



EDU 331: Educational Technology SPRING 2020

Instructor: Dr. Kele Anyanwu
Office Hours: Wednesdays 11:00 – 12:00 noon
 Tuesdays 2:00 – 3:00 pm
Office: Rm. 459 CPS
Office phone: (715) 346 2816
Email: kanyanwu@uwsp.edu

COURSE DESCRIPTION

Educational Technology (EDU 331) course is designed to give us, as learners and future teachers the fundamentals and hands-on experience on integrating technologies proven to have desirable pedagogical outcomes into a PK-12 curriculum.

Throughout the semester, students in this course will be encouraged to look at educational technology from two perspectives; firstly, as tools to enhance learning in the classroom with desirable outcomes on the part of students and secondly, as administrative tools to help teachers become more productive and efficient in the classroom.

Course activities will take place in classrooms, computer labs and online, with students participating in face-to-face discussions and conduct topic related activities. Students will be encouraged to embrace Bring Your Own Device (BYOD) approach by bringing their own devices to the classroom ONLY WHEN ASKED TO DO SO BY THE INSTRUCTOR. A variety of activities are planned that requires each student play active role in making the class interesting, energetic and fun. The atmosphere in the class will be conducive to learning and responsibility for creating that atmosphere is shared by the students and instructors.

As the instructor, my role is one of facilitator. We are all learners together, and students will have numerous opportunities to be moderators, facilitators and “knowledge sharers” (Rieber, 1997).

PREREQUISITES

As this is an intermediate level educational technology course, there is an implied assumption that students enrolled in this course are proficient with the Windows operating system, have basic knowledge of Microsoft Office Suite applications and can perform basic file operations (i.e. copying, deleting, saving, etc.). *Where this is not the case, students should contact the instructor to receive support enabling them to derive maximum benefit from the course.* Additionally, students are expected to have Internet skills, including emailing, and web browsing/searching.

COURSE ALIGNMENT WITH TECHNOLOGY STANDARDS

Professional standards describe the knowledge, skills and dispositions that should be developed for successful participation within a profession. There are several sets of professional standards that served as guides for development of this course. Students are encouraged to refer to these standards and incorporate them into their assignments as they form framework of the assignments and activities.

1. [International Society for Technology in Education \(ISTE\)](#)
2. [Instructional Technology Literacy for Educators in Wisconsin](#)

COURSE GOALS AND OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Develop and demonstrate competence and confidence using contemporary technology tools from a Common Core standards-based perspective.
2. Examine and articulate the impact of technology (media, computers, videogames, web technologies) on diverse PK-12 learners.
3. Research and assess pedagogical practices and strategies for developmentally appropriate technology integration in diverse PK-12 learning environment with focus on Common Core Standards, Response to Intervention (Rtl), and Differentiated Instruction.
4. Identify and evaluate developmentally, standards appropriate technology resources that includes Interactive computing technologies, Mobile computing platforms, e-Publishing, Cloud computing and associated technologies.
5. Analyze and reflect on contemporary issues involving the relationship between PK-12 learners and technology; thereby linking new information with existing understanding in creative, collaborative and critical thinking and meaningful ways.
6. Articulate how pupils differ in their approaches to learning; the reality of digital divide and barriers that impede technology mediated learning. As a result, students are able to infuse educational technology into instruction to meet the diverse needs of pupils, including those with disabilities, exceptionalities and socio-economic impediments.

This course, like all courses in the School of Education prepares pre-service teachers for challenges in the diverse settings they will face in the classrooms when they go into the field.

- At the end of the course, each student will demonstrate understanding that technology can be effectively integrated into PK-12 learning environments to provide meaningful learning and achievement with desirable outcomes on the part of the student.
- Each student will demonstrate that effectively using technology to promote meaningful learning in PK-12 learning environment requires a commitment to lifelong learning.
- In addition, each student will plan, lead, and participate in activities that encourage and promote equitable, ethical and legal use of computer and web-based technology.

ATTENDANCE:

- Attendance at all class meetings
 - Absences *will be* reflected in the final grade assigned. Points are taken off if a student is absent from class more than **two times** in the semester without **PRIOR** permission. It's not enough to email me in the morning that you will be absent from class that day.
 - Absences that result from emergencies require supporting, written documentation produced by a professional office (i.e. doctor's excuse/funeral notice, etc.).
 - Absences known in advance must be reported prior to the date of absence or they will be considered unexcused. In addition to reporting the anticipated absence you must include *specific details* as to how and when you will make up for missed discussion/assignments.
- Be attentive, respectful and active participant during class sessions and in online discussions
- Evidence of all communication(s) with the instructor and of assignments submitted for the duration of this course in the event that discrepancies occur.

ASSIGNMENT ACCEPTANCE POLICY:

- All class assignments are due as indicated on the ***Assignment and Due Dates schedule*** in the course outline.
- All assignments are expected to meet the standards of college-level work. Assignments that are illegible or incomplete will be returned to the student ungraded. The student will be expected to redo the assignment.
- While I encourage people to study with others to understand the material, all submitted work must be your own and each student will be expected to turn in an assignment.
- Taking material from the internet or from printed books/journals, etc. *without appropriately citing the source* or turning in the same paper (this includes multiple electronic versions of the same paper) as another student are both considered plagiarism and will be handled according to UWSP guidelines.
- Late assignments will not be tolerated, any assignment not submitted on the due date will be assumed not done and will receive no grade. Enough time will be made available during lab periods to complete your work. If not completed by submission date, submit the uncompleted work. All assignments will be submitted via Dropbox in D2L. **Don't submit assignments via email, if you do they will not be graded.**

Specific criteria or rubrics for each assignment will be provided in Google drive folder and/or D2L and discussed when each assignment is introduced.

- Unfortunately, technology failures happen, but they will not be accepted as a reason for missed assignment due dates. Don't leave anything to the last minute! If you have trouble completing or posting an assignment, contact me **BEFORE** the assignment is due for assistance before the due date, not after.

EVALUATION (See individual assignment rubrics in Canvas)

Cognitive research shows that students learn and retain material best when they use “distributed learning,” in other words, when they regularly study small chunks of material over an extended period of time. One of the best ways for students to find out about their progress in the course is for them to have an opportunity to practice material via frequent short practical assignments and several formal assessments of their knowledge and skills. Frequent feedback provided by the instructor should help students tailor their learning efforts and goals to master course materials.

EVALUATION METHODS

Assessment for this course emphasizes student progress and performance demonstrations of knowledge and skills learned in the course. Final grades are calculated from the total accumulated points of learning products and participation. The grades will be assigned based on a 100-point scale:

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|--------|----|--------|----|--------------|----|
| 95-100 | A | 82-85 | B- | 66-69 | D+ |
| 91-94 | A- | 78-81 | C+ | 62-65 | D |
| 87-90 | B+ | 74- 77 | C | 60-63 | D- |
| 83-86 | B | 70-73 | C- | 59 and below | F |

UWSP Community Bill of Rights and Responsibilities

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the Rights and Responsibilities document, Chapter 14, which can be accessed here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: [Division of Student Affairs: Rights and Responsibilities](#)

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

REQUIRED TEXTBOOKS

1. Collins, A., & Halverson, R. (2018). Rethinking education in the age of technology: The digital revolution and schooling in America. New York: Teachers College press./ Second Edition
2. Magna (2018) Disruptive Classroom Technologies / First Edition

SUGGESTED READING MATERIALS

Information on suggested reading materials will be provided in class and will include Journal articles.

REFERENCES

References resources are detailed in Canvas and where necessary may be made available online.

SEE THE COURSE OUTLINE AND TOPICS