

# Fall 2025 ITLS-5500-IO1 Syllabus

## Course Schedule/Outline

### ITLS 5500 Technology Integration & Innovation in Education Syllabus

#### Instructor



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▣ Instructional Technology & Learning Sciences

Please see the Canvas homepage for my contact information.

◆ Teaching Assistant: Bolaji Bamidele

▣ Instructional Technology & Learning Sciences

Please see the Canvas homepage for contact information.

## Course Description

In this course, students will research and practice means to creatively and effectively integrate technology into teaching and learning, based on local and national standards. The primary audience of this course is current and future K-12 educators and school library media specialists. Various resources and methods will be explored to enable students to implement standards using technologies pertinent to their field of study. Students will gain the skills and knowledge needed to design transformational learning experiences for their future students. By the end of this course, students will have produced a portfolio of artifacts and a tool kit of resources to help them integrate technology into their future classrooms.

Delivery of this course is online, through the Canvas LMS. The course begins and ends on Monday each week. Assignments will be due each Monday by 11:59 pm, **but you must post your discussion post by 11:59 pm on Friday to receive full credit.** Peer review due dates will also be different, so please pay attention. It is your responsibility to know these dates and turn assignments in on time.

Because this course is online, you will need to be self-motivated and an independent learner. You can expect responses within 48 hours on weekdays to requests to meet with the instructor by phone, in person, or zoom meeting. I don't always check my email on weekends, so you should not expect a response on a Saturday or a Sunday. **You should plan to spend 6 to 9 hours per week on this course.** Please plan your week accordingly. Trying to complete all readings, discussions, and assignments over the weekend will be very overwhelming.

## Course Objectives

By the end of this course, you will be able to:

1. Gain a basic understanding of how technology can be integrated most effectively into teaching and learning (e.g., factual knowledge, methods, principles, generalizations, theories)

2. Develop specific technology skills, competencies, and views needed by professionals in the field of education.
3. Learn to find, evaluate, and use technology resources. In other words, use technology to more relevantly and meaningfully engage our students in learning and doing. Also, use technology to assist teachers in ways that will allow them to engage with their students more meaningfully.

## Course Resources

There is no required textbook. All readings and course content will be provided within Canvas. We use several online resources in this course. You will be required to download software or create online accounts (free) for several tools or sites including (but not limited to): Lucidpress, Audacity or Ocenaudio, Common Sense Education, Adobe Spark, Loom or Screencast-o-Matic, G-Suite (Aggiemail), Pinterest or Google Keep, and Canva.

You will need access to the following for this course:

- Good internet access
- Webcam & Camera
- Audio recording ability (examples: phone, built-in mic, external mic, etc.)

## Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

## Course Requirements

- **Professional Learning Community (30%)**

Throughout the semester, you are required to participate in our online learning community, posting comments and videos, asking questions, and responding to each others' posts. This is the primary way in which we have to learn from each other. I will periodically weigh in on the discussion but find that students can learn a great deal when they discuss ideas with each other. For these responses, you will engage in a critical reflection of the course material for the week. **This is not a summary of the material.** Rather, think critically about the material for the week, ask questions about things you want to understand more deeply or want to start a discussion about.

- **Assignments (40%)**

Each week you will be required to participate in an assignment around the week's content. These assignments are usually centered around learning new technology skills such as cloud-based resources, screencasts, multimedia PDFs, audio & video podcasts, curation tools, learning management systems, websites, social media, and other online resources and tools.

- **Lesson Plans (10%)**

You will develop a well thought out lesson plans using technology integration. There will be 4 assignments (one each in weeks #6, #7, #9, & #10) that will make up 10% of your final grade. These assignments are important because they help you work on the skills needed to develop curriculum and lesson plan using evidence-based instructional theories and frameworks.

- **Technology Integrated Project (20%)**

Reading about integrating technology will only get us so far. Rather than a final test in this course, you will be creating a high-quality, technology integrated project where you will use the knowledge, skills, and professional perspective learned in this course.

Check out more on this project through the link: Technology Integration Portfolio (<https://usu.instructure.com/courses/787528/assignments/4961594>)

## Late Work Policy

Please plan ahead to ensure that your work is turned in on time. The Final Project is not allowed to be submitted late. If you are struggling or if you have circumstances that might need some grace for submitting late work, please reach out to me before the assignment due date. Because this is an asynchronous online course, I will often not know that you are struggling until you communicate with me. Anything can be worked out if communicated in a timely manner.

**\*\*\*Communicating after the submission deadlines is not likely to be accommodated.\*\*\***

## Grading

Your final grade will be computed based on the following percentages. There is no curve for the class.

### Grade Weightings

Assignments 40%

Professional Learning Community Discussions 30%

Lesson Plan Development Assignments 10%

Final Project 20%

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%

Grade	Range
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## Using AI in ITLS 5500

Many of you may be aware of the increasing notoriety of artificial intelligence tools, like ChatGPT, used in higher education and other areas. Although AI has many positive and creative uses in higher education, it can also be used in more dishonest and nefarious ways. Similar to visiting Wikipedia, using AI like ChatGPT can give you an overview of a concept covered in class, but it's only a starting point when it comes to learning and writing about a topic. Also, AI can be factually incorrect and biased.

I have given these tools much thought lately and would like to lay out my expectations for you in this class:

- I will **not** accept **any** assignments (essays, discussion posts, reflective essays) or midterm essay answers, being **entirely** generated by AI tools (like ChatGPT).
- You may use such tools as a way to brainstorm or research to provide you with information—however, you are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, "*ChatGPT was used to draft about 50 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style.*"
- Failing to cite, reference, and/or disclose your source of information can be considered an academic integrity violation - and this will include AI-generated content.

**Ultimately, you are responsible for the content you submit in this course.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

## University Policies & Procedures

### Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources (<https://www.usu.edu/policies/550/>) and the accompanying Terms of use for USU IT ([https://usu.service-now.com/aggies?id=kb\\_article\\_view&sysparm\\_article=KB0015388](https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388)) resources, as well as Article V-3.B.25.c (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

### Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://www.usu.edu/student-conduct/student-code/article5>) for more information.

## Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

## Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)

## **Discrimination and Sexual Misconduct**

### **General Overview**

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu) (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

### **Required Reporting of Sexual Misconduct and Threats of Harm**

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented reporting policies and practices (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "reporting employee" (<https://www.usu.edu/equity/sexual-misconduct/employees.php>). This means that if you share information with me about incidents of sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the USU Title IX Coordinator (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures.php>), and how you can file a report (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the mental health and wellness resources (<https://www.usu.edu/aggiewellness/caps/>) available to you.

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu) (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## **Students Who are Pregnant or Have a Pregnancy-Related Condition**

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

*Office of Equity:* Distance Education, Room 400, Logan Campus, 435-797-1266, Office of Equity: Pregnancy and Pregnancy Related Conditions (<https://www.usu.edu/equity/pregnancy-accommodations>).

## **Inclusive Excellence**

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the Inclusive Excellence Office (<https://www.usu.edu/inclusive-excellence/>).

## **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Academic Grievances section of the Course Catalog (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

## **Full details for USU Academic Policies and Procedures**

- Acceptable Use of University Computing Resources (<https://www.usu.edu/policies/550/>)
- Academic Policies and Practices (USU Catalog) (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- (<https://catalog.usu.edu/content.php?catoid=38&navoid=28932>) Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/403/>)

## **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See USU Emergency Management (<https://www.usu.edu/dps/emergency/>) for more information.

## **General Health Protocols**

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

## **Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the "SafeUT App" (<https://safeut.org/>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.