UNIVERSITY OF MINNESOTA

CEHD
COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

CI 5307 Technology for Teaching and Learning

1.5 Credits
Fall 2018, Section
Instructor: Angie Kalthoff
Teachtotech@gmail.com

Office Hours: By Appointment
4:40pm - 7:20pm
LES R250 - St. Paul Campus/Online

Instructor & Instructional Support

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Classrooms

Face-to-Face (F2F) Classroom	Learning & Environmental Sciences Building 1954 Buford Avenue St. Paul, MN 55108 Room 250	
Online Classroom	Seesaw	Access Code:

Course Meeting Dates

Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**	**Session 7**
F2F	Online	Online	Online	Online	Online	Online
9/11	9/25	10/9	10/23	11/6	11/11	12/4

Transit: http://www.pts.umn.edu/bus
Parking: http://www.pts.umn.edu/park

College of Education & Human Development Mission Statement

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Department of Curriculum and Instruction Mission Statement

In adhering to the Land Grant mission of the university, the Department of Curriculum and Instruction fosters an intellectual community of nationally and internationally-recognized scholars who:

- advance understanding of teaching and learning through research and other scholarly endeavors, including the scholarship of teaching and the scholarship of public engagement
- support the preparation and development of scholars and educators who are leaders in their disciplines, schools, and community settings, and who are able to collaborate across disciplines to benefit those they serve
- engage in multidisciplinary pursuits with partners in P-16 schools, communities, professional associations, and other educational institutions to improve the quality of education for all learners
- address the cultural, linguistic, social, political, technological, and economic factors that influence teaching, learning, and research
- foster educational practice that leads to a more democratic and just society.

Conceptual Framework for P-12 Professional Education Programs

The central themes of the Conceptual Framework are:

- Promoting inquiry, research, and reflection
- Honoring the diversity of our communities and learners
- Fostering a commitment to lifelong learning and professional development.

CI 5307:

- promotes inquiry through investigating the effective uses of technology in education
- fosters reflection with every performance assessment as the students discuss their learning processes and the impact of technology integration in their future classrooms
- celebrates the diversity of the class, society, and our future classrooms
- encourages lifelong learning and professional development

Curriculum & Instruction Course Description

This course is designed to prepare you to become knowledgeable and comfortable in the use of current technology in education. You will learn about the operation of technology and the ways in which it might be integrated into the classroom to support learning. Upon completion of this course you should be able to:

- Use a variety of software applications applicable to a classroom setting
- Use various technologies effectively to deliver a lesson
- Discuss how technology allows students to represent and communicate their learning
- Plan classroom instruction that integrates technology students understand
- Prepare a lesson that demonstrates your knowledge of successful technology integration in PreK-12 classrooms

Course Outcomes

Accordingly, this course section is designed for pre-service elementary, early childhood and special education educators. This course to prepares educators to investigate the role of technology in teaching and learning. This course assumes that effective teachers are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students can learn together. It also recognizes a need for equitable technology

integration practices that support the development of all students regardless of their race, gender identity, social class, sexual orientation, religious beliefs, ability level, or family background.

Specifically, this course explores and scaffolds concepts - moving from theory to application - in order to prepare pre-service educators to become knowledgeable and comfortable in the use of current technology in educational settings. Through engagement in readings, media, discussions and inquiry projects students in this course will learn about the operation of technology and the ways in which it might be integrated into the classroom to support learning. This course will also explore the academic, personal and social considerations that are particular to teaching and learning with students in early childhood and elementary grades, including the roles of technology access, technology usage, motivation, critical thinking, collaboration, communication, differentiation and assessment. In addition, preparing future teachers to work with diverse student populations is an important part of this course. Students will be introduced to a variety of specific strategies for using technology to meet the particular needs of diverse learners.

Upon completion of this course section, successful pre-service teachers will be able to:

- Understand key concepts of teaching and learning with technology in early childhood, elementary and special education contexts
- Demonstrate successful application of key concepts of teaching and learning with technology in early childhood, elementary and special education contexts
- Be able to articulate and apply technology integration strategies and frameworks/models
- Discuss the ways in which technology affords students to represent and communicate their learning
- Foster peer learning - thinking critically, working collaboratively and acting boldly - connecting course concepts to instructional practice
- Increase a repertoire of tools available for instruction, feedback, assessment, communication, collaboration, and student demonstration of learning for diverse learners
- Locate, evaluate and utilize technology resources applicable to classroom settings that advance teaching and learning to construct equitable teaching practices (i.e. presentation tools, audio files, screencasting, video, animations, visuals, whiteboard, blog, wikis, webpages, Google Add-ons, social media, virtual meetings, digital storytelling, learning management systems)
- Develop and deliver a comprehensive, coherent and concise tutorial for a technology tool and application to classroom practice
- Design and develop a blog/eportfolio/webpage (i.e. classroom website, professional portfolio)
- Demonstrate knowledge and successful application of instructional media through the design and development of an instructional project
- Synthesize and apply learning about teaching and learning with technology by designing instruction in a lesson plan that demonstrates knowledge of successful technology integration in PreK-12 classrooms. This lesson plan is to support early childhood/elementary/special education learners in acquiring new skills/strategies in a content area to meet standards
    - Evaluate, determine and utilize technology to meet (national/state) standards for a target age group
    - Organize and manage technology enhanced instruction with attention to the diverse strengths and needs of all learners
    - Develop assessment tools to measure student learning to inform instruction
    - Employ technology tools in transformative ways to enhance student learning

Ultimately, the goal is to set you up to feel prepared and empowered to integrate technology in transformative ways to enhance student learning during your induction year.

Course Structure

Course Delivery Mode

This course is scheduled to meet in a hybrid format. This means we will meet both face-to-face (F2F) and online. All course activities will be shared online through our Seesaw course. Please review all course information and activities on the Seesaw course website.

Course Support
Students may utilize the classroom lab during scheduled hours for access to LT Lab computers, iPads, robots, and SmartBoard with the assistance of a TA. Inactivity within a unit equates to a missed class, thus dropping your final grade.

Digital Literacies
This course is designed to build fluency with several technologies for early childhood, elementary and special educational applications. This course will facilitate the development of your digital literacies. Given the ever changing landscape of educational technologies, we approach this work with the notion that it is better to be an all-time learner than a one-time expert. Our aim is to make thoughtful decisions on how to apply appropriate technologies, or combinations of technologies, to solve education problems and enhance student learning.

Educational Technology Tools and Strategies
Technology tools are vast, ever changing with varied accessibility in classroom settings. It is impossible to cover all the possible technologies you will encounter in a school setting, and could possibly use in your classrooms over the course of your teaching career. This course is designed to give you a concrete introduction to some of the most commonly used technologies to foster interdisciplinary learning that can engage students in critical thinking and provide an added value to learning. This course will use a number of technologies to facilitate discussion, collaboration and learning of course concepts.

Software changes rapidly which means learning a particular product/version is less important than learning the concepts and processes undergirding the software as well as skills to independently learn new software/apps. This requires practice and patience. The following strategies can be employed to help solve problems in the following order:

1. Play/Experiment
2. Use an online search engine to find help (Google it!)
3. Consult the software help file
4. Seek TA assistance during open lab hours
5. Seek instructor assistance

Course Materials

1. **Required course texts:**
    a. Numerous readings, media and some technology tools will be required for our course. Readings and media will be provided and available to you via Seesaw.
    b. Some assignments will require your research - including the collection, analyzation and sharing of additional text and media resources. UMN Library
    c. We do not have a required textbook for this course.

2. Regular and reliable access to a computer/tablet and related multimedia plugins and add-ons for browser-based tools

3. High speed Internet connection and e-mail
    a. This course will require that you have ready and reliable access to the Internet for all communications and coursework. Should you happen to be off campus during this course (which may be anticipated given the nature of this hybrid course) you are expected to locate reliable access to the Internet.
    b. All UMN students are provided an e-mail address. You should either use your account consistently or have it forwarded to the email address you regularly use.
    c. Stay connected - you are responsible for all necessary communications.

4. Microphone and webcam for audio/video recording

a. Microphone: You will need a microphone that works with your computer/device in order to create audio recordings for several assignments - this is required for all students. Those built into your computer and/or phone are likely sufficient, though a headset with a microphone is nice to have for some occasions. If your computer/device does not have a built-in mic that works effectively, you will need to purchase an external microphone headset. These can be purchased very inexpensively for around $15-20 at local technology stores (ex: Best Buy) or online (ex: Amazon.com). Here is an example of one that you could purchase through Amazon - it is the I use for recordings, it is relatively inexpensive, and works well: BOYA BY-M1 3.5mm Electret Condenser Microphone
b. Webcam: You will also need a webcam with your computer/device in order to create short video responses for several assignments as well - this will also be required for all students. If your computer/device does not have a built-in webcam that works effectively, you will need to purchase an external webcam that you can connect to your computer/device. Best Buy and Amazon have many affordable options.

5. The majority of materials required in this classes are/will be posted in the content area of Seesaw.

6. Some assignments will require your research - including the collection, analyzation and sharing of additional (peer reviewed) text and media resources.

Course Website & Communication

Seesaw

Some of you may have used Moodle, Ning, Schoology, Canvas or other online course management systems before. My aim is for you to experience a platform that you may potentially utilize in your future classrooms. Hence the move to Seesaw. Seesaw enable ongoing conversations and social interactions between and among all of us, while also providing an easy way to access feedback, grades and course resources.

I am confident you will find it very user-friendly, easy to navigate and applicable to your future in education. Within Seesaw, our collaborative discussions will take place primarily through the use of text, media and images. They will likely seem as familiar to you as any of the other popular social networking sites that you may already be using. You will need to become familiar with recording and uploading videos, so please ensure you have consistent access to a webcam, microphone and are comfortable with their use. It is worth noting that there is a free Seesaw iPad app, which you are welcome to use.

Create your Seesaw account. Click here to get started!

You are responsible for becoming familiar with and utilizing the course website, as this will be out means of interacting and sharing resources throughout the course. The website is hosted and can be accessed by visiting Seesaw (https://app.seesaw.me/#/login).

1. Open the Seesaw app or website at app.seesaw.me
2. Choose "I'm a Student"
3. Choose Email/Google Account
4. Create a new account, or sign in to an existing account
5. Type in this code:

Please visit Seesaw Support (https://help.seesaw.me/hc/en-us) and the Seesaw on Twitter @Seesaw for guidance.

Communication

Communication is especially vital in a hybrid course. We will communicate through many channels. It is important that all communication be clear, professional, and relevant to the course. Students engaged in inappropriate communication may be dropped from the course.

Instructor contact information is listed on page 1 of this syllabus. Due to the potential high volume of messages, please allow 24-48 hours for replies to emails. To this end it is important that you begin coursework early on in the Unit and ask questions as they arise and seek support as needed.

Twitter

Additionally, this course honors that teaching is a social practice. Connecting with others to improve your practice and the field in general is an essential aspect of being an educator. With that we will develop our professional learning networks (PLNs) and extend our conversations and learning to a global audience using Twitter and the hashtag #CI5307. Explore this Twitter Resource (https://goo.gl/hsnoyT) created by Dave Lostetter (additional CS5307 professor) to get started.

- Create a Twitter account (https://twitter.com/) if you have not already. If you're not feeling comfortable with sharing an existing personal Twitter account, simply create another account for professional use - you can continue this account into your professional career. If you are brand new to Twitter, visit this Getting Started with Twitter site.
- Share your Twitter handle in out Seesaw activity.
- Follow:
    - Our learning community members
    - Angie Kalthoff @mrskalthoff
    - The Learning Technologies Media Lab @LTMediaLab

Learning Community

This course is framed with a social constructivist learning theory that emphasizes the collaborative nature of learning. We will utilize cooperative learning strategies. Our learning community will be highly interactive and fun as we learn from and with one another. Your timely participation is extremely important to complete the assignments, projects and contribute in a value added manner. You will complete many discussions and activities with your peers throughout the course. The quality of your initial contributions in our virtual community spaces will be weighted equally with the quality of your collaboration and value-added peer contributions.

In order for us to strive to build a healthy learning community, we all need to have a common (and agreed upon) understanding of our course's norms and values. The following are a list of learning community norms that we will use throughout the class.

1. **Be prepared.** Be ready to learn so you can support your learning as well as the learning of our learning community.
2. **Be open-minded.** Be respectful and open to new ideas and ways of approaching problems from our learning community.
3. **Be a risk-taker.** Strive to investigate; challenge yourself to reach beyond your comfort zone and explore new things.
4. **Be balanced.** Navigate roles between providing direct instruction and facilitated coaching with our learning community.
5. **Be collaborative.** Learning is a social practice. Be mindful of the quality and timing of your contributions to our shared learning activities. Attend to due dates; this will improve your learning as well as the learning of our learning community.

Additionally, there are working assumptions for this course in order to position it as a learning community:

A. **We will respect one another.** Our beliefs, values, and ideas often differ from one another because we all draw upon different life experiences. In this class, we will discuss, question, and challenge ideas, but we will be careful not to attack individuals and create an unsafe and unproductive space. We challenge ideas, not individuals.
B. **We will challenge our own beliefs, values, and ideas.** We need to be open to challenging our own prejudices, biases, assumptions, and interpretations. We also need to expect to discuss things we may not often get the chance or take the time to discuss publicly and feel strongly about. It is okay to feel uncomfortable when we do so, but the more opportunities we have to articulate our perspectives and opinions on controversial issues, the more comfortable we will become with doing so.
C. **We are here for a positive educational experience.** Please carefully read/view/listen to and engage with the course content, and thoughtfully prepare notes and questions to bring to our group discussions. Ask questions, share your thoughts and ideas, and make this class meaningful to your interests or future goals.
D. **We will keep an open mind and be open to a change in perspective.** In the give-and-take of collaborative learning being undertaken in this course, we are not only open to learning from our peers' knowledge and experiences, but we also allow others and ourselves a safe environment to consider new possibilities, learn, and grow. And sometimes that means we may change our minds about things. We'll position those things as productive contradictions.

Coursework and Assignments

Assignments and Grading

(Note: Assignments and their parameters are subject to change throughout the term. Students will be given ample notification of changes if they occur)

Attendance Policy and Assignment Due Dates

Given the small amount of time that we will meet in person, it is imperative that you make it our F2F meeting on the first day of class. If you cannot attend our F2F meeting you may want to consider taking this course another time.

Assignments must be completed by due dates listed in the course schedule. Much of the content in this course builds and scaffolds sequentially. Additionally, there will be opportunities to work with other classmates and they will rely on your timeliness in your contributions to group work. Late assignments will lose one point per day late until 0 points remain.

Participation, Discussions, and Responses

This course honors that teaching is a social practice. You will be required to post and respond in Seesaw. Posts are to demonstrate your learning and understanding of the activities and content. As well as engage in learning on Twitter.

Twitter PLN Participation (25 point self assessment at the end of the course)

This course honors that teaching is a social practice. Connecting with others to improve your practice and the field in general is an essential aspect of being an educator. With that we will develop our professional learning networks (PLNs) and extend our conversations and learning to a global audience using Twitter and the hashtag #CI5307. You will be responsible for joining and utilizing Twitter, as this will be our means of engaging with technology to connect to a wealth of perspectives and communities. You are responsible for at least seven posts using the hashtag #CI5307 , one post per unit topic to share your learning and participation in a Twitter chat.

Twitter Chat Participation (15 point self assessment)

As an educator, I participate in Twitter chats with educators all over the world. In this class, you are expected to participate in a Twitter chat. We are participating in the #PSTPLN slow chat from October 9-15, 2018. Update 10/10/18: In Seesaw, there is a Unit 3 Twitter Slow Chat post with specific details for this activity.

Learn, Practice, Proof of Concept Activities in Seesaw

This course has seven units. Each unit includes a Learn, Practice, and Proof of Concept. Information for each unit will be posted in Seesaw at the beginning of the unit. You will have two weeks to engage with the unit. See table for deadlines. Some of the activities will be required, while others are for your practice and you have choice in topics. Each week you will be required to share your learning in the Seesaw Activity and respond to your peers posts. We will organize Seesaw Activities using unit folders. Activities will follow the rubric outlined below. There could be a mix of instructor assessment, self assessment, and peer assessment. Rubic may change as projects progress.

Learn Post (42 points – 7 posts, 6 points per post)
Practice Post (42 points – 7 posts, 6 points per post)
Proof of Concept Post (42 points – 7 posts, 6 points per post)

Discussion Rubric	6 points	4 points	2 points	0 points
Post	Response goes beyond simply answering the prompt and attempts to stimulate further thought & discussion. Response strongly connects to corresponding videos and/or reading and in class learning. Few grammatical or stylistic errors.	Response provides most of the content required by the prompt, but does not require further analysis of the subject. Response somewhat connects to corresponding videos and readings. Few grammatical or stylistic errors.	Response provides obvious information without further analysis of the concept lacks depth of knowledge or reasoning. Response does not connect to videos or readings. Obvious grammatical or stylistic errors; errors interfere with content.	No response provided to the prompt within the associated time frame Obvious grammatical or stylistic errors; errors make content difficult to read. .

Blog/eportfolio/Website/Digital Portfolio (70 points – 7 posts, 10 points per post)

In this course you will develop a site as a digital portfolio and perhaps as a foundation for a website you can use when you enter the field. There is no specific format and limited content, however, each week you will build a place for your Proof of Concept to be shared on your site. Activities will follow the rubric outlined below. There could be a mix of instructor assessment, self assessment, and peer assessment. Rubic may change as projects progress.

Content Rubric	7 points	5 points	3 points	1 point	0 points
Critical Thinking	Rich in content; insightful analysis, synthesis, and evaluation; clear connections made to real-life situations or to course content.	Substantial information; evidence of analysis, synthesis, and evaluation; general connections are made, but are sometimes too obvious or unclear.	Information is thin and commonplace; attempts made at analysis, synthesis, and evaluation; connections are limited and vague generalities are made.	Rudimentary and superficial; little analysis, synthesis, and evaluation; little or no connections or off topic.	Rudimentary and superficial; little analysis, synthesis, and evaluation; little or no connections or off topic.

Surface Features	Few grammatical or stylistic errors.	Obvious grammatical or stylistic errors; errors interfere with content.	Obvious grammatical or stylistic errors; errors make content difficult to read.

Technology Integration Lesson Plan (86 points – 1 lesson plan)

At the end of this course you will develop a lesson plan that integrates technology with age appropriate expectations, connections to both classroom content, and standards. Each unit in this course will help prepare you for your lesson creation. You will create presentation explaining the lesson and showing any examples you have created. Rubic may change as projects progress. Lesson plan template.

Tech-Integrated Unit Lesson Plans Rubric	10 points	7-9 points	4-6 point	0-3 points
Plan for Integrating Technology	Plan is complete and thoughtful.	Plan is incomplete or there are areas that deserve more thoughtfulness.		Plan is not present or thoughtful.
Tech Integration Possibilities in Lesson Plan(s)	Lesson plan demonstrates significant ability to identify possibilities for tech integration given the lesson objectives, device, and digital tools available.	Lesson plan demonstrates some ability to identify possibilities for tech integration given the lesson objectives, device, and digital tools available.		Lesson plan demonstrates little to no ability to identify possibilities for tech integration given the lesson objectives, device, and digital tools available.
Ability to Demonstrate "Above the Line" (Modification or Redefinition) Tech Integration in Lesson Plan	Lesson plan significantly demonstrates one or more attempts to integrate with the intention of modification or redefinition and clear understanding of the levels of tech integration is evident.	Lesson plan somewhat demonstrates one or more attempts to integrate with the intention of modification or redefinition, and/or clear understanding of the levels of tech integration is somewhat evident.	Lesson plan minimally demonstrates one or more attempts to integrate with the intention of modification or redefinition, and/or clear understanding of the levels of tech integration is minimally evident.	Lesson plan does not demonstrate one or more attempts to integrate with the intention of modification or redefinition, and/or clear understanding of the levels of tech integration is not evident.
Standards Alignment	Content Standards and Technology Standards are aligned.	Content Standards and Technology Standards are mentioned but alignment is needed.	Content Standards or Technology Standards are mentioned, not both.	No mention of Content or Technology Standards.
Classroom Management	Classroom management is addressed, planned, and evident.	Classroom management is addressed and evident but there is no plan in place.	Classroom management is mentioned but not explicitly addressed and does not include a plan.	There is no evidence of a plan for classroom management.

Tech-Integrated Unit Presentation Rubric	6 points	3 points	0 points
Information Shared	Excellent - Presentation covers topics completely.	Satisfactory - Presentation covers topics somewhat completely.	Needs Improvement - Presentation incompletely covers topics.
Narration	The entire narration is recorded at a good level with minimal pauses and disruption.	The narration is audible, but the volume is either too high or too low or contains too many long pauses or "um" noises.	The narration is not audible.
Creativity	Excellent - Presentation is creative and uses many medias.	Satisfactory - Presentation is somewhat creative and uses few medias.	Needs Improvement - Presentation is not creative and uses a single media
Screen Organization	There are no distractions or unneeded clutter on the screen.	There are a few distractions or unneeded clutter on the screen.	Distractions and unneeded clutter are present on the screen.
Information Organization	Excellent - Information is well organized. Main points are clear.	Satisfactory - Information is somewhat organized. Main points are somewhat clear.	Needs Improvement - Information is unorganized. Main points are unclear.

Length	Excellent - Presentation is between 5 and 10 minutes.	Satisfactory - Presentation is slightly under 5 minutes or slightly over 10 minutes.	Needs Improvement - Presentation was significantly under 5 minutes or significantly over 10 minutes.

If you would like to have a copy of a Google Sheet to help you track your grade, click on this link.

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.
For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Research Assistance

The University of Minnesota's world class libraries are great place to study, research, explore and learn. They provide tools and guides that can help you use the Libraries more efficiently and effectively. Further, librarians are here to help you with any questions and student research. Visit https://www.lib.umn.edu/instruction/studentsupport and/or https://www.lib.umn.edu/instruction/tutorials to get started.

Academic Support

The University of Minnesota provides FREE support to all students with their writing. For the purposes of our course you may find this resources helpful as you write your discussion contributions, create your tutorials and/or develop your action plan projects. The main website link is http://writing.umn.edu/ and the direct link to student writing support is http://writing.umn.edu/sws/.

Technology Support

The University of Minnesota provides a Technology Help Service Desk. You may visit face-to-face for technology support via a walk-in or scheduled appointment. There is a site on each campus - East Bank, West Bank and St. Paul. Hours vary, see website for specifics. Additionally, phone and email support is provided on a 24/7 basis. You may IM chat, call or email for technology support. Visit https://it.umn.edu/contact-us for details.

The University of Minnesota also provides students with resources and support for media projects. Visit https://www.lib.umn.edu/media/students for details.

Disabilities Support

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.
For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health Support

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Integrity

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.
The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html.
If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class - e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.
For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Relevant University Policies

Attendance Policy

It is imperative that you attend the first session otherwise your spot will go to the first student on the waiting list and you will need to register for the course at a later date. Please see the first day attendance policy outlined http://www.onestop.umn.edu/registration/prepare/first_day.html.

If you find that you are going to miss class, you should consider taking this course a different semester. Please communicate any schedule conflicts with me as soon as possible. In the case of illness, injury or other unforeseen emergency, please contact me prior to class to make alternative arrangements. If you miss a class, your final grade will drop one letter grade.

Grading System

http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.html

Definition of Grades

A	Achievement that is outstanding relative to the level necessary to meet course requirements.
B	Achievement that is significantly above the level necessary to meet course requirements.
C	Achievement that meets the course requirements in every respect.
D	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S	Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.)
F (or N)	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also Incomplete Grades).

Course Grading System

	B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%	
A 95 – 100%	B 84 – 86%	C 74 – 76%	D 64 – 66%	F Below 60%
A- 90 – 94%	B- 80 – 83%	C- 70 – 73%	D- 60 – 63%	

Course Workload

The University has outlined course workload expectations. Workload expectations articulated in this policy estimate of the amount of work needed for an average student to earn an average grade (a C letter grade). The policy states, “It is expected that the academic work required of Graduate School and professional school students will exceed three hours

per credit per week" outside of class time. Additional time and focus is necessary as you experiment and become proficient with new technologies - It is reasonable to take this into account. I encourage you to plan accordingly.

For additional information, please refer to: https://policy.umn.edu/education/studentwork

Incomplete Grades

The grade of "I" is not a regular University grade and cannot be given without special arrangements under unusual circumstances. It cannot be given merely to extend the time allowed to complete course requirements. If family or personal emergency requires that your attention be diverted from the course and that more time than usual is needed to complete course work, arrangements should be made with the instructor of the course before the quarter ends and consent obtained for receiving an "Incomplete" or "I" grade. These arrangements should be made as soon as the need for an "I" can be anticipated. A written agreement should be prepared indicating when the course assignment will be completed. Normally an "Incomplete" grade for a course should be removed within one quarter of its receipt

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Receipt of Final Grade

University policies do not permit the posting of final course grades nor the reporting of these grades over the telephone. If you would like a record of your course grade before it is available via the University web site, provide a self-addressed stamped envelope to the instructor at the last class session.

Return of Course Assignments

During the course, graded work will be returned to students as soon as possible via Seesaw.

Student Internet Access

This course will require that you have ready and reliable access to the Internet for all communications and coursework. All registered University of Minnesota students are currently provided an e-mail address and free access to the Internet. You should either use your U account consistently or have it forwarded to the email address you regularly use. Be sure that you are checking your email often. We will be communicating throughout the course both via the course website, email and remind. Stay connected. You are responsible for all necessary communications.

- Students are assumed to have access to a computer either personally or through University Open Labs, and to have basic computing skills.
- Students must have a high speed Internet connection in order to upload and download media.
- Assistance in using email and the Internet is available through University Microcomputer Help facilities.
- Assistance is also available through the University of Minnesota Tech Stop - http://www.oit.umn.edu/techstop/
- Students who need extra assistance in using Internet software in order to complete the course requirements should utilize the open lab hours provided and talk with the instructor.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*.
To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom

extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.
For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting.
For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Academic Freedom and Responsibility

(for courses that do not involve students in research)

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Minnesota Standards of Effective Practice for Teachers (MBOT Standards)

This course supports pre-service teachers development towards mastery of Minnesota Standards of Effective Practice for Teachers (MBOT Standards). This course addresses the following Minnesota Standards of Effective Practice for Teachers centered on technology integration in course readings/media, learning activities, class discussions and/or assignments.

Standard 2, Student Learning, 3H: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must demonstrate knowledge and understanding of concepts related to technology and student learning.

Standard 3, Diverse Learners, 4D: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.

Standard 3, Diverse Learners, 4R: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The

teacher must identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, Instructional Strategies, 5K: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 4, Instructional Strategies, 5L: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must develop, implement and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Standard 5, Learning Environment, 6D: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation. The teacher must understand how to help people work productively and cooperatively with each other in complex social settings.

Standard 6, Communication, 7K: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must use a variety of media and educational technology, to enrich learning opportunities.

Standard 7, Planning Instruction, 8H: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Standard 8, Assessment, 9E: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

Standard 8, Assessment, 9N: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, Reflection and Professional Development, 10M: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, Collaboration, Ethics, and Relationships, 11M: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. The teacher must understand the social, ethical, legal, and human issues surrounding the use of information and technology in PK-12 schools and apply that understanding in practice.

International Society for Technology in Education (ISTE) Standards

ISTE acknowledge that rapid advances in technology have potential for a profound impact in how we work, play and live. ISTE standards provide educators with guides to transform learning and teaching with technology. These standards offer a framework to rethink and adapt educational practices for participation in a connected world.

ISTE Standards for Teachers
ISTE Standards for Students

International Society for Technology in Education (ISTE). 2008. *National educational technology standards for teachers*. Retrieved from: https://www.iste.org/standards/standards