

**EDS 203**  
**Technology, Teaching and Learning**  
**Summer 2022**

**Instructor:** Chris Halter [chalter@ucsd.edu](mailto:chalter@ucsd.edu)

**Meetings:** The course is designed as five modules. Each module in the course will begin with discussions and modeling of the tools on Tuesday mornings (9am to 1 pm) and are designed as workshop time to troubleshoot tech issues, brainstorm ideas, get feedback on drafts, etc.

**Class Meeting**

- Day: Tuesdays & Thursdays
- Time: 9:00-1:00 pm

**Weekly Office Hours | By Appointment**

**Description:** In this course, students will design a digital professional website, which they will be able to share with prospective students, families, and schools within the greater educational community. The five modules will guide students in hands-on experiences to become familiar with a variety of educational technology tools to support teaching & learning.. Each module will focus on one or more topics with specific tools. Throughout the course, opportunities are provided for students to share drafts, to obtain peer feedback and suggestions, and to draw upon a variety of technology common in K-12 instruction.

**Course Information/Policies/Expectations:**

- All members of the course are expected to observe the [UCSD Principles of Community](#) and to follow the [UCSD Policy on Integrity of Scholarship](#). It is vital all members of the EDS 203 community feel respected and all contributions are acknowledged.
- Students requesting accommodations due to a disability must present an Authorization for Accommodations letter from the [Office for Students with Disabilities \(OSD\)](#)
- University employees (including all faculty), who are not confidential resources, are designated, Responsible Employees. Responsible Employees are required to report any incidents of sexual violence or sexual harassment to the [Title IX Officer](#). [CARE at the Sexual Assault Resource Center \(CARE at SARC\)](#) provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff, and faculty impacted by sexual assault,

relationship violence, and stalking. Accessing resources at CARE at SARC will not constitute a report to the University.

- Our lectures and course materials, including slides and recordings, are protected by U.S. copyright law and by University policy. **You may not reproduce, distribute or display (post/upload) slides or recordings of course materials in any other way — whether or not a fee is charged — without our express prior written consent.** You also may not allow others to do so.
- The [EDS Grading Standards for Graduate Students](#) will be used to determine final grades

## Well-Being

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with either of us, so that we are able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | [caps.ucsd.edu](https://caps.ucsd.edu))
- Student Health Services (858-534-3300 | [studenthealth.ucsd.edu](https://studenthealth.ucsd.edu))
- CARE at the Sexual Assault Resource Center (858-534-5793 | [care.ucsd.edu](https://care.ucsd.edu))
- The Hub Basic Needs Center (858-246-2632 | [basicneeds.ucsd.edu](https://basicneeds.ucsd.edu))

We care about you at UC San Diego, and there is always help available.

The four modules below guide you through the creation of many technology enhanced products. When creating content, always be mindful of the intended audience - future employers, namely district personnel and school administrators and leaders. A video accompanies each module which elaborates on the learning outcomes and purpose for the week.

## Course Calendar:

| Week # | Module and Tasks  |
|--------|---|
| #1     | <b>Module 1: Class Presence</b><br>Tasks Due: <ul style="list-style-type: none"><li>▪ Module 1 Introductions</li><li>▪ Module 1 Discussion: Classroom Presence</li><li>▪ Module 1 Interactive Reading 1</li></ul> |

|         |   |
|---------|---|
|         | <ul style="list-style-type: none"> <li>▪ Module 1 Understanding Copyright</li> <li>▪ Module 1 Classroom Website</li> <li>▪ Module 1 Google Classroom</li> </ul>   |
| #2      | <b>Module 2: Interactive Teaching</b><br>Tasks Due: <ul style="list-style-type: none"> <li>▪ Module 2 Interactive Reading 2</li> <li>▪ Module 2 Creating Classroom Forms</li> <li>▪ Module 2 Tech Teaching Video Response (ISTE &amp; SAMR)</li> <li>▪ Module 2 Interactive Presentations with Slides and PearDeck</li> <li>▪ Module 2 Kahoot in the Classroom</li> </ul> |
| #3      | <b>Module 3: Student Interaction</b><br>Tasks Due: <ul style="list-style-type: none"> <li>▪ Module 3 Interactive Reading 3</li> <li>▪ Module 3 Making Your Own Memes</li> <li>▪ Module 3 Informational Flyer</li> <li>▪ Module 3 Collaborative Workspaces</li> <li>▪ Module 3 Collaborative Assessments</li> </ul>  |
| Week #4 | <b>Module 4: Using the Web and Resource Evaluation</b><br>Tasks Due: <ul style="list-style-type: none"> <li>▪ Module 4 Interactive Reading 4</li> <li>▪ Module 4 Web Evaluation</li> <li>▪ Module 4 Discussion: Fake News</li> <li>▪ Module 4 Technology Enhanced Activity</li> </ul>   |