EDT 4300: Educational Technology

Spring 2023 Syllabus

Course Information

Class meeting time: asynchronous on BlackBoard with some weeks face-to-face on Thursdays 5:30pm-8:20pm
Course instructional method: Hybrid: 50-85% Online Instructional Method
Classroom: <u>Online via Zoom</u> (online days) and Education Building 302 (face to face days)
Assignment postings and classwork submissions: BlackBoard
Section: 002
CRN: 27255

Course Instructor

Heather Click-Cuellar, Ph.D.
Assistant Professor of Instruction
Email: hclick@utep.edu
Office hours: by appointment

Please send all questions regarding the course to me at hclick@utep.edu. I will respond within 48 hours.

Course Description

In this course, you will learn the fundamentals of educational technologies that support teaching and learning to include: terminology, historical development, learning theories, social impacts, and ethical implications. It focuses on building proficiency in the application of technologies that improve communication and collaboration within schools. Students will examine and evaluate educational technologies in relation to national and state standards, with an emphasis on integrating technology into teaching with the goal of promoting children's digital literacy and learning across academic content areas.

Course Objectives

By the end of the course, participating students should be able to achieve the following course objectives, as prescribed by 19 TAC 228.30 (c)(8) and TEC 21.0452 (b)(5) in alignment with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website:

(1) Will have learned to assess their degree of digital literacy and identified resources to address any deficiencies identified by the digital literacy evaluation.

(2) Will have learned to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.

(3) Will have learned to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

(4) Will have learned to continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

(5) Will have learned to seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

(6) Will have learned to inspire students to positively contribute to and responsibly participate in the digital world.

(7) Will have learned to dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

(8) Will have learned to design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

(9) Will have learned to facilitate learning with technology to support student achievement of the ISTE Standards for Students.

(10) Will have learned to understand and use data to drive their instruction and support students in achieving their learning goals.

Course objectives #4-10 from the ISTE Standards for Educators, Third Edition, 2016 ISTE (International society for Technology in Education), https://www.iste.org/standards/for-educators

Late Coursework

Late coursework is accepted, but 10% will be deducted for each week of late submission unless a no-penalty extension is requested by student and approved by instructor.

Class Attendance

Attendance and participation in live class sessions are required. If a student must miss a class due to an emergency, a notice to the instructor is required as soon as possible. The instructor may request proper documentation, such as doctor's notes, as justification. If you are absent from class three or more times, you may be dropped from the course (see UTEP student handbook for details).

Time Commitment

The standard workload for a university course requires a minimum of two hours of study time for every class hour. All course work, both in and outside class, should be of high quality and reflect your development and effort in aspiring to become a technology-savvy teacher.

Course Requirements

Students are expected to adhere to a social contract of common decency. Stealing or academic cheating will not be tolerated.

Course Schedule Changes

The course instructor reserves the right to adjust the course syllabus or change coursework as needed. I will give you ample notice prior to any changes.

Equipment for Course

This course requires that you have weekly access to BlackBoard for the duration of the class, as well as reliable internet access.

Course Readings

There is no required textbook for this course. All course materials will be posted on BlackBoard for you to download. You should complete all required readings and prepare for online discussions and tasks. Links to multimedia materials will also be provided. All assignments are to be submitted via the BlackBoard platform unless otherwise specified.

Disabled Student Statement

Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.

Equal Educational Opportunity

To create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be

subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or *eoaa@utep.edu*.

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. More information can be found at: *http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292*

Technical Assistance

If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-8PM, Sat: 9AM-2PM, Sun: 12-5PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. You may also send an email request to *helpdesk@utep.edu*. If you are on-campus, you may visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in Room 300 of the Library.

Coursework

All assignments are to be submitted via the BlackBoard platform unless otherwise specified.

Coursework (70 points)

During each week of this class, students will complete one module of coursework activities in BlackBoard. It is essential to complete the coursework on time, both to receive full credit, and because many of the activities build on the materials created in previous coursework.

It is important that students complete the coursework in a timely manner, but it is more important that coursework be completed before moving to the next module of coursework activities—missing any of the coursework activities will decrease your likelihood of getting a desirable grade in this class.

Final project (20 points)

The final project will be a portfolio representing a culmination of the work you did in the coursework activities. So long as you complete all coursework on time and meet all criteria, you should not have any difficulty with the final project. The final project will

include several components, all of which will be submitted via a Final Project near the end of the semester.

<u>Final exam</u> (10 points)
At the end of the course, a final exam will be conducted to test students on the content that was taught in the first and second half of the semester. The final exam will be primarily open-ended short essay questions and will be submitted via Blackboard during the final week of the semester.

Grading

A: The key to earning an "A" grade in this class is completing all the coursework activities by deadline, while ensuring they meet all described criteria.

B: If you either meet all the criteria but coursework activities are consistently late, or coursework activities are done on time but do not meet the described criteria, then you will most likely earn a "B" in this class.

C or worse: If you don't meet the described criteria *plus* coursework activities are consistently completed late then please contact me so we can discuss options for taking an Incomplete or Withdrawing from the class. If you take an Incomplete, you will have up to 12-months to complete the coursework activities, but can only earn a maximum grade of B.

Total possible: 100 points

A: 90-100 points / B: 80-89 points / C: 70-79 points / D: 60-69 points / F: 0-59 points

Course Schedule (subject to change)

#	Week	Coursework Due *Consult BlackBoard each week	Discussion Topics
1	1/18–1/22 Face to Face EDUC 302 on 1/19	Module 1 due 1/22: *Digital literacy assessment. Identification of digital literacy resources.*	Overview of syllabus, defining educational technology and educational technology in schools.
2	1/23–1/29	Module 2 due 1/30: *Universal design. Integration of technology.*	Educational technology in the classroom and the school.
3	1/30–2/5	Module 3 due 2/6: *Collect, analyze data. Increase student engagement.*	Educational technology and teachers. Educational technology and students.
4	2/6–2/12	Module 4 due 2/13: *Digital skills. Technology-rich classrooms.*	Educational technology historically. Contemporary educational technology.
5	2/13–2/19	Module 5 due 2/20: *Professional development.*	Educational technology in informal settings. Adaptation to educational technology.
6	2/20–2/26	Module 6 due 2/27: *Teaching and learning.*	Resistance to educational technology. Educational technology action research.
7	2/27–3/5 Face to Face EDUC 302 on 3/2	Module 7 due 3/6: *Innovative educational technologies. Diffusion of innovations.*	Educational technology in K-12 as well as higher education. Innovative educational technology.
8	3/6-3/12	Module 8 due 3/13: *Evolution of educational technologies. Developing innovations.*	The evolution of technologies that support schools. Factors encouraging and discouraging development of innovation applicable to schools.
9	3/13-3/19	*No assignments this week.*	**Spring Break**
10	3/20-3/26	Module 9 due 3/27: *Contextualized instruction. Student engagement.*	The importance of contextualization of instruction. Creating engaging and memorable thematic contexts.

11	3/27-4/2	Module 10 due 4/3: *Gamification as a pedagogy.*	Roles for gamification and game-based learning in schools and informal learning.
12	4/3-4/9	Module 11 due 4/10: *Makification as a pedagogy.* *Makerspaces.*	Roles for makification and makerspaces in schools and informal education.
13	4/10-4/16	Module 12 due 4/17: *Augmented Reality.* *Virtual Reality.*	Roles for augmented reality (AR) and virtual reality (VR) in schools.
14	4/17-4/23 ==Face to Face EDUC 302 on 4/2==7	Module 13 due 4/24: *Digital portfolio knowledge and skills.* *Web 2.0.*	Creating an online portfolio showing your educational technology skills and accomplishments. Using Web 2.0 to deliver dynamic digital content.
15	4/24-4/30	Final Project due 5/1: *The Final Project is a digital portfolio demonstrating teaching with technology skills.*	Educational technology topics synthesis. Summation and conclusions.
16	5/1-5/9	Final Exam due 5/9.	No new topics. Final exam will incorporate a holistic application of topics throughout this course.

Rubric for Coursework

Grade	*Standard to be Achieved for Earning this Grade*
A	Fully achieves the goals and objectives of the coursework, has made accurate observations, drawn insightful conclusions or extensions, and shows clear understanding of concepts. Communicates effectively. Completed on time.
B	Addresses all aspects of coursework, but goals and objectives may not be fully met. Student displays understanding of main concepts, although some less important ideas may not be in place. Results may be incomplete or not clearly presented.
C	Important goals or objectives of the coursework are not met. Work may need redirection. Gaps in conceptual understanding are present. Student's approach to coursework may lead away from coursework completion. Attempts communication.
D	Goals and objectives of the coursework are not met. Shows little or no evidence of appropriate reasoning. Presents fragmented understanding of concepts. Presents erroneous or extraneous conclusions.
F	Does not attempt coursework.

Student Learning Outcomes and Assessment

This course's learning outcomes will require the student to acquire new knowledge and skills pertaining to educational technology, and then build upon them. The following table provides a list of outcomes for the course.

Student Learning Outcomes	Assessment
By the end of course, the student:	*Assessment procedures:*
Will have learned to assess their degree of digital literacy and identified resources to address any deficiencies identified by the digital literacy evaluation.	Northern Literacy Assessment, class discussion, coursework activities, and final project.
Will have learned to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.	Class exercises, coursework activities, final exam, final project.
Will have learned to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.	Class exercises, coursework activities, and final exam, final project.
Will have learned to continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	Class exercises, discussions, coursework activities, and final project.
Will have learned to seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	Class exercises, discussions, coursework activities, and final project.
Will have learned to inspire students to positively contribute to and responsibly participate in the digital world.	Class exercises, discussions, coursework activities, and final project.
Will have learned to dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	Class exercises, discussions, coursework activities, and final project.
Will have learned to design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	Class exercises, discussions, coursework activities, and final project.
Will have learned to facilitate learning with technology to support student achievement of the ISTE Standards for Students.	Class exercises, discussions, coursework activities, and final project.
Will have learned to understand and use data to drive their instruction and support students in achieving their learning goals.	Class exercises, discussions, coursework activities, and final project.