

Technology Integration & Innovation in Education

Instructor

TBA

ITLS 5500

Fall 2021

3 credits

Virtual Office Hours (Zoom): by appointment

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. 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 on Monday of each week. Most assignments will be due each Friday by 11:59 pm, although some assignments will have deadlines on Monday by 11:59 pm (those assignments usually involve leaving feedback on others' work- peer review & discussions).

Because this course is online, you will need to be self-motivated and an independent learner. You can expect quick responses (within 48 hours) to requests to meet with the instructor by phone, in person, or zoom meeting.

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

- Gain a basic understanding of how technology can be integrated most effectively into teaching and learning (e.g., factual knowledge, methods, principles, generalizations, theories)
- Develop specific technology skills, competencies, and views needed by professionals in the field of education
- 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

Required Textbooks and Materials

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): Box, Lucidpress, Audacity or Ocenaudio, Common Sense Education, Adobe Spark, Loom or Screencast-o-Matic, G-Suite, Pinterest or Google Keep, and Canva.

You will need access to the following for this course:

- Computer access

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

Online Course Fee: \$15 per credit course fee is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Course Requirements

Due dates and further details will be provided in Canvas.

1) Discussions

Throughout the semester, you are required to participate in our online learning community, posting comments and videos, asking questions, and responding to each other's 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, think about how it applies to your teaching content area, and ask questions about things you want to understand more deeply or want to start a discussion about.

2) Assignments

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.

3) Technology Integrated Lesson Plan

Reading about integrating technology will only get us so far. You will be required to create a high-quality, technology-integrated lesson plan. Your lesson plan must include the following elements:

- Specific required standards and/or objectives for the lesson from the current Utah Core standards (uen.org/core/)
- Well written, step-by-step instructions of the lesson plan progression from start to finish
- Assessment strategy
- Technology integration in a relevant and meaningful way (Showing a YouTube video is not going to be enough here).
- Demonstration of technology used in the lesson
- Relevant and working multimedia (images, hyperlinks, videos, audio, etc.)
- Reflection of technology integration

Late Work Policy

Determined by each instructor.

Grading

Your final grade will be computed based on the following percentages. There is no curve for the class. Grades will be assigned based on the scale below, with your final grade rounded to the nearest tenth of a percentage point.

Grading scale	
A	94 - 100%
A-	90 - 93.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	73 - 76.9%
C-	70 - 72.9%
D+	67 - 69.9%
D	63 - 66.9%
D-	60 - 62.9%

Incompletes

Per University policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control, including:

- Incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks
- A death in the immediate family
- Financial responsibilities requiring a student to alter course schedule to secure employment
- Change in work schedule as required by an employer

Other unexpected emergencies may be considered on a case-by-case basis. Regardless of the cause for the incomplete, appropriate documentation of the circumstances is required for an extension to be considered.

Academic Integrity & Plagiarism

To enhance the learning environment at USU and to develop student academic integrity, each student agrees to the following Honor Pledge:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a

faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.
3. 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.

Persons with Disabilities

Students with documented disabilities who require academic accommodations should immediately notify the instructor and/or contact the Disability Resource Center at (435) 797-2444 and fill out an application for services. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Course Evaluation

At the end of the course, you will be asked to complete an IDEA evaluation and report on how you think the class met the learning objectives. Below are the essential and important objectives for this course from the USU course evaluation system.

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learn how to find, evaluate, and use resources to explore a topic in-depth
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Course Calendar

The course calendar is *subject to change*. Any changes to the course calendar will be communicated via Canvas in a timely manner.

Each week of the course officially **starts** on Monday of the week listed in the syllabus. The new week begins Monday at 12:00 am and ends at 11:59 PM on Sunday of the following week. For example, if the syllabus said that Week 2 starts on September 6th (12:00 AM), then Week 2 ENDS on September 12th at 11:59 PM.

Week	Dates	Topic	Assignments
1	August 30	What Voices Are Saying about 21st Century Education	E01 Introductions E01 Discussion
2	September 6	Teachers = Learners <i>Labor Day- September 6</i>	E02 Discussion E02 3 Communities
3	September 13	Students = Empowered Learners	E03 Discussion E03 Screencast

4	September 20	Teachers = Leaders	E04 Discussion E04 Multimedia PDF
5	September 27	Teachers & Students = Digital Citizens	E05 Discussion E05 Solving a Problem with a Technology Solution
6	October 4	Students = Computational Learners	E06 Discussion E06 Audio Podcast
7	October 11	Students = Global Collaborators <i>Fall Break- October 15</i>	E07 Discussion E07 Video Podcast
8	October 18	Teachers = Collaborators	E08 Discussion E08 Advanced Search Strategies
9	October 25	Students = Innovative Designers	E09 Discussion E09 Create a Website
10	November 1	Teachers = Designers	E10 Discussion E10 Lesson Plan
11	November 8	Students = Knowledge Constructors	E11 Discussion E11 Curation Tool Use
12	November 15	Teachers = Facilitators	E12 Discussion E12 Embed Codes E12 Extra Credit- IDEA
	November 23	Thanksgiving Holiday- No class	
13	November 28	Students = Creative Communicators	E13 PLC- Blog Post E13 Canvas as Teacher
14	December 6	Teacher = Analyst	E14 PLC- Vlog E14 Final Lesson Plan E14 Data & Privacy Plan
15	December 13	Finals Week	December 15- deadline for late coursework submissions.