Technology Across the Curriculum

Pacific University College of Education
(2 credit hours)

EDU537
Spring Semester, 2014
Wednesdays May 27- June 19, 2012

Instructor: Anita Zijdemans-Boudreau PhD
Location: Berglund Computer Lab
Office Hours: by appointment

Online Course Environments:
Flex Portal: https://sites.google.com/a/pacificu.edu/coe-flex2014/
Content Wiki: https://sites.google.com/site/tech4tlcontent/
Blog: http://edu537sp2014.blogspot.com/

Course Prerequisites: Admission to the College of Education, or instructor's consent.

Textbook/Resource: *any other readings or resource materials will be provided online.*
* Richardson, W. (2006) Blogs, wikis, podcasts and other powerful web tools for classrooms. Thousand Oaks, CA: Corwin Press ISBN 1412927676
*Optional - ISTE Membership. Basic Student rate is around $54. For info on joining ISTE see: http://www.iste.org/AM/Template.cfm?Section=Membership

Course Description:
Technology Across the Curriculum is designed to introduce you to some of the applications for technology in education, as well as some issues and critical frameworks associated with technology use. You will have an opportunity to play with a variety of tools; learn more about subject-specific technologies; and apply some of your new learning to creating a web presence and proposing a final project that you can implement in your future teaching.

Course Goals:
As a result of actively engaging in this course you will have a better understanding of how to meet the following National Educational Technology Standards for Teachers [NETS T]:

These standards will be explored through:

- Participating in a collaborative online learning community
- Conducting a self-evaluation of your progress in developing literacy in technology
- Engaging in a variety of learning experiences including exploring Web 2.0 tools, conducting web-based research, and synthesizing and applying your learning in technology projects
- Developing a better understanding of the range of technologies used in your subject area
- Experiencing participation in web conferencing/ webinar sessions

The TPACK framework will also be explored as a means of designing effective instruction that considers technology, pedagogy, and content knowledge
https://sites.google.com/site/tech4tlcontent/Theoretical-Framework/tpck

Related InTASC Standards

Standards #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Performances

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Knowledge

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Performance
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
Dispositions
10(t) The teacher embraces the challenge of continuous improvement and change.

Course Structure/Approach:
Where possible, this course will use a hybrid delivery model. That is, we will try to blend some of our face-to-face [F2F] classes with online learning sessions. This may also include using web conferencing or real-time Internet communications, such as Connect Pro or Skype, to make our online interactions richer. These Internet communications tools are web-based application that allows individuals at their personal computers to attend and engage in real-time [synchronous] interactions or meetings via the Internet. A schedule will be finalized in class.

The best way to learn technology is using a hands-on approach. This course will therefore be taught through a mix of presentations/demonstrations/seminars as well as individual and/or group activities and projects that will allow you to discover and explore. I recognize that each of you will have different experience and skill level in using technology. In order to accommodate these differences, my goal is to support individualized learning as much as I possibly can and to tap into the distributed knowledge in the group. I will also ask you to complete an entry survey on the first day so that I can understand the range of experiences that exist in the class. You should seek to set your own learning goals for this course and to assess how well you achieved these goals at the end of the course – a pre/post NETS self evaluation will help in this process. You should also expect to engage in cooperative learning with your peers.

Course Requirements:
1. Technology Topic/Chapter Presentation & Facilitation
2. Explore Tools
3. Community Blog Journal - Book Read & Response
4. Technology Tools Review/Annotated Summaries - Diigo
5. Technology Project - 1) App Lesson; 2) Community Wiki
6. Project Proposal?

More details will be provided in class.

Course Schedule: SCHEDULE LINK

Special Needs:
It is our intent to fully include persons with special needs in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessment to enable you to participate fully. We will make every effort to maintain the confidentiality of any information you share with us.

University and College of Education Policies
Be aware of the Pacific University Code of Academic Conduct and the College of Education policies for professional behavior and the competent and ethical performance of educators. In this course students are expected to demonstrate behavior consistent with the Professional and Academic Standards in the College of Education. *Pacific University Professional Programs Course Catalog*; *Pacific University Arts and Sciences Course Catalog*; or the *MAT Flex & Undergraduate Student Handbook*.

Students With Disabilities
In general, the University will work with students to improve conditions that may hinder their learning. The university requires appropriate documentation of a disability in order to enable students to meet academic standards. It is the responsibility of each student to inform the Director of Learning Support Services of his or her disability. Students are encouraged to work with faculty proactively in developing strategies for accommodation. This policy is described at *Pacific University Professional Programs Course Catalog* and the *Pacific University Arts and Sciences Course Catalog*.

Incompletes
Instructors may issue a grade of incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all the requirements in the course. The instructor and the student should agree upon a deadline by which all work will be completed, with the following guidelines:

1. Incompletes given for Fall and or Winter III terms must be completed by the following April 15.
2. Incompletes given for Spring semester must be completed by the following November 15.

Instructors will issue the grade the student would have earned by not completing the course, preceded by an "I". This grade is determined by including a failing grade for the missing assignment(s) in the calculation of the final grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the grade issued will be permanent. The contingency grade will be used in the computation of the GPA until such time as a new grade is recorded. See the *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

Grade Changes
Once a grade is submitted to the Registrar it shall not be changed except in the case of recording errors. Grade changes will be approved by the appropriate Dean. See the *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

Safe Environment Policy
Pacific University's Rights and Responsibilities policy seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, religion, marital status, age, sexual orientation or handicap. Students have the responsibility to conduct themselves, both individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying and learning. This policy is described in detail in *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

Academic Integrity
Honesty and integrity are expected of all students in class preparation, examinations, assignments, practica and other academic work. Misconduct includes, but is not limited to cheating; plagiarism; forgery; fabrication; theft of instructional materials or tests; unauthorized access or manipulation of laboratory or clinic equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favors or other attempts to obtain grades or credit through fraudulent means; unprofessional conduct related to student

care; threats to University personnel and conduct inconsistent with academic integrity. The complete policy, definitions and appeal procedures are described *Pacific University Professional Programs Course Catalog* and the *Pacific University Arts and Sciences Course Catalog*.

Assessment:
The course incorporates multiple means of assessment including individual and group collaborative and media product creation, personal journaling, an action research project. Scores on assignments will be based on the scoring guide below. The total points scored will be used to determine semester grades according to the following table:

Grade	Minimum Percentage	Grade	Minimum Percentage
A	94%	B-	80%
A-	90%	C+	76%
B+	86%	C	70%
B	83%		