unlikely that a grade of A can be earned. Students will be expected to attend all classes and be punctual, it is your responsibility to ask your peers or make appointment with the instructor for clarifications on what you might have missed. You are responsible for the content and assignments that are missed.

#### **ASSIGNMENT ACCEPTANCE POLICY:**

- All class assignments are due as indicated on the ***Assignment and Due Dates schedule***.
- 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.
- Late assignments will receive **reduced credit – 10% deduction** or more and will not be graded **until exam week. All such submissions are to be submitted in the LATE SUBMISSION FOLDER in the Dropbox. Assignment submission via email is NOT allowed.** Specific criteria or rubrics for each assignment will be provided in D2L 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. Please do not leave anything to the last minute! If you have trouble completing or posting an assignment, please contact me BEFORE the assignment is due for assistance to complete before the due date, not after.

- Make sure to back up all your files frequently and in various locations so that you do not lose your work. Use your Jump drive (Flash drive) wisely!

### **EVALUATION** (See individual assignment rubrics in D2L))

Cognitive research shows that students learn and retain material best when they use “distributed learning,” in other words, when they regularly study small chunks of material over an extended period of time. One of the best ways for students to find out about their progress in the course is for them to have an opportunity to practice material via frequent short practical assignments and several formal assessments of their knowledge and skills. Frequent feedback provided by the instructor should help students tailor their learning efforts and goals to master course materials.

There will be **SEVEN (7) SIGNATURE ASSIGNMENTS** totaling 80 points; book discussion and participation 10 points, final semester exams 10 points, bringing it to a total of 100 points.

### **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	80-83	B-	67-69	D+
90-94	A-	77-79	C+	64-63	D
87-89	B+	74- 76	C	60-63	D-
84-86	B	70-73	C-	59 and below	F

### **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: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

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>

### **REQUIRED TEXTBOOKS**

1. Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College press.

### **SUGGESTED READING MATERIALS**

Information on suggested reading materials will be provided in class and will include Journal articles.

### **REFERENCES**

References resources are detailed in course content section of D2L and where necessary may be made available in class.

### **COURSE FORMAT**

Class sessions will consist of a mixture of *lectures and discussions for consideration and introduction of important foundational concepts and their applications. In the **first** class session in the week. The **second** class session in the week will be dedicated to *computer lab sessions for demonstrations and exploration of examples and student work time*. During both sessions, students should feel free to raise questions, discuss material and ask for help with the activities they are working on. It is hoped that the classroom atmosphere will be supportive of cooperative efforts among class members and between the instructor and class members.*