
EDUC W200: TEACHING WITH TECHNOLOGY

Welcome to EDUC W200, Teaching with Technology. We will be exploring the different ways that technology can be used to support learning, understanding, and inclusion in the classroom or in other types of learning environments. We will be paying special attention to the role that you play as facilitator and intentional designer of materials and of the environment to encourage learning, understanding, and inclusion.



Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students so that students can learn to weave a world for themselves....

The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.

~ Parker Palmer

As we use technology and culture to create more health, more access and more dignity for more people, we keep reminding ourselves how inadequate it is in the face of the injustice and pain that remains.

That's how we get better.

We must focus on the less fortunate and the oppressed not because the world isn't getting better but because it is.

It's our attention to those on the fringes that causes the world to get better.

~ Seth Godin

Get to Know Your Professor

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Student Drop-In Hours:

- **Tuesdays:** 11:00am-12:00pm (BYOD Tech Lab in ES 3118B)
- **Wednesdays:** 12:15-1:30pm (ES 3162)
- **Or by appointment:** <https://jeremyprice.youcanbook.me/>

COURSE CONTRACT

Your first job is to work at developing an academic relationship with me as your professor just as you should work to develop a relationship with all of your professors. This job for you extends to all of your classes; you will find that putting the effort into building an academic relationship with your professors pays off. Putting effort into building an academic relationship with your professor will make your other two jobs flow much more smoothly. I am (and all of your professors are) here to help you succeed. In order to help me support you, you need to help me know what you need. If you have a question, if you don't understand something, if you are having trouble getting to class, if you need a different explanation of something, talk to me. Sometimes this means coming to my Student Drop-In Hours or scheduling an appointment with me outside of class. I work very hard to get to know my students in class, but I get to know them even better (and I can provide more targeted support) when my students talk with me outside of class.

Your second job is to get to know and learn how to use all of the course materials. I will provide you with information, models, and scaffolding in the syllabus and other companion documents. Success in this class involves organizing and understanding these sources of information; I am happy to meet with you to discuss the course and its requirements further.

Your third job is to consider the long-term returns you will gain from putting effort into the work of this course. When you are in college, your primary work responsibilities are to your coursework. You are in the Teacher Education Program and the effort you put into your coursework will pay off in terms of becoming a better prepared and more successful teacher. It is hard to find a balance between these long-term payoffs and short term needs (such as paying for rent, clothing, or entertainment and fun activities). You may also be more responsible for your time and attention than you ever have been before, so it is easy to slip into a pattern of missing classes. I am more than happy to help you find the right balance and to connect you with people and resources that can provide further support.

My jobs as your professor include designing an engaging, relevant, productive course, facilitating class activities that I believe will be effective in the learning process, assessing your work in a fair, timely manner, and creating a safe, supportive space in which everyone can be who she or he is and freely contribute to the class. I am here to support you as you succeed in this course and in the Teacher Education Program, but ***I can only do so with your help.***

Thank you to Dr. Terry Murray of the State University of New York at New Paltz for his inspiration (and some of the language) for including a course contract. Thank you to So-and-So for his wonderful comics series Frazz.

WHERE WE'RE GOING IN THIS COURSE

Over the course we will be exploring the essential question:

What does it look like to engage in good and just teaching with technology?

We will be using the following enduring understandings to guide our exploration:

Unit	Enduring Understandings
OVERARCHING	Technology can serve as a resource to connect with other teachers to grow, learn, and participate in a community of educators engaged in good and just teaching.
1) SELF	Past experiences with education and technology influence who teachers are in the present as a student and in the future as an educator engaged in good and just teaching.
2) TRUTH	Technology can be used to embrace, provide access to, and find truth in the complexities of the information-driven modern era.
3) COMMUNITY	Technology can serve as a medium for teachers to work in solidarity with students, schools, and communities.
4) JUSTICE	Thoughtful, intentional, and critical evaluation of and planning with technology can help teachers participate in good and just teaching.

COURSE TOOLS AND PRACTICES



A Commitment to Universal Learning

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.

Any student with particular needs should contact the coordinator of Disability Services at the start of the semester. Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. You and I can work out the details of any accommodations for this course.

Improve Your Chances for Success by Coming to Class Every Day

Being present is important to success in this class.¹ Attendance will be taken at every class, both as a way to help me learn your names and as a way to help you stay on track with attendance.

I also understand that life happens and sometimes you might need to miss class. Keep an open line of communications with me about your absences from this class. If you need to miss class, please notify me directly by email. Although I would prefer to be notified ahead of time of your absence, if you have an excuse² for your absence you have 24 hours after class to notify me. I will notice patterns of absences—unexcused and excused—and I will call you on it because I want to do everything I can to help you succeed.

Building Trust: "Ooops!" Days

You might forget me to send me an email, so each teacher candidate in the course receives **one** "Ooops!" days. Each unexcused absence beyond your one "Ooops!" days will result in points taken off your final grade for the course. If you need to be excused from class for an extended period of time for a particular reason, you must speak to me directly outside of class—such as during my drop-in hours, or if you can't come at those times, schedule an appointment with me—so that we can work out a way for you to participate in the structure and activities of the course.

¹ Research has found that just showing up to class is a better way to tell if you will do well in your college classes than anything else, including how you might have done in high school (Crede, Roch, and Kieszczynka, 2010).

² Some acceptable reasons to miss class include family emergencies, car troubles, dangerous road conditions, or illness. Some not acceptable reasons to miss class include oversleeping, conflict with an outside job, or the "I don't feel like going to class" excuse.

The most important thing is to keep an open line of communications open with me: I am here to help you succeed. I recognize that students are required to miss class for many different reasons. The important thing to remember is to keep an open line of communications with me so your grade is not adversely affected.

Be Better Prepared for Class with Active Reading

We will be reading a series of articles from educational journals and blogs each week. You are expected to complete readings prior to the start of class; if you do, you will be better prepared and be able to participate more fully in the discussions. We will be discussing these readings in class, drawing upon their ideas and concepts, and you will be asked to support your statements with evidence from the readings. I will also help you to make sense of these readings by helping you find the important and salient concepts. I recommend using the SQ3R Method³ for reading for this course (and all courses).

³ See <http://go.iu.edu/1sVF> and <http://go.iu.edu/1sVG> for more information on the SQ3R Method for Active Reading.

Participate Effectively to Get More Out of Class Time

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 risks⁴. 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.

⁴ Another way of thinking about *intellectual risks* is contributing without the fear of being 100% right. As Ms. Frizzle of the *Magic School Bus* once said, "Take chances, make mistakes, get messy!"

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 from **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**.

Technology is a wonderful tool, but it is also a way to avoid being present. There is no texting allowed in class, and I will notice when you use technology for reasons other than the task at hand.

It is good to “answer questions” (and sometimes I will ask the class a question to better understand the current level of understanding) 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 Culminating Performances.

Fill in the Gaps by Seeking Help Outside of Class

Through my commitment to Universal Learning, I fully understand that the discussions and activities in which we engage may not work well for some students. I also understand that while you are immersed in a culture of technology, you may not have had many experiences using technology in the ways that teachers should be using technology.

Therefore, I highly encourage you to come to my Student Drop-In Hours if there are ideas and concepts you do not fully understand. In addition, if you need extra assistance using the technology, I will be holding a **BYOD Tech Lab** in ES 3118B, on the third floor of the Education Building, every Monday between 10:30am-12:00pm. I will be there to provide more directed and personalized assistance with using the technologies from class.

BYOD stands for Bring Your Own Device.

There are other reasons to seek out your instructor outside of class. Your instructors are the ones who will write letters of recommendation for you, so knowing your professors in settings other than the classroom will help them write a stronger and more well-rounded letter. Meeting with your professor outside of class also signals that you are serious about learning. The more you help yourself, the more your professors will be able to help you succeed.

Learn More by Submitting Assignments

It is important to submit assignments on time as a professional courtesy to yourself, your professor, and your classmates. All assignments are due in Canvas before Pumpkin Hour. It is best not to wait until the Very Last Minute to submit work.

Pumpkin Hour is 11:59pm on the date that the work is due.

I completely understand that life happens and emergencies, illnesses, and other situations come up when you least want them to. If you are involved in an emergency, illness, or situation, please inform me via email as soon as possible—preferably before the due date—and we can discuss an extension.

I also understand that things may happen on the date an assignment is due, so every student in the course has the option of completing a **Late Performance Contract**. With the Contract, you will have the option of selecting a modified due date or meeting with your instructor to help you understand the project better. To fill out the Late Performance Contract, visit <http://bit.ly/w200-lpc> and complete the form. If you choose to meet with your instructor, you will be taken to a Web page allowing you to schedule an appointment. If you choose to offer an alternate do so mindfully, as your work will not be accepted if you submit it after the modified due date. ***You may use the Late Performance Contract only once for each performance*** (that is, you may not use the Contract to reschedule a due date after a modified due date has already been scheduled).

Without completing the Late Performance Contract, teacher candidates have a 48-hour grace period after the posted due date when submissions will still be accepted. The grade for work submitted within 24-hours after the due date will see a 10% deduction; the grade for work submitted after 24-hours and within 48-hours will see a 20% deduction. ***No work will be accepted 48-hours after the due date*** unless a Late Performance Contract has been completed before the grace period. Due dates scheduled with the Late Performance Contract do not have a grace period.

Keeping the Learning Going by Reviewing Your Feedback

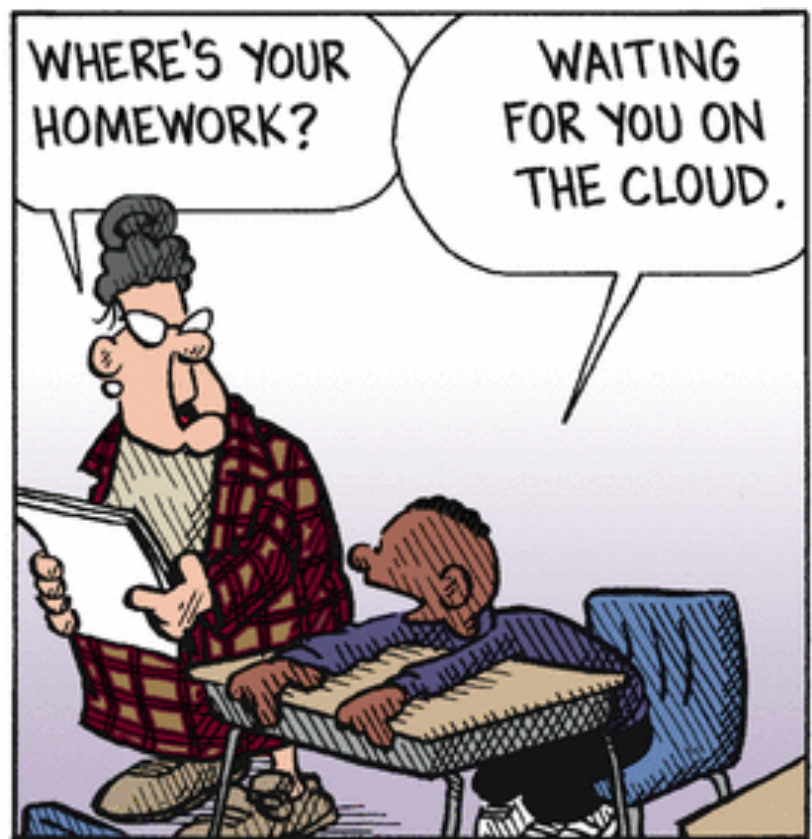
I spend a great deal of time and effort reviewing your work and providing feedback that I think will be helpful for you. There is also a possibility that you did not fulfill the requirements of the task; in this case, I will ask you to revise and resubmit your work before I assign you points.

You can learn a great deal from feedback so it is important to take the time and effort to read it closely. I critique your work, meaning that I provide information about what you did well and information for helping you to do better work in the future. Use this feedback to improve your work in other assignments because the learning performances in this class are related to each other. ***You always have the option of resubmitting your work if you have learned from feedback and want to demonstrate what you have learned.***

There is no shame in resubmissions. Making adjustments to your work is part of the learning process.

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.

PERFORMANCES OF UNDERSTANDING



Performances Help You Learn

Performances of Understanding are a way for you to demonstrate what you understand while also building your understanding. There are three types of Performances of Understanding that you will submit to me for review: Metacognitive Activities, Intermediate Performances, and Culminating Performances.

Become a Scholar by Building your Metacognitive Skills

Metacognition means thinking about thinking. Being aware of your own thinking will help you learn more and help you succeed throughout your college—and teaching—career. It is something that I hope you will help your students develop when you are a teacher. Metacognition happens in part through: (1) setting goals, (2) being intentional about your effort, and (3) reflecting on your learning. Practicing metacognition is accomplished throughout the course in three ways: Deliberative Blog Posts, Annotation Experiences, and Reflection Write-Ups.

Deliberative Blog Posts

Blogging is something in which many “connected educators” engage to explore the challenges and ideas that they encounter in their classroom practice, and to elicit feedback from other teachers. I’d like to give you an opportunity to do so as well. I will be giving you questions to think about, activities to reflect on, and articles to respond to in a blog post that you will write using the educational blogging service EduBlogs (<http://edublogs.org/>). You will then have the opportunity to read and respond to the blog posts of your fellow students. There will be one blog post per unit in the course (plus one post in the introductory “Hello World” unit) that connect with the topic of the unit. *Each blog post is worth 10 or 20 points; half of that score reserved for your responses to your classmates.*

Annotation Experiences

Actively reading and engaging with texts—including readings, videos, interviews, etc.—is an important practice for you to develop as a college student and future teacher. In addition, it is something that I hope that you bring to your own students when you are in your own classroom. You will have the opportunity to read, view, and listen with a purpose and annotate (embed reflections, questions, and ideas) the media using a variety of tools, including Annotation Studio and VideoAnt. You will have

These blocks of text in the margins, by the way, are examples of annotations.

one Annotation Experience in each unit connected to the topic of the unit. *Each Annotation Experience is worth 20 points.*

Reflection Write-Ups

Reflecting on your work and your practice is an important part of being a teacher. I will help you develop these skills through structured reflections on your experiences throughout the semester. Each reflection will follow a slightly different structure, so make sure that you look closely at what is required of the reflection. The basic parts of a reflection involve *framing* and *reframing*. This method of reflection will allow you to look back on what you've done as well as project into the future as to how you might use what you have learned in your own teaching practices. There will also be a written reflection on your learning in the course as a whole. *Each reflection is worth 20 or 30 points.*

Framing refers to describing in detail the way that your project was completed. *Reframing* refers to describing in detail how you—or an educator—might use your project in the future.

Course Units and Intermediate and Culminating Performances of Understanding

The *Performances of Understanding* are what you produce in each unit of the course. Each of these Performances are designed to not only help me see what you understand, but also to help you deepen your knowledge and develop your skills around the use of technology in teaching and learning. You will receive a Project Package with each unit which will include more specifics about what I expect from you, including a copy of the rubric used to evaluate your work. In addition to the Culminating Performances themselves, you will engage in Intermediate Performances to help you get ready for the Culminating Performances.

Performances of Understanding are a concept from the Teaching for Understanding framework. You will learn more about them when you design your own WebQuest.

UNIT 1. SELF

This first unit helps you to bring your past experiences with technology, education, and justice to the surface. This sets the stage for the rest of the semester to allow you to draw on what you bring with you and to extend your thinking and practices. The Culminating Performance for this unit is the Virtual Cajita, an adaptation of a Mexican tradition connected with Día de los Muertos (the Day of the Dead). You will be using VoiceThread to create your Virtual Cajita. *Your Virtual Cajita Project Culminating Performance is worth 100 points.*

UNIT 2. TRUTH

This second unit addresses the nature of truth and understanding on the Internet, and provides you with

pedagogical tools for evaluating sources on the Internet. Finding truth online—and rejecting false narratives—is a necessary part of becoming a teacher engaged in good and just teaching. The Culminating Performance for this unit is using the UDL Studio to help students access, read, understand, and evaluate an online news article. *Your UDL Studio Truth Project Culminating Performance is worth **120 points**, and the written reflection is worth **20 points**.*

UNIT 3. COMMUNITY

This unit will give you the opportunity to engage in a WebQuest as a learner and understand the structure of WebQuests from the inside out as well as provide the opportunity to recognize that learners' identities are not “checked at the door” when they enter the classroom. You will explore the concept of diversity and create an infographic that highlights the importance of recognizing and sustaining students' cultures, languages, and identities. *Your WebQuest Infographic Project is worth **100 points**, and the written reflection is worth **20 points**.*

UNIT 4. JUSTICE

In this unit, you will design and develop your own WebQuest around a topic of justice, equity, inclusion, and technology. Building on your experiences as a learner, you will explore ways to align activities with learning goals through your design of your WebQuest. *Your WebQuest Design Project is worth **200 points**, and the written reflection is worth **20 points**.*

Course Performances of Understanding Overview

Unit	Performance	Due Date	Points
HELLO WORLD	Syllabus “Quiz”	18 January	30
	What Does Teaching with Technology Look Like?	18 January	10
	Blog: Hello World	20 January	10
SELF	Annotation: Cajita Readings	25 January	20
	Blog: Examining My Experiences	27 January	10
	Virtual Cajita Project	1 February	100
TRUTH	Identify a Text	3 February	10
	Annotation: Single Story	10 February	20
	UDL Studio Organizer	17 February	20
	Blog: Loose Feathers	24 February	20
	UDL Studio Truth Project	3 March	120
	UDL Studio Truth Project Reflection	3 March	20
COMMUNITY	Blog: Recognizing My Relationships	8 March	20
	Annotation: Inclusion	10 March	20
	WebQuest Performance	17 March	100
	WebQuest Performance Reflection	17 March	20
JUSTICE	WebQuest Identify a Topic	24 March	10
	Annotation: Equity	31 March	20
	WebQuest Goals Outline	5 April	15
	Blog: The Privilege Is Mine	12 April	20
	WebQuest Conference Participation	19 April	30
	WebQuest Goals and Performances Map	21 April	20
	WebQuest Design	5 May	200
	WebQuest Design Reflection	5 May	20
FAREWELL	What Does Teaching with Technology Look Like?	28 April	10
ATTENDANCE/EFFORT			100
TOTAL			1000

Grading Scale

GRADE	MINIMUM SCORE	MAXIMUM SCORE
A	930	1000
A-	900	929
B+	870	899
B	840	869
B-	800	839
C+	770	799
C	740	769
C-	700	739
D+	680	699
D	660	679
D-	650	659
F		< 650

COURSE SCHEDULE



NOTE: Due dates may be changed depending on our progress in the course. Due dates may be moved back, but will never be moved forward.

OVERARCHING ESSENTIAL UNDERSTANDING: *Technology can serve as a resource to connect with other teachers to grow, learn, and participate in a community of educators engaged in good and just teaching.*

Hello World

Introductory Unit

WEEK 1 | 9 January – 13 January

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| Readings | <ul style="list-style-type: none">• No Readings This Week |
| Performances | <ul style="list-style-type: none">• LOOKING AHEAD: Syllabus “Quiz” (January 18)• LOOKING AHEAD: What Does Teaching with Technology Look Like? (January 18)• LOOKING AHEAD: Blog: “Hello World” (January 20) |
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Unit 1: Self

ESSENTIAL UNDERSTANDING: *Past experiences with education and technology influence who teachers are in the present as a student and in the future as an educator engaged in good and just teaching.*

WEEK 2 | 16 January – 20 January

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| Readings | <ul style="list-style-type: none">• Silence is Akin to Consent (http://go.iu.edu/1sXb)• Five Ways to Advocate for Justice in Education (http://go.iu.edu/1jFm) |
| Performances | <ul style="list-style-type: none">• Syllabus “Quiz” (January 18)• What Does Teaching with Technology Look Like? (January 18)• Blog: “Hello World” (January 20) |
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WEEK 3 | 23 January – 27 January

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| Readings | <ul style="list-style-type: none">• Why Ed Tech is not Transforming How Teachers Teach (http://go.iu.edu/1sWB)• What Technology Could Look Like Over the Next Five Years (http://go.iu.edu/1mig)• You Are Asking the Wrong Questions About Education Technology (http://go.iu.edu/1sXc) |
| Performances | <ul style="list-style-type: none">• Annotation: Cajita Readings (January 25)• Blog: Examining My Experiences (January 27)• LOOKING AHEAD: Virtual Cajita Project (February 1) |

Unit 2: Truth

ESSENTIAL UNDERSTANDING: *Technology can be used to embrace, provide access to, and find truth in the complexities of the information-driven modern era.*

WEEK 4 | 30 January – 3 February

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| Readings | <ul style="list-style-type: none">• Why More Schools Aren't Teaching Web Literacy (http://go.iu.edu/1sWY)• Why Historical Thinking is Not about History (http://go.iu.edu/1sX5)• In addition, you will be assigned one of the following:<ul style="list-style-type: none">◦ The CRAP Test (http://go.iu.edu/1sX6)◦ Ten Questions for Fake News (http://go.iu.edu/1sX7)◦ Virology Report (http://go.iu.edu/1sX8)◦ Seven Ways to Spot and Debunk Fake News (http://go.iu.edu/1sX9) |
| Performances | <ul style="list-style-type: none">• Virtual Cajita Project (February 1)• Identify a Text (February 3) |

WEEK 5 | 6 February – 10 February

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| Readings | <ul style="list-style-type: none">• Inclusion: A Matter of Social Justice (http://go.iu.edu/1sWD)• UDL from Alberta Education (http://go.iu.edu/1sWE)• UDL: Principles and Practices (http://go.iu.edu/1sWF) |
| Performances | <ul style="list-style-type: none">• Annotation: Single Story (February 10) |

WEEK 6 | 13 February – 17 February

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| Readings | <ul style="list-style-type: none">• Using the 'Zone' to Help Reach Every Learner (http://go.iu.edu/1sWG)• Six Scaffolding Strategies (http://go.iu.edu/1sWH)• CAST UDL Editions Strategy Support (http://go.iu.edu/1sWI) |
| Performances | <ul style="list-style-type: none">• UDL Studio Organizer (February 17) |

WEEK 7 | 20 February – 24 February

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| Readings | <ul style="list-style-type: none">• Creating Digital Authors (http://go.iu.edu/1sWJ)• Too Many Students and Not Enough Time (http://go.iu.edu/1sXa) |
| Performances | <ul style="list-style-type: none">• Blog: Loose Feathers (February 24)• LOOKING AHEAD: UDL Studio Truth Project (March 3)• LOOKING AHEAD: UDL Studio Truth Project Reflection (March 3) |

Unit 3: Community

ESSENTIAL UNDERSTANDING: *Technology can serve as a medium for teachers to work in solidarity with students, schools, and communities.*

WEEK 8 | 27 February – 3 March

~ **SEE THE WEBQUEST** ~

- Performances
- Blog: Loose Feathers (February 24)
 - UDL Studio Truth Project (March 3)
 - UDL Studio Truth Project Reflection (March 3)

WEEK 9 | 6 March – 10 March

~ **SEE THE WEBQUEST** ~

- Performances
- Blog: Recognizing My Relationships (March 8)
 - Annotation: Inclusion (March 10)
 - LOOKING AHEAD: WebQuest Performance (March 17)
 - LOOKING AHEAD: WebQuest Performance Reflection (March 17)

WEEK 10 | 13 March – 17 March

****SPRING BREAK: NO CLASS****

- Performances
- WebQuest Performance (March 17)
 - WebQuest Performance Reflection (March 17)

Unit 4: Justice

ESSENTIAL UNDERSTANDING: *Thoughtful, intentional, and critical evaluation of and planning with technology can help teachers participate in good and just teaching.*

WEEK 11 | 20 March – 24 March

- Readings
- What is a WebQuest (<http://go.iu.edu/1sXg>)
 - What are the Essential Parts of a WebQuest (<http://go.iu.edu/1sXh>)
 - What kinds of topics lend themselves to WebQuests? (<http://go.iu.edu/1sXi>)
- Performances
- WebQuest Identify a Topic (March 24)

WEEK 12 | 27 March – 31 March

- Readings
- The Power of Backward Design (<http://go.iu.edu/1sXj>)
 - Learning Objectives: The Heart of Every Lesson (<http://go.iu.edu/1sXk>)
 - Structure Lessons with Essential Questions (<http://go.iu.edu/1sXl>)
 - SWBAT: Communicating Learning Goals (<http://go.iu.edu/1sXm>)
- Performances
- Annotation: Equity (March 31)

WEEK 13 | 3 April – 7 April

- Readings
- Excerpt from *Teaching for Understanding with Technology*
 - A Project-Based Learning Cheat Sheet (<http://go.iu.edu/1sXn>)
 - 24 Assessments that Don't Suck... (<http://go.iu.edu/1sXo>)
- Performances
- WebQuest Goals Outline (April 5)

WEEK 14 | 10 April – 14 April

**** PASSOVER: NO CLASS ****

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| Performances | <ul style="list-style-type: none">• Blog: The Privilege Is Mine (April 12) |
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WEEK 15 | 17 April – 21 April

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| Readings | <ul style="list-style-type: none">• Looking at Student Work: The Tuning Protocol (http://go.iu.edu/1sXd)• The Tuning Protocol Overview (http://go.iu.edu/1sXe)• Reflection on Student Work (http://go.iu.edu/1sXf) |
| Performances | <ul style="list-style-type: none">• WebQuest Conference Participation (April 19)• WebQuest Goals and Performances Map (April 21) |

WEEK 16 | 24 April – 28 April

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| Readings | <ul style="list-style-type: none">• No Readings This Week |
| Performances | <ul style="list-style-type: none">• What Does Teaching with Technology Look Like? (April 28)• LOOKING AHEAD: WebQuest Design (May 5)• LOOKING AHEAD: WebQuest Design Reflection (May 5) |

DIGITAL TOOLS AND PASSWORDS

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POLICIES

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.

CAMPUS-WIDE POLICIES CAN BE FOUND ONLINE ON CANVAS

<https://canvas.iu.edu/>

