COMP 290: Learning in the Digital Age

Course Description:
→ 1 credit
→ Tuesdays 9:30-10:45 am
→ Spring 2024
→ In-person @ Sitterson 0155

Target audience:
Everyone– majors and non-majors! No pre-reqs or technical experience required.

Student Instructor Information:
Karen Gonzalez-Palomo (she/her)
karengp8@ad.unc.edu
Office hours by appointment, just email me.

Course Description:
This course aims to explore the intersection of education and technology as we cover everything from using Minecraft and games for learning to understanding tech equity, accessibility, and emerging trends like AI and VR. In today's rapidly evolving educational landscape, the integration of technology has become a pivotal force in reshaping teaching and learning experiences. This course delves deep into the confluence of education and technology, providing an in-depth examination of the multifaceted aspects that drive this intersection.

Goals/Student Learning Outcomes:
→ Understand educational technology from the perspective of developers, educators, and students.
→ Analyze how different learning theories inform EdTech design.
→ Identify policies that inform the implementation of technology in schools.
→ Assess the potential of emerging tech in transforming education.
→ Identify strategies for fostering digital inclusion and tech accessibility.
→ Understand how institutions collect and utilize data to improve teaching and learning outcomes.

Course Materials:
All readings will be provided to you. There is no book required for the course.

Assignment List:
Assignment #1: Explore Tech Trends in Education

Assignment #2: STEM Learning Product Review

Grading:

Attendance
   -   Pre-class assignments
   -   In-class attendance
	50%

Participation
   -   In-class discussion
   -   Being present during class
   -   Asking questions
	10%

Assignments - 2 assignments, 10% each	20%
Final Assessment	20%

Schedule (tentative):

Jan. 16 - Welcome/Intro!

Jan. 23 - Minecraft + Games for learning

Jan. 30 - **Guest speaker**: Luz Robinson

Feb. 6 - Tech equity + accessibility

Feb. 13 - Wellness day, **no class**

Feb. 20 - **Assignment #1** Discussion

Feb. 27 - Ethical considerations in tech

March 5 - Makerspaces + Papert (**field trip** tentative)

March 12 - Spring break, **no class**

March 19 - **Assignment #2** Discussion

March 26 - Data + Learning Analytics

April 2 - **Guest speaker**: Robert D. Plumley

April 9 - Policies in Schools Ed-tech in K-12

April 16 - Ed-tech in K-12

April 23 - Tech in Informal Learning Environments (**field trip** tentative)

April 30 - Reflection

Final Assessment:

Presentations during Final Exam time. Scheduled exam time is May 10th at 8am.

Policies and Resources:

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Attendance Policy

University Policy: As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: University Approved Absence Office (UAAO) website provides information and FAQs for students and FAQs for faculty related to University Approved Absences

2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)

3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me or consult studentconduct.unc.edu.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the Safe Computing at UNC website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Accessibility Resources and Service

Accessibility Resources and Service (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies

reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities.

ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations.

Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to reach out to ARS to discuss.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX and Related Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at https://eoc.unc.edu/report-an-incident/.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not

registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit http://writingcenter.unc.edu.