Course Syllabus for

**ET501:**

*Introduction to Applications in Educational Technology*

College of Education and Behavioral Sciences
Teacher Education
Summer 2015

CRN: 40634

Semester hours: 3

Course Section: ET 501

Instructor: Dr. Chris Kyser
Assistant Professor, Educational Technology
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Office: McKee 510
Cell: 970-274-4139

Office Hours: by appointment- email to schedule

Communications: The most efficient way to communicate with me is through email or text.

Calendar: Available online through blackboard. Subject to change.
Course Format:

Access to computer with Internet (preferably high speed) is required for the majority of activities. To participate in this course, you must have the following:

- Internet access
- Recommended 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](http://bb.unco.edu) is the course management system used for this course.

Catalog Description:
Apply technology tools in teaching practices to promote technology integration that is seamless and adds significant value to students’ learning of secondary curriculum. Investigate theoretical and practical issues and methods.

Course Description:
This course is designed especially for preservice teachers. It focuses on using 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. 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.

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

Rationale:
All future teachers will need to use the many growing technologies that are part of our changing world. This course both enhances preservice 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) 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 preservice teachers to place their learning into appropriate contextual settings. These contexts will be valuable to preservice 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 preservice 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, preservice 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.
3. Explore theory supporting technology-rich teaching and learning.
4. Evaluate the implications of technology on assessment and classroom management.

**Issues**
5. Apply ethical and legal issues with technology (including copyright) in K-12 classrooms.
6. Describe appropriate uses of technologies (Internet, multimedia, communication tools, etc.) in learning environments.

**Skills Development**
7. Apply digital and informational literacy skills while using electronic resources.
8. Locate, analyze, and contribute to information from Web 2.0 and mobile application sources.
9. Use technology to communicate and collaborate.

**Applications of Educational Technology Skills**
10. Develop and contribute to a Web-based collaborate resource.
11. Develop media resources to support teaching and learning.
12. Develop a digital media such as a video or other multimedia.

**Teaching with Technology**
13. Provide leadership in the use of technology in education by contributing to the learning of others.
14. Research, teach, and publish ways to use innovative technology in education.

**Required Texts and Materials:**
No book is required for this course. Readings and project materials will be provided through the Blackboard course management system.

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; either can be used in this course. Microsoft Office files created on either platform can be used/read by the other.

Microsoft Office Suite - The Microsoft Office Suite is installed on all student-access computers on campus. Apple products are also acceptable.

**PLEASE NOTE:** Microsoft **WORKS** is not compatible with **WORD**, 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/iwebfolio/](http://www.unco.edu/cebs/iwebfolio/) for more information.
A reliable device or method to back up and transfer data—Preferred: USB drive (also known as Jump, Flash, or Pen drives) or a cloud storage such as Dropbox.

Still and video camera—You will need to shoot video and/or still images for some assignments. A phone or other mobile device is sufficient.

**Computer Support and Resources:**
*Basic software, email, and web navigational skills are 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_help.htm](http://www.unco.edu/blackboard/student_help.htm)

**Provided Materials:**
Access to the course BlackBoard shell located at [http://bb.unco.edu](http://bb.unco.edu)
Web-based readings (accessible through Blackboard)

**Course Assignments:**

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<thead>
<tr>
<th>Individual Projects and Participation</th>
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<tbody>
<tr>
<td>Portfolio</td>
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<tr>
<td>Multigenre project</td>
<td>10%</td>
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<tr>
<td>Google Trek</td>
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<tr>
<td>Innovative Integrated Lesson Plan</td>
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<table>
<thead>
<tr>
<th>Collaborative Projects and Participation</th>
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<tbody>
<tr>
<td>Collaborative lessons and presentations</td>
<td>20%</td>
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<tr>
<td>Discussions and Processes</td>
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<td>Media Projects</td>
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**Total** 100%

**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
- **F** below 70%

**Course Policies:**
**Professional Behavior**
Now that you are in the teacher preparation program, we view you as a professional educator in training. Thus, coming to 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. The School of Teacher Education has a written teacher dispositions evaluation that may be used as needed.

**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. Attendance and participation points will be deducted for lack of active participation.

**Attendance and Participation**
Since this course includes online class time, not all attendance fits the traditional definition. You are expected to attend all face-to-face sessions on time and for the full length of class. Online, you are expected to stay up to date on what is expected and participate with group members and in discussions if required. If I find 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 (software available on campus), 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.

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.

**CEBS Diversity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

**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 judgment.
2. Contributions to discussion board 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://library.unco.edu/assistance/plagiarism.htm](http://library.unco.edu/assistance/plagiarism.htm)
**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/](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.