Mayville State University

EDUC 272 Educational Technology (2 credits)

Instructor:	Dr. Brittany D. Hagen (please address me as "Dr. Hagen" or "Brittany")
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Hours of Availability:	As posted outside office and as listed in Starfish
Class Meeting:	Thursdays, 10:00 – 11:50 a.m. CT
Location:	Room 102
LMS:	Blackboard (Bb)
Instruction Mode:	On campus, Face-to-Face

COURSE DESCRIPTION

This course is designed to develop background knowledge and training for teacher education candidates in the use of educational technologies. The course will focus on instructional methods using technologies to support student learning and achievement. Teacher candidates will demonstrate developing proficiencies in the use of educational technologies to create interactive teaching and learning opportunities. This course uses the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences. Co-requisites: EDUC 250 (for B.S.Ed majors.)

PURPOSE OF THE COURSE

The purpose of this course is to develop background knowledge and training in the use of educational technologies in preparation for classroom teaching. This course will help learners understand the many instructional technologies available in schools and the effect on student engagement and achievement with the use of these technologies. The ISTE Standards and InTASC Teaching Standards articulate what is expected of teachers in today's society. By developing an understanding of the responsibilities of using technology to teach and learn, EDUC 272 learners will gain insights into the accountability they must have when entering the teaching profession. More information on ISTE standards for educators and students can be found below. Learn more about InTASC standards at: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf.

ISTE Standards for Educators	ISTE Standards for Students
1. **Learner**: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	1. **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Leader**: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	2. **Digital Citizen**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. **Citizen**: Educators inspire students to positively contribute to and responsibly participate in the digital world.	3. **Knowledge Constructor**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. **Collaborator**: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	4. **Innovative Designer**: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. **Designer**: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	5. **Computational Thinker**: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. **Facilitator**: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	6. **Creative Communicator**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. **Analyst**: Educators understand and use data to drive their instruction and support students in achieving their learning goals.	7. **Global Collaborator**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Source: www.iste.org/standards/standards

CONCEPTUAL FRAMEWORK

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework' for more information.

COURSE OBJECTIVES

To successfully complete this course, the learner will be expected to:
Overall Objectives
1. Demonstrate an understanding and readiness to plan instruction to include technology.
2. Develop a skill set of best practices for technology inclusion in Pre-K-12 education.
3. Discuss the importance technology has in teaching and learning.
4. Identify ways in which technology can be used to develop 21st century learners.
5. Discuss the importance of developing responsible digital citizens.
6. Demonstrate the use of technology for information communication.
7. Analyze how changing technologies have influenced educational change and teacher accountability.
8. Explore educational websites and digital content.
9. Identify how technologies can be used for classroom inquiry and problem solving.

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will be assessed in future semesters. MSU EPP Key Assessments addressed in this course include: Technology Demonstration.

COURSE IMPROVEMENTS BASED ON MOST RECENT ASSESSMENT FINDINGS

There will be a stronger effort to emphasize what a digital identity should contain as well as require students to use any technology platform EXCEPT for PowerPoint or Word.

REQUIRED COURSE MATERIALS

- TaskStream – Purchase 3 year subscription at Bookstore or TaskStream.com (B.S.Ed. students only), used throughout the Teacher Education program
- OER: 100 Free Web Tools: http://www.oercommons.org/courses/100-free-web-tools-for-elementary-teachers/view

INSTRUCTIONAL STRATEGIES

The content of EDUC 272 will be delivered by:
- Student/teacher-led learning experiences
- Direct instruction
- Teacher modeling
- Student presentations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class/Online discussions
- Multi-media, current technology
- Written and oral communication
- Assigned readings

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE

- **TaskStream** – This electronic portfolio will be used to complete evaluations and portfolio requirements.
- **Blackboard** – MSU's learning management system and virtual class environment
- **Tegrity** – screen and video recording option. Some instructors use this to record their lectures with their presentation slides.
- **Electronic Library Resources, Google Docs, various websites and interactive applications**

LEARNING EXPERIENCES

Students will participate in the following learning experiences:
1. Review and take notes on the assigned readings, and be prepared for discussion before coming to class.
2. Select a topic to demo an effective technology tool that can be used in teaching. Benefits, limitations, and various uses will be addressed.
3. Create a lesson plan accompanied by an ActivInspire flipchart to support a specific standard.
4. Design an assessment strategy, implement it with your peers, and analyze the results.
5. Interact in classroom activities and assignments as presented by the instructor and/or uploaded to Blackboard.

INSTRUCTOR EXPECTATIONS

Below, you will find several guidelines to help create successful learning experiences:
- **Be prepared.** Be ready for each class period! The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly.
- **Attend class and participate**. To successfully complete this course, your attendance and active participation is required. Participation in classroom discussions, group project demonstrations, and online discussions will result in stronger connections to theory and practice, adding to the quality of your learning experience.
- **Use technology appropriately**. Laptops, tablets, iPads, iPods and other devices should not be used during class unless they are used for class work. In addition, cell phones will be used for teaching and learning purposes ONLY! They should not be a distraction, for yourself or others, during class.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: http://www.mayvillestate.edu/about-msu/more-info/reports-policies/. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include: copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.
- **Disability Support Services**. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion.

INSTRUCTOR/STUDENT COMMUNICATION

- **Email:** If possible, please email me at brittany.hagen.2@mayvillestate.edu if you have any questions or would like to set up a time to meet. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4828. I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address as it is the only way to ensure reliable communication between students and instructors.
- **Feedback:** You can expect to hear feedback regarding weekly assignments within one week of submission. Larger projects (Lesson Plan/Flipchart and Technology Demonstration) can take longer to review so expect feedback within 2 weeks of submission.

EVALUATION – GRADING SYSTEM

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for potential teacher-candidates. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. Starfish Student Success System will be used to report your successful or unsuccessful submission of course assignments. Pay attention to those updates!

Assignment	Points	Due Date
Weekly Assignments	120	Evaluated weekly, feedback and points recorded in the gradebook
Assessment and Analysis Assignment	60	Due: Sign up for date in class
Technology Lesson Plan/Flipchart	40	Due: November 8
Technology Demonstration	60	Due: November 29
Guest Speaker Reflections	20	Due: The day of guest speaker presentations
Total	300	

The percentage to point conversion table for all assignments in EDUC 272 can be found below:

A= 94 – 100%   →   281 – 300 points
B= 87 – 93%   →   260 – 280 points
C= 80 – 86%   →   239 – 259 points
D= 70 – 79%   →   209 – 238 points
F= < 70%   →   0 – 208 points

Weekly Assignments (120 points)
Evaluated weekly. Check Blackboard for specific requirements.

Active participation in class is not only central to constructivist learning, it will also be something that is expected of someone entering into the profession of teaching. As such, your active participation is not only required but essential to learning the central ideas of this course. Active participation requires prior preparation. Readings must be completed and reflected upon before completing class assignments so that you can play an important role in the discussions and activities. You are required to demonstrate a continual understanding of the content by asking questions, relating the material to personal experiences, adding quality to the experience of your online classmates. The grade attached to weekly assignments is awarded for each of the weekly assignments (12 total x 10 points each = 120 points). Feedback on weekly assignments will be given on a consistent basis through Blackboard dropboxes or via email. All weekly assignments are due before class begins at 10:00 a.m.

Assessment and Analysis Assignment (60 points)
Sign up for a date to present

Assessing student learning is an essential part of teaching. Teachers make decisions about their instruction based on students' learning needs. The purpose of this assignment is to design an assessment based on an assigned article. You will create an assessment with 5-10 questions and present it in class to assess your peers' understanding of the article. You will use one of the quiz software samples shared in class. After you have administered the assessment, you will track students' results, analyze their understanding, and reflect on what you learned. A detailed assignment description and grading checklist is available on Blackboard.

Technology Lesson Plan/Flipchart (40 points)
Due: November 8

This assignment will assist teacher candidates in researching lesson pan websites, practice writing and revising lesson plan objectives, and adapt lessons to include the use of student-oriented, interactive flipcharts in a small group setting. Detailed assignment description will be provide and can be found on Blackboard.

Technology Demonstration (60 points)
Due: November 29

Each student will be in charge of planning and presenting a technology demonstration using Tegrity. The demonstrations will last between 5-10 minutes and will follow the format provided in class. An assignment description and rubric will also be provided in class. The instructor will model this demonstration as to help reinforce assignment expectations. Students will also be required to complete a graphic organizer after viewing a peer's presentation.   You must earn a "C" or higher on this assignment because it plays an important role in the Teacher Education program's Key Assessments within TaskStream.

Guest Speaker Reflections (20 points)
Due: The day of guest speaker presentations

We will have the pleasure of hosting several guest speakers in our class this semester. As an educator, you should strive to be a lifelong learner, developing new skills and competencies with every experience. After each guest speaker, you will be asked to provide your responses to reflective prompts on a Google form. The prompts will be provided to you prior to and during the presentation as well. This exercise will help you reflect on the important skills you want to take away from the presentation.

STUDENT SUPPORT

Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

IMPORTANT STUDENT INFORMATION

"Important Student Information" can be found in your Blackboard course shell.
- Academic Grievance Concerns and Instructor English Proficiency
- Starfish - Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement

OTHER COMPETENCIES ADDRESSED IN THIS COURSE

Diversity Objectives
1. This course discusses how equity between low and high socioeconomic locations can be achieved through inclusion of technology by ensuring that schools in low-socioeconomic communities have the same student-to-computer ratios as schools in wealthier communities. Skills 0(a) and 9(e); Disposition 2(l) and 9(m).

Technology Objectives
1. 3(m-1) The teacher explains how to use technologies.
2. 3(m-2) The teacher knows how to guide learners to apply technologies in appropriate, safe, and effective ways.
3. 5(k-1) The teacher recognizes the demands of accessing and managing information.
4. 5(k-2) The teacher can identify issues of ethics and quality related to information and its use.
5. 5(l) The teacher identify digital and interactive technologies for efficiently and effectively achieving specific learning goals.
6. 7(k-1) The teacher identify a range of evidence-based instructional strategies, resources, and technological tools.
7. 7(k-2) The teacher gives examples of evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that meets diverse learning needs.
8. 8(n) The teacher identifies a wide variety of resources, including human & technological, to engage students in learning.
9. 8(o-1) The teacher explains how content and skill development can be supported by media and technology.
10. 3(g) The teacher guides learners in the responsible use of interactive technologies to extend the possibilities for learning locally and globally.
11. 3(h) The teacher develops learner capacity to collaborate in face-to-face and virtual environments
12. 8(g) The teacher engages learners in using a range of technology tools to access, interpret, evaluate, and apply information.
13. 8(o-2) The teacher evaluates media and technology resources for quality, accuracy, and effectiveness.
14. 9(d) The teacher actively seeks technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
15. 9(f-1) The teacher advocates and demonstrates safe, legal, and ethical use of technology.
16. 9(f-2) The teacher advocates and demonstrates safe, legal, and respectful use of social media.
17. 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

STARFISH EARLY ALERT AND CONNECT SYSTEM

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details: https://mayvillestate.edu/academics/starfish/.

REFERENCES

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from http://www.mayvillestate.edu/about-msu/more-info/reports-policies/.

International Society for Technology in Education. (2008). *Standards for Teachers.* Retrieved from ISTE.org: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

COURSE OUTLINE – EDUC 272 On-Campus

The following is a tentative schedule and may be subject to change. Weekly readings and assignments will be posted on Blackboard as well.

Week	Date	Topic	Readings Due	Assignments Due
1	August 23	Introductions Syllabus Review Course Overview Introduction Video	o Review Syllabus	
2	August 30	Technology Basics Self-Assessment	o Robinson (2018) Article	o Weekly Assignment: Intro Video
3	September 6	TaskStream Overview	o TaskStream About Us	o Weekly Assignment: Self-Assessment
4	September 13	ISTE Standards	o Trust (2018) Article o ISTE for Educators o ISTE for Students	o Weekly Assignment: Educational Autobiography
5	September 20	Becoming a 21st Century Teacher	o Lapek (2017) Article	o Weekly Assignment: ISTE Standards
6	September 27	Communicating and Collaborating with Technology	o Rider (2015) Article	o Weekly Assignment: 21st Century Skills
7	October 4	Expressing Creativity with Multimedia Technologies	o Sussman (2016) Article	o Weekly Assignment: Communicating and Collaborating
8	October 11	Exploring Problem Solving through Games	o Nelson (2016) Article	o Weekly Assignment: Multimedia Tool
9	October 18	Teaching Digital Citizenship	o Bolkan (2014) Article	o Weekly Assignment: Problem Solving
10	October 25	Lesson Planning	o Adeokun (2011) Article	o Weekly Assignment: Digital Footprint
11	November 1	Lesson Planning	o Stover (2016) Article	o Weekly Assignment: Mini-lesson plan
12	November 8	Electronic File Management Introduce Tech Demo	o Robinson (2017) Article	o DUE: Technology Lesson Plan/Flipchart
13	November 15	Issues and Trends in Educational Technology	o Morgan (2014) Article	o Weekly Assignment: File Management
14	November 22	No Class – Happy Thanksgiving!		o Work on Technology Demonstration
15	November 29	Technology Demonstration		o DUE: Technology Demonstration
16	December 6	Course Wrap Up STEAM Party	o Edudemic (2015) Article	o Weekly Assignment: Tech Toolbox

Note: There will be several guest speakers who demonstrate technology throughout the semester. Dates to be announced.