

EDIT 6320: TECHNOLOGY PLANNING

INSTRUCTOR

Hyejin Hwang, M.Ed
Learning, Design, and Technology
Hyejin.hwang@uga.edu



OFFICE HOURS: By arrangement

COURSE OVERVIEW

EDIT6320 is intended primarily for Master's and Specialist students in the Learning, Design, and Technology for LDTK12 program, but all students interested in learning more about integrating technology into learning environments are welcome to enroll. This course is designed to help you in establishing your vision for technology integration and enhancing your understanding of the effective utilization, integration, and management of technology tools within the curriculum. Throughout the course, you will not only explore key concepts and practices related to technology integration but also take initiative in instructional design projects. With the help of scaffolded projects divided into 5 sub-projects, you will create a technology plan that can be (and possibly will be) implemented in your school. The project's activities include conducting a data-driven needs assessment, analyzing the school culture, and planning for teacher professional development, budgeting, and evaluation. These hands-on experiences will provide you with ample opportunity to apply the concepts and practices you've learned and contribute to meeting the needs of your school community.

At the end of the semester, you will be able to:

- describe your school's current technology culture and practices.
- describe your vision for integrating technology in educational settings and connect it to the mission of your school, district, and/or NETP.
- conduct a data-driven needs assessment and identify the needs and gaps of your school
- develop a technology plan for either a school or district
- outline specific steps for ensuring equitable access and meeting the diverse needs of all students

SPECIAL NOTE

When it comes to asking questions, there are NO such things as stupid questions. My primary role here is to help you learn. So, if you have any questions, I expect you to let me know what you're having trouble with so that I can assist you in any way I can. Please reach out to me if you need assistance while participating in any of the learning activities in this course.

REQUIRED TEXT

Whitehead, B. M., Jensen, D. F., & Boschee, F. (2013). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders*. Corwin Press.

COURSE REQUIREMENTS

The relative weight of each assignment is listed in the table below.

Assignments	% of Total
Project Part 1: Vision & Culture	10
Project Part 2: Needs assessment & Project idea	25
Project Part 3: Equity and Diversity	15
Project Part 4: Plan & Share	20
Project Part 5: Infrastructure & Evaluation	20
Discussion/participation	10
TOTAL	100%

GRADING POLICY

In this course, I consider evaluation as an opportunity for students to reflect on their progress and to check if they are developing ideas in the right track. As an instructor, my goal is for all students, regardless of their starting point, to grow in their knowledge and skills. I hope you view grades and feedback as guidelines to see how you are doing and so that you can seek help along the way if necessary.

On eLC, you'll be able to see your grades and feedback when they are posted so that you can keep track of your progress. I don't grade on a curve, so you won't have to compete with each other for grades.

All project documents are due before the asynchronous class meetings. Grades for work submitted late, without an instructor-approved excuse, will be lowered by 10% per day for each day late. No late submission is accepted after the one-week period. Grades will be assigned on a percentage basis with letter grades assigned according to the following scale:

A = 100% – 93%

A- = 92% – 90%

B+ = 89% – 87%

B = 86% – 83%

B- = 82% – 80%

C+ = 79% – 77%

C = 76% – 73%

C- = 72% – 70%

D = 69% – 60%

F = < 60%

Please note that no “Incomplete” grades will be granted only under special circumstances; contact your instructor immediately if you suspect at any time that you may need to request an incomplete for the course.

ACCOMMODATIONS

If you have a disability and would like to request accommodations, I will be more than happy to accommodate you in any way that I can. Please contact me if you experience an unexpected life event so that I can assist you with UGA-provided resources and appropriate adjustments to your assignment deadlines. All individuals receiving accommodations in the classroom must be registered with Disability Services. Please visit their website at <http://drc.uga.edu/> for further information.

HONESTY POLICY

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. "A Culture of Honesty: Politics and Procedures" detailing UGA's policies on this matter can be found on the Internet at: http://www.uga.edu/honesty/ahpd/culture_honesty.htm

COURSE PROCEDURES

Keep in mind that you will be in charge of your own learning path, and that project documents will be written independently. Whole projects may appear intimidating at first glance, but don't worry – projects are scaffolded in a way that you can gradually develop your ideas. I'm sure that at some point, you'll find yourself with a well-planned out project that's ready to go.

There are both synchronous and asynchronous aspects to this course. The course content is delivered in a variety of ways for your personalized learning experience – readings, online presentations in the virtual classroom, and pre-recorded videos. There will be many resources to assist you with your work (electronic, print, and human-based), but you will need to put in considerable time on your own in order to meet the hopes described above. The course Schedule will be uploaded, and it will guide you through the course activities. This is your ‘headquarters’ for completing the course.

This course is designed to provide you with interactive learning experiences. This requires that all participants come to the discussion sessions prepared with the background work and materials, allowing us to use the online meeting as a collaborative space to develop our ideas. I believe you have all had a variety of experiences including technology, teaching, and learning. By sharing our experiences along with the takeaways from required readings, we will be able to learn from one another and expand our knowledge and skills. I expect that all of our interactions will be carried out in the spirit of collaboration as we all work to improve our use of technology for teaching and learning.

COURSE SCHEDULE

	Date	Topic	Due
1	Jan 10	Course Introduction Explore the National Educational Technology Plan (NETP): https://tech.ed.gov/netp/	Read: Syllabus and Course Schedule Complete the Online survey: This survey is designed to identify your needs, thoughts, and interests so that I can optimize this course to benefit each student.
2	Jan 17	Watch and Read: The NETP: What's in it for me? Read the <i>Teaching</i> and <i>Learning</i> sections of the National Educational Technology Plan (NETP): https://tech.ed.gov/netp/ According to NETP, what does the US DOE communicate to you as its vision for technology use? What major component of the NETP is relevant to your school's context?	Get textbook Begin Project Part 1: Vision & Culture : Prepare a double-spaced, 3-4 page document, describing the vision and culture at your workplace. Illustrate your school's current technology culture and practices. With this in mind, describe your vision for technology integration in educational settings and connect it to the mission of your school, district, and/or NETP. Detailed information on specific tasks, goals, and a rubric are posted on eLC, along with sample project documents.
3	Jan 24	Read (textbook): Ch 1 - Changing Environments Ch 2- Leadership and Planning Review 1-2 example projects (posted in ELC)	Submit Project part 1 as ELC Assignment: Submit your document as an ELC Assignment (we can do this in class if you need assistance within the ELC).
4	Jan 31	Skim and Watch: NETP content and videos: • Leadership: https://tech.ed.gov/netp/ • Teaching: https://tech.ed.gov/netp/ Read (textbook): Ch 4 - Teaching & Learning and Ch 5 – Culture	Begin Project Part 2: Needs Assessment & Project Idea: Prepare a double-spaced 5 pages (or less) document, illustrating the nature and magnitude of the gap between what you <i>hope to do</i> and what is <i>actually happening</i> . The most important question you can ask here is a simple one: "Is your classroom or school ready for innovation? If not, what is needed to make your vision a reality?" A

		Review the Tahoma Technology Plan 2017-2020 - we will use it as a Case Study in the next class. As you read, consider: • Do the vision and culture address current technology changes? • How are they used to establish and support the goals and broader plan? • What questions does this plan address? • What questions does it raise for you?	needs assessment is necessary to create a technology plan that works for you and your current context. Detailed information on specific tasks, goals, and a rubric are posted on eLC, along with sample project documents. <i>**Be sure to explain how it relates to what you read/watched in the readings/videos from this week.</i>
5	Feb 7	Review Tahoma Technology Plan 2017-2020 - A Case Study (in-class activity/discussion) Read and Watch Leveraging Technology to Support Students' Needs https://www.edutopia.org/article/leveraging-technology-support-students-needs Why Student Access to Technology is Important https://youtu.be/QW6_jvipWZ4 Digital Teaching and Learning and Equitable Digital Access in the Classroom https://www.youtube.com/watch?v=2TeU-v5izag	Submit Project part 2 as ELC Assignment. Begin Project Part 3: Equity and Diversity Prepare a double-spaced 5 pages (or less) document, illustrating what the following terms mean to you and your school: 1) Equitable access to educational technology, digital content, and learning opportunities 2) Learning environments that meet the diverse needs of all students Then describe 1-2 specific steps that will help achieve equitable access and meet the diverse needs of all students in your plan. Detailed information on specific tasks, goals, and a rubric are posted on eLC, along with sample project documents.

VIRTUAL CLASSROOM

When the class does meet, it will be online in the Virtual Classroom associated with this class – refer to the Course Schedule to find out exactly when we will meet. The Virtual Classroom is found in the Electronic Learning Commons (<https://uga.view.usg.edu/>) for this course. Be sure to arrive 5-10 minutes early to get set up, logged in, and deal with any unexpected issues that may arise.

UGA provides special support to students enrolled in classes that use the ELC resources. Students may get assistance for a variety of issues - visit the EITS page for support: <http://eits.uga.edu/support>. You can request support directly at 706-542-3106.

BUDDY FEEDBACK

One week before each assignment is due, you are expected to provide a draft for feedback. You will find another person in the class who can provide feedback on your draft - hence, Buddy Feedback. Of course, you will also be someone's 'Buddy' and your job will be to provide

feedback. When providing feedback, be supportive but critical - ask questions, make comments. Invite your buddy to think more deeply about his/her ideas and writing, and be as detailed and clear as possible. To give/receive Buddy Feedback, you will share a Google Doc with your Buddy as well as the instructor/teaching assistant.

SUBMITTING YOUR WORK

Submit a final draft of your work in the ELC. You will find an area within the Assignment Dropbox for each major assignment due.