TECHNOLOGY FOR TEACHING AND LEARNING | EDUC-W531 | SUMMER 2020

INSTRUCTOR CONTACT INFORMATION

Instructor: Jeremy Price, PhD

Contact: Canvas Inbox is my preferred means of contact, although my direct email is jfprice@iupui.edu. I will typically return your e-mails within 24 business hours.

Office: IUPUI Campus, ES3168. I am also available to meet via Zoom.

Office Hours: By appointment. Please contact me via Canvas Inbox or Zoom.

COURSE DESCRIPTION

A survey of technology used for teaching and learning which explores technologies in learning environments in context. Students will critically examine topics such as 21st century learning, new literacies, digital divides, digital citizens, technology in classrooms, web-based tools, mobile technologies, game-based learning, and technology innovations. Students will evaluate educational technology tools and engage in social networking and collaborative learning.

COURSE WEBSITE

You will participate in this course using the IU Canvas learning management platform system. Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

LEARNING OUTCOMES

This course is organized around essential questions to guide our learning, discovery, and exploration. The course as a whole is guided by the overarching essential question:

How do we approach and evaluate teaching with technology in our classrooms, schools, and communities?

Exploring this question will prepare you to engage with the current state of educational technology in the classroom more broadly and more deeply. You will also be introduced to four cross-cutting frameworks—Schwab's Commonplaces, Vygotsky's Cultural-Historical Activity Theory, Postman's Five Things We Need to Know about Technological Change, and Ottenbreit-Leftwich et al.'s Teachers' Technology Values—that you will draw upon in your analysis at all levels.

Each module is further guided by an essential question. The

Module Essential Question	How you'll demonstrate this to your instructor
(Overarching) How do we approach and evaluate teaching with technology in our classrooms, schools, and communities?	In-depth analysis of your Commonplaces with implications for pedagogical, curricular, and technological praxis based on the frameworks explored through the course.
(1) What are the different perspectives and contexts that we need to consider?	Identifying and describing your Commonplaces and assessing your classroom with Cultural-Historical Activity Theory.
(2) What are the boundaries and connections we need to consider?	Creating an infographic around the analysis of an educational technology tool based on Postman's framework and contributing this analysis to an educational technology wiki.
(3) How does technology relate to pedagogy and student learning?	Drafting a concept map outline evaluation of an educational technology tool based on Ottenbreit-Leftwich et al.'s Teachers' Technology Values and using this map to develop promotional materials for this tool

COURSE REQUIREMENTS

Required Text

No required textbook. All readings will be provided via PDF or DOCX on the course Canvas site.

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox or Google Chrome browser

TECHNICAL SUPPORT

You may also receive support from

- University Information Technology Services (UITS) (human support)
- IU Knowledge Base (IUKB) (guides)
- IUware (download free software)

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

Each module is designed to follow a progression of learning, and includes several parts: Warm-Up activities, Building Background presentations (where your instructor will provide some grounding in the materials), Building Knowledge discussions, Reflecting Back activities, Module and Intermediate Performances, and a final Culminating Performance for the course.

GETTING STARTED (2% OF THE FINAL GRADE)

This course may be the first online class you take at IU, and is hopefully not the last. The Getting Started activities are designed to help acclimate you to the tools and processes of online learning as well as providing you with some guidance about structuring your time, environment, and practices for success online.

WARM-UP ACTIVITIES (10% OF THE FINAL GRADE)

Each week you will engage in an activity designed to help elicit your prior knowledge of and experiences with the topic of the module. These activities are also designed to provide models of practice for you to bring into your own teaching with technology tools that can be used online for remote learning or in-class.

BUILDING NEW KNOWLEDGE DISCUSSIONS (10% OF THE FINAL GRADE)

The required readings for the course involve providing you with frameworks to help you analyze and make sense of your experiences and to help you plan for future teaching with technology. Engaging in structured discussions online is an effective way to integrate new ideas, so each week will involve participating in a discussion forum. You will be evaluated on your timeliness, your completeness and thoroughness in responding to the prompts, and your ability to draw in and use personal experiences (either as a learner or an educator) and the readings from the course.

REFLECTING BACK ACTIVITIES (10% OF THE FINAL GRADE)

For each module you will engage in an activity that is designed to help you make sense of the topic and concepts you explored and to help you apply it to your own practice. Similar to the Warm-Up Activities, the Reflecting Back Activities will help you tie together the learning from the previous week and prepare you for the next week.

INTERMEDIATE AND MODULE PERFORMANCES (35% OF THE FINAL GRADE)

Each Module ends with an assignment for you to complete in order to demonstrate the new knowledge you have learned and to help you develop new skills with technology tools. The Intermediate performances will guide you towards the Culminating Performance, providing you with building blocks for the final project. Details for each Intermediate and Module Performance is provided on Canvas.

PORTFOLIO ACTIVITIES (3% OF THE FINAL GRADE)

One of the requirements for the course, and if you are in it, the masters program, is actively developing and maintaining an online portfolio with the CourseNetworking ePortfolio system. You will engage in activities that will allow you to set up your online portfolio and add artifacts from this course, including the Culminating Performance (below).

CULMINATING PERFORMANCE (30% OF THE FINAL GRADE)

The Culminating Performance is your final project, and an opportunity for you to bring what you learned over the course of the semester together into one package and to prepare you to think differently about the ways you structure your learning environments for your students. You will conduct and write a self-study of your educational environment using the frameworks of the course.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Course Assessments	Percentage of Grade	Due Dates
Getting Started Activities	2%	• 6/7
Warm-up Activities	10%	Weekly
Building New Knowledge Discussions	10%	Weekly
Reflecting Back Activities	10%	Weekly
Intermediate and Module Performances	40%	• 6/14 • 6/21 • 6/28 • 7/5 • 7/19 • 7/25
Portfolio Activities		• 7/12 • 7/25
Culminating Performance	30%	• 7/25
Total	**100%**	

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

COURSE WEEKLY SCHEDULE

IMPORTANT: Due dates vary on each assignment, read carefully. Recommend double checking with the live course as instructor may update during the course.

Topic	Date	Readings	Performances
Getting Started	**Week 1** June 1-June 7	All contained within Canvas	Instant Check-Ins on learning online Create, share and comment (VoiceThread)
Educational Technology in Context	**Week 2** June 8-June 14	Schwab, "The Practical 3: Translation in Curriculum"	Identify Your Commonplaces (Adobe Spark and ThingLink)
	Week 3 June 15-June 21	Hancock & Miller, "Using Cultural Historical Activity Theory to Uncover Praxis for Inclusive Education"	Describe Your Commonplaces (Microsoft Office 365 or Google Documents)
Limits and Opportunities of Educational Technologies	**Week 4** June 22-June 28	Postman, "Five Things We Need to Know About Technological Change"	Choose a Technology Tool Category (Padlet)
	Week 5 June 29-July 5	Domine, "How Important is Technology in Urban Education?"	Evaluate a Technology Tool Category (Google Sites)
Conferencing	**Week 6** July 6-July 12	No Readings	One-on-One Conference with Professor (Zoom or Microsoft Teams) Portfolio Set-Up (CourseNetworking)

Topic	Date	Readings	Performances
Technology and the Work of Teachers	Week 7 July 13-July 19	Leftwich et al., "Teacher Value Beliefs Associated with Using Technology: Addressing Professional and Student Needs"	Mind Map Outline (Mindmup and Google Drive)
	Week 8 July 20-July 25	None	Promote a Tool (Powtoon) Analysis of Commonplaces (Microsoft Office 365 or Google Docs) ePortfolio (CourseNetworking)

UNIVERSITY POLICIES

ACCOMMODATIONS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your campus office serving students with disabilities.

INTELLECTUAL DISHONESTY

All work should be your original product, unless explicitly noted otherwise. Any materials you reference or take from others should be properly cited. Cheating, plagiarism, or fabrication in any form will not be tolerated, regardless of any justification. For more detailed information see the Student Responsibilities section of the Code of Student Rights, Responsibilities, and Conduct. Academic misconduct will not be tolerated. The minimum consequence is failing the assignment. In a case of more serious offense, a student may fail the course. **Students should NOT present work from other courses in this class (i.e., using pieces of previous papers you have done is considered plagiarism).** I may use the services of Turnitin.com to check for originality of your written work.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit Stop Sexual Violence website to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students are expected to adhere to the Code of Student Rights, Responsibilities, and Conduct at all times. Any inappropriate behavior, disruptive conduct (e.g., engaging in hostile or disrespectful commentary on the site, or discussing irrelevant evidence) or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, the consequence of which could be a variety of sanctions either from the instructor or the Dean of Students. For more information see The Code of Student Rights, Responsibilities, and Conduct.

GRADING POLICIES

DROPPING A COURSE

During the first week of classes you may drop a class with no grade recorded on your transcript. From the second week of classes through the ninth week (the 'auto W' period), you may withdraw from a class with an automatic grade of 'W'. This will be recorded on your transcript, but not included in your GPA.

After the ninth week (and before the final exam period), a student wishing to withdraw with a grade of 'W' must be passing the course at that time. You must complete a 'Drop Only' form and contact the offices listed for signatures before giving the form to the instructor. The instructor will confirm on the form that you are passing at that time for a 'W' grade or that your grade is an 'F'. This 'F' grade WILL be included in calculation of your GPA.

Faculty members are required to report any student who stops attending a class and does not withdraw (with a grade of 'W' or 'F'). Failure of a course due to non-attendance may affect financial aid award amounts.

COURSE EXPECTATIONS

CONSTRUCTIVE CONFLIFT IN THE CLASSROOM

We will be addressing issues of race, class, sex, sexuality, religion, gender identity, and ethnicity. These are difficult conversations for anyone. It is therefore to recognize when you or your conversation partner is feeling triggered, and to work through those triggers in order to gain an understanding of other perspectives.

Use the following guidelines to maintain constructive conflict in our course:

- Seek to maintain relationships with your fellow students and professor;

- Check your motivations and work to solve problems rather than to win an argument;
- Listen to other sides and be ready to admit that you might be wrong;
- Accept that both sides might be right.

For more information, see: The 9Adar Project for Constructive Conflict.

PARTICIPATION

We learn best when we converse with others about ideas and concepts, and participation is an important practice for success in university academic life in general. Ongoing participation is an important and required practice in this course. I understand that this may be out of some students' comfort level, but as you will be educators in the near future, I want to help you develop the skills and confidence to lead a discussion and take intellectual risks. Teaching is also a highly collaborative career, meaning that you will be working closely with other teachers, school and district administrators, your students and parents just to do your job. Our classroom is a safe environment in which to practice participation skills.

Quality participation does not mean that you talk the most, or even responding to my questions all the time. Some of the behaviors that show me that you are developing strong participatory and collaborative practices include:

- **Asking questions**;
- Responding to a **fellow student**;
- **Providing assistance** or helping another student;
- Making comments drawn form **course readings**;
- Agreeing or disagreeing with something in the readings or said in class by the instructor or another student in a way that **takes the conversation to a new level**.

It is good to "answer questions" and it is often good to draw on your personal experience. But there's more to it than that; participation also involves bringing in what you have learned from the readings and applying what you learn from the in-class discussions to your Performances.

COURSE ABSENCE

There may be times where emergencies and unforeseen events crop up, such as illnesses, accidents, or global pandemics. If this is the case, please contact me *as soon as possible* so that we can determine the best path forward together.

LATE WORK

Work is due on dates specified on this syllabus and on Canvas. In the event that an emergency or accident presents itself that may prevent you from submitting assignments on time, please contact the instructor as soon as possible so that a plan can be developed to keep you on track.

Late work can be turned in up to two days late for a 10% deduction, or four days late for a 25% deduction. Work will not be accepted after four days without contacting the instructor first to work out a plan to keep you on track.

PLAGIARISM

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

(Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from IU's Policies site.

According to the Indiana University Code of Student Rights, Responsibilities, and Conduct (2010), a student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

In addition, you have the right to revise and resubmit your work to demonstrate what you have learned from the instructor's feedback. If you wish to revise and resubmit your work, please inform me via email within 48 hours of receiving feedback. You have one week from when you inform me to resubmit your work for review.

CREATIVE COMMONS LICENSING

This course and its materials are licensed under a Creative Commons Attribution-NonCommerical-ShareAlike 4.0 International License.

RELIGIOUS HOLIDAYS

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. On occasion conflicts may occur between a student's obligations in a course and the student's obligations in observing major religious holidays.

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts early in the semester so that accommodations can be made.

For more information, see the IUPUI Policy on Religious Holidays.

SAFEGUARDING THE PRIVACY, HEALTH, SAFETY AND RIGHTS OF STUDENTS

The Faculty and Staff at the Indiana University School of Education-Indianapolis at IUPUI stand together to support the academic success and wellbeing of our students. In order for this success to be safeguarded, we must protect and safeguard the privacy, health, safety, and civic and human rights of all students and their families. In securing these rights, we will not act as agents of the U.S. Immigration and Customs Enforcement (ICE) or the U.S. Department of Homeland Security. We also reject the creation of any registry of students based on any single or set of characteristics, such as language, race, culture, religion, cognitive ability, physical ability, sexual orientation, gender, gender identification, or national origin. We further affirm that we are bound to protect our students by the Federal Family Educational Rights and Privacy Act (FERPA) and by ethical and moral imperatives.