Course Syllabus for
ET501:
Introduction to Applications in Educational Technology
College of Education and Behavioral Sciences
Teacher Education
Summer 2016

Semester hours: 3

Course Section: ET 501
Greeley Cohort

Instructor: Dr. Heng-Yu Ku
Professor, Educational Technology
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Office Phone: 970-351-2935
Office: McKee 225

Office Hours: By appointment - email to schedule

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

Weekend responses to email should not be expected.

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 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. 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 only 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 email, Internet resources, multimedia, 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 (COE), 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.

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. Some assignments require preservice teachers to process and reflect upon content and their own perceptions and growth within this course.
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 classrooms.
6. Describe appropriate uses of technologies (Internet, multimedia, communication tools, etc.) in learning environments.

Skills Development:
7. Apply information literacy skills (including searching and evaluation strategies) while using electronic resources.
8. Locate, analyze, and contribute to information from Web 2.0 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:
Instructor will provide the reading materials and assignments.

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.

PLEASE NOTE: Microsoft WORKS is not compatible with WORD, thus documents created in Works cannot be read by campus computers or BY THE INSTRUCTOR.
Reliable device or method to **back up** and **transfer** data—Preferred: USB drive (also known as Jump, Flash, or Pen drives).

**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.html

**Provided Materials:**
Access to the course BlackBoard shell located at http://bb.unco.edu (ET 501)
Web-based readings and assignments (accessible through Blackboard)

**Course Assignments (subject to change):**
Note: Instructor reserves the right to modify dates and course content when necessary.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Teach Group Project</td>
<td>Group 1: 5/19 (Thursday), Group 2: 5/24 (Tuesday), Group 3: 5/24 (Tuesday), Group 4: 5/31 (Tuesday), Group 5: 6/7 (Tuesday)</td>
<td>15 points</td>
</tr>
<tr>
<td>Project 1: Bio and Picture</td>
<td>5/16 (Monday) by Noon</td>
<td>10 points</td>
</tr>
<tr>
<td>Online Discussion I</td>
<td>5/25 (Wednesday) and 5/26 (Thursday) by Midnight</td>
<td>5 points</td>
</tr>
<tr>
<td>Project 2: Podcasting</td>
<td>5/30 (Monday) by Noon</td>
<td>20 points</td>
</tr>
<tr>
<td>Online Discussion II</td>
<td>6/1 (Wednesday) and 6/2 (Thursday) by Midnight</td>
<td>5 points</td>
</tr>
<tr>
<td>Online Discussion III</td>
<td>6/8 (Wednesday) and 6/9 (Thursday) by Midnight</td>
<td>5 points</td>
</tr>
<tr>
<td>Project 3: Digital Storytelling</td>
<td>6/15 (Wednesday) by Noon</td>
<td>30 points</td>
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<tr>
<td>Class Participation, Peer, and Instructor Evaluation</td>
<td>Periodical</td>
<td>10 points</td>
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</table>

**Total** | 100 |
Schedule of Topics (subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Projects Due</th>
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</thead>
<tbody>
<tr>
<td>5/10 (T)</td>
<td>Course Introduction</td>
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</table>
| 5/12 (Th)| Syllabus
Educational Technology in Context: The Big Picture (Reading 1)   |                               |
| 5/17 (T) | Theory and Practice: Foundations for Effective Technology Integration (Reading 2) | Project 1: Bio and Picture |
| 5/19 (Th)| Podcasting
Integrating Technology and Media into Instruction: The ASSURE Model (Reading 3) | Mini-Teach Group 1          |
| 5/24 (T) | Software for Teacher Tasks (Reading 4)
Connection Learners Using Web 2.0 Tools (Reading 5)
Web 2.0 Tools | Mini-Teach Group 2
Mini-Teach Group 3 |
| 5/26 (Th)| Online Discussion I: Technology and Media Debate                     | Online Discussion I           |
| 5/31 (T) | Podcasting and Digital Storytelling
Enhancing Learning with Audio Enhancing Learning with Video (Reading 6) | Mini-Teach Group 4
Project 2: Podcasting |
| 6/2 (Th) | Online Discussion II: Video with the ASSURE Model                  | Online Discussion II          |
| 6/7 (T)  | Digital Storytelling
Distance Teaching and Learning and the Role of the Internet (Reading 7) | Mini-Teach Group 5 |
| 6/9 (Th) | Online Discussion III: Online Teaching and Learning                | Online Discussion III         |
| 6/16 (Th)| Project 3: Digital Storytelling Presentation                        | Project 3: Digital Storytelling |

**Grading Scale**

Grades will be recorded in Blackboard. Please verify periodically for accuracy.

100 points possible:

- A  90 to 100
- B  80-89
- C  70-79
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.

**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**
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. Non-participation will adversely impact your grade.

**Late and Missing Assignments**
Submission of ALL assignments is expected to be on time and in the prescribed format and manner.

Please submit your online work (**Due by Midnight – 11:59 PM**) and projects (**Due by Noon – 11:59 AM**) by 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 Blackboard.

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.

**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
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.” (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).

Other University Policies

Academic Integrity
“Plagiarism” means using another’s words, ideas, materials or work without properly acknowledging and documenting the source. 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.

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. 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.