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Course Dates and Times: Online

Course Format  
This is an online class and the majority of communication will be via the Blackboard site and occasional email. You will need to get into a habit of “attending class” several times a week to participate in discussion, access and read course materials, and complete assignments. It is easy to fall behind in online classes. It would be best if you set yourself a schedule (such as Mon, Wed and Thurs evenings or whatever works for you) but also find time to check in at other times. Many people feel online classes are supposed to be easier because they can just “work it into” their schedule. The reality, however, is that online classes can actually be more time-consuming and require real commitment just like any other course.

Access to a computer with reliable, high-speed Internet is required for access to the course as well as most of the activities. To participate in this course, you must have the following:

- Internet access
- Recommended web browser (Google Chrome is most compatible with everything we use and Firefox is generally good. IE and Safari are not recommended.)
- Active Bear account/access to UNC Blackboard system
- Basic email and web skills
- The ability to manage your time and commitments outside of class
- An open mind

Blackboard (BB) http://bb.unco.edu is the course management system used for this course. Assignments and materials will be posted in the “Course Materials” section and discussions will occur in the discussion forum. Several other course documents are also stored in Blackboard.

Course 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. (from catalog).

This course covers the concepts of teaching and learning and the role of technology in education. It is appropriate for both pre- and in-service teachers in K-12 education. The course is built around the concept of teaching and integrating 21st century skills into regular classroom instruction. The focus is on using new tools (whatever they may be now or in the future) to enhance instruction and allow for
learning experiences that would not otherwise be possible. The primary goal of this course is to provide an introduction/overview of appropriate uses of technology in education and how to integrate technology into our teaching while at the same time considering what constitutes good instruction – which means also understanding when technology is not appropriate. The course is aligned with CDE expectations for teaching 21st century skills in all content areas and grade levels.

Although heavily focused on the role of technology in education, the goal of this course is **NOT** to teach students how to use specific software applications, but rather to develop an understanding of what it means to use technology in education, to integrate 21st century skills, and how to develop integrated activities that truly enhance and “add value” to student learning. While developing tech literacy is not a specific objective of the class, students are expected to explore new ideas and new technology in order to become more competent users and develop the ability to adapt to an ever-changing tech world. While some class time will be devoted to introducing and becoming familiar with some technology tools, students are expected to make use of online tutorials and just “play around” and develop familiarity with a variety of tools including those not directly mentioned in class (i.e. you will select some tools yourself). Students are expected to have an open mind and to spend sufficient time developing an understanding of these new tools. Some of these tools may include blogs, wikis, online production and collaboration tools, video editing, learning management systems, Geographic Information Systems software (e.g. Google Earth) and more. Opportunities exist for students to explore areas of personal interest.

The theoretical stance of this class is that technology can help educators break down old educational paradigms and 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 old view where expert teachers dispensed prescribed knowledge to a group of unenlightened and passive students. Instead, 21st century students are considered active and knowledgeable participants, and teachers facilitate the development of new ideas among all members of a 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 and open-ended 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 pedagogy and 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 for Technology in Education (ISTE), Common Core, and the Council for Exceptional Children (CEC) provide guidelines and benchmarks for this class.

**The Role of Confusion**

Students often believe that being confused is somehow a bad thing. There is a belief that learning is supposed to be easy and if you have to work hard you are somehow doing it wrong. How many times have you heard, “I barely studied for that test and still got an A” or similar comment? This is probably more a sign of a poor test than an exceptional student. The truth is that learning is hard. It takes a great deal of effort and no one gets it right the first time, or second, or third… It is a process in which we gradually move from a state of confusion (a necessary starting point if learning is the goal) toward less confusion. Total understanding is unlikely in just one semester. I teach this stuff and am still confused at times and just when I start to see the light everything changes. Get used to it. Therefore, a lot of what we do in this class isn’t about being right or wrong. It’s about embracing confusion and engaging in the process. With the exception of the final, where I hope to see you begin to reasonably apply what we are learning in this class, projects are primarily graded on completion not perfection. Of course, this doesn’t mean any old thing is good enough. I expect to see serious attempts and thoughtful projects, self-reflection, and a high level of engagement. Projects are fairly open-ended giving you opportunities to tailor them to your interests. Doing things last minute will likely not show the above and your grade will reflect that. However, stepping outside your comfort zone, trying new things, etc. and finding that it didn’t work (or did) is perfect. It’s the process, not the product, that is important. We will, of course, discuss this more in class and before each project. For now, just become comfortable with the idea of being confused and accept that it’s a good thing. Confused? Good.

**Required Textbooks/Materials**

TITe: Meaningful learning with technology, 4th ed.
AUTHOR: Howland, Jane L. et al.
PUBLISHER: Pearson
ISBN: 9780132565585
PUBLISH DATE: 2012

Additional reading materials will be provided either via an online database (e.g. EBSCO), via download from the course website, or on reserve in the library (rare). In the case of database articles you will be given the title and author and expected to search the database and find it on your own.

A note about the textbook: Good textbooks are hard to find and with respect to education and technology often out-of-date before printed. Finding good information for a course like this is a challenge and no text does a good job of addressing all the issues while providing a useful theoretical and pedagogical perspective. As a result, while we do use a textbook and supplemental materials, this
course is not textbook driven. The readings will help to provide a theoretical base and offer opportunities to discuss various issues surrounding education and the role of technology. Because the textbook is not the content for the course there may be a tendency to view it as a waste of time/money. I’d argue the opposite is true. When instructors lecture from the book wouldn’t one OR the other suffice? Personal philosophies aside, reading the text is required (though I will not be checking up on you).

With respect to software, it is my belief that everything we need in education can be obtained for free or, as is increasingly the case, online. It is expected that projects and papers be word-processed but you are encouraged to use Google Drive to create and share work. Do not purchase MS Office for this class as the free alternatives are very good (see http://openoffice.org for a free suite similar to MS Office). In fact, I discourage papers in MS formats (partly to break old habits and party to encourage a more open approach to technology) and most assignments will be turned in by “sharing” via Google Drive (formally Google Docs) or via the BlackBoard Online course shell. As a blended class you will obviously need access to a computer with Internet access. Have a backup plan in the event you have computer problems. There are computers on campus for you to use. Problems with your computer do not excuse you from assignments. Be prepared. During the first week of class we will also set up Google and WordPress accounts that you will use for some assignments.

**Course Goals**

1. The student will know the difference between the three uses of technology: literacy, adapting, and transforming.
2. The student will know how to determine when each use is appropriate and how to critically evaluate tech integration and ensure that its use is consistent with any given learning objective.
3. The student will become familiar with various voices in the educational technology debate.
4. The student will become familiar with key organizations such as the Partnership for 21st Century Skills, ISTE and ALA and how they help to shape (or hinder) the use of technology in education.
5. The student will understand how to effectively apply the use of technology to support instruction and enhance student learning.
6. The student will begin to explore CDE standards for any grade level and subject in which they are interested and learn how to develop learning activities that support learning, meeting content standards, and developing 21st century skills.

**Specific Learning Objectives**

- Students will complete all assigned and supplemental readings and participate in face-to-face and online discussions. (Goals 1, 3, 4 and 5)
- After viewing classroom videos demonstrating various levels of technology integration, students will compare and contrast to highlight the benefits and drawbacks of these approaches. (Goals 1, 2 and 5)
• Drawing on course materials and discussions, students will select a CDE standard, write an aligned objective, and develop and deliver a mini-lesson incorporating technology in an original and transforming way which would reasonably result in meeting the objective. (Goals 1, 2, 5 and 6)

• Drawing on course materials and discussions, students will select a CDE standard, write an aligned objective, and develop and share a digital story project that is similar to what students might create in order to meet the identified objective. (Goals 1, 2, 5 and 6)

• After selecting a technology tool of their choice, students will demonstrate how to use the tool highlighting at least one example of how it could be used to “add value” to a learning experience (i.e. is transforming). (Goals 1, 2, 5 and 6)

• Drawing on all aspects of the course, students will develop an integrated lesson plan incorporating technology in a transforming way and including a standard, aligned objective, formative and summative assessments, lesson outline and defense of the selected technology and its use. (Goals 1, 2, 5 and 6)

**Grading Policies:**
The course is graded using the standard A, B, C, D, and F scale. Attendance and participation in the full course is expected and lack of weekly in-class attendance and participation in online activities will impact your overall grade. Excessive absence may result in being reported as a stop-out and possibly dropped from the class (may affect financial aid).

Assignments are to be turned in on time. Due to the importance of completing readings on time, reading reflections/discussions will not be accepted late. Due dates will be posted with each assignment. Your first post to an online reflection/discussion is generally due on Wed of the week assigned with additional follow up comments posted Thursday - Sunday. Initial and follow up posts or comments posted after the due dates will not be specifically graded but you are welcome and encouraged to continue discussions and can receive credit for additional posts that add to the discussion. Your reading reflections should include a thoughtful discussion of the reading assignment and relevant class discussions. Do not summarize the reading. Instead, write about anything the reading caused you to think about and discuss how it applies to you as a current/future teacher. For information on how to act in an online community please read and follow the general netiquette rules ([http://www.albion.com/netiquette/](http://www.albion.com/netiquette/)). More details below on discussions.

Generally, late assignments will not be accepted. Exceptions may be arranged by communicating your extenuating circumstance to the instructor prior to the due date. Students sometimes ask for an extension when their computer or storage device crashes and they lose an assignment. A reliable backup storage device is a necessity 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. Using Google Drive can help alleviate this problem. Please practice safe storage 😊
Electronic submission of assignments that are not in the specified format (generally shared via Google Drive or files such as a video turned in via BlackBoard) will also be considered late. For example, video project files and the watchable (and gradable) video file are not the same. These assignments will be rejected and issued ZERO points until resubmitted. Resubmission will be expected within two days of being notified. Your final assignment grade will be reduced by 10% of the possible points for this delay.

Additionally, work must be written at an appropriate level for college students. This means your writing should include well-defined ideas, appropriate spelling and grammar, strong voice, and appropriate word choice. “Net-speak” or other casual forms of writing are not appropriate for a college course or professionals such as teachers. You may benefit from reviewing the Online Writing Lab at Purdue. Your discussion reflections and comments can be somewhat casual but should include links to relevant sources or citations when appropriate.

Reflection/Discussion Process and Rubric
Most readings will have a corresponding discussion forum with one or more questions for you to address or a more open-ended reflection. In order to be somewhat flexible and allow the interests of students in a given class to help guide the course, the total number of readings and discussions is not set in stone. However, you can expect that there will be approximately 6-8 reading/discussion units over the course of the semester.

Generally, students will receive full points for reflection/discussion posts that are thoughtful (proficient or above as outlined below) and on time. However, students who put forth minimal effort may receive fewer points according to the rubric below. There is no required approach to discussions but you should consider how the reading relates to you, your current or future work, the broader field of education and educational technology, how it caused you to reflect on some prior experience, or your thoughts or concerns. Do not summarize.

A common theme in online discussions is to require students to reply to at least two or more posts in addition to their own reflection. I do not like this model and feel it creates artificial discussions. However, I do believe there is benefit in actually having a discussion (as opposed to isolated comments from everyone). Therefore, I ask that students respond to others when they really have something to add or are otherwise engaged by what a student or the instructor has said. You may start a new thread in a forum or respond to someone else. Please DO NOT start a new thread if your comment fits into a current thread as this tends to clutter up the forum. In order to ensure meaningful discussions, you are expected to post at least once on every topic with an average of three posts per topic over the course of the semester. In other words, you may post only once or twice on some topics and four or more times on others depending on what interests and engages you. Continually posing only the minimum number of times or “flooding” the last couple of discussion in order to make up for missing work will adversely affect your course grade.
With the above in mind, you are required to post your initial response to each reading/forum discussion by Wednesday of the week it is posted. A second reply or follow-up is expected before the end of the day on Friday. Additional posts may be added through Sunday. Due to limitations in BlackBoard, I cannot automatically update course grades while trying to follow a more student-centered and flexible approach to discussions. In order to track your own progress, keep in mind that there will be approximately 6-8 discussion topics over the semester to which you are required to reply an average of three times. Each post is worth a maximum of 10 points. Grades for each discussion will be out of 30 points (10/30, 30/30, 50/30, etc.). The occasional 10/30 is expected to be offset by occasional 50/30 discussions. This should amount to a total of 180-240 points for all discussions (depending on total number of discussions). Discussions will comprise 20% of your overall grade.

- **Outstanding** – Thoughtful and reflective but also includes information from the readings, class discussions, and outside resources. Encourages an ongoing dialog with other students. (9-10 points)
- **Advanced** – Self-reflective and includes information from the readings and class discussions. Adds value to the discussion and engages others. (8-9 points)
- **Proficient** – Relates to readings and engages others (i.e. causes them to think). (7 points)
- **Developing** – Relies mainly on summarizing readings and discussions with few personal thoughts and makes it difficult for others to participate. (6 points)
- **Basic** – Summarizes the reading or comments of others. Adds little or nothing to the discussion. Detracts from the discussion. (0-5 points)

**Assignment breakdown and Grading**

Reading reflections and discussions posted on the BlackBoard (or alternative) course website (20%)
Video observation/evaluation (5%)
Mini-lesson / Wiki Project (10%)
Google Project (10%)
Digital storytelling (10%)
WordPress Project (10%)
Final lesson plan integrating technology (25%)
Class participation – based on attendance/engagement and timely participation in discussions (10%)

**Additional Course Policies**

**Professional Behavior**

*Now that you are in a 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. If I feel that you are not participating, I will email or 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 (readings, discussions, activities) 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. Your final will be due by 5:00pm the last day of class.

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 link to the University Writing Center where you can receive 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:

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

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.