Course Schedule/Outline

ITLS 5500	Technology Integration & Innovation in Education Syllabus

Instructor

👤 **Kelli Munns**
🏷 Assistant Professor
✉ kelli.munns@usu.edu (mailto:kelli.munns@usu.edu)
🏛 Instructional Technology and Learning Sciences
🕐 Make an 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 Sunday by 11:59 pm, although some assignments will have different deadlines because 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

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 2 well though out lesson plans using tech integration and computational thinking. There will be 4 assignments one from each of the following 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 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/747950/assignments/4350794)

Late Work Policy

You may submit late assignments and understand that you **will be docked % for each day that it is late.** The Final Project is not allowed to be submitted late. Please plan ahead to ensure that your work is turned in on time. If you are struggling or if you have circumstances that might need some grace for submitting late work, please reach out. Anything can be worked out if communicated in a timely manner.

Communicating after the submission deadlines are likely to not be accommodated.

Grading

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

Grade Weightings

Assignments 50%

Professional Learning Community Discussions 30%

Lesson Plans 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%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%

Grade	Range
F	< 59.0 % to 0.0%

AI Policy

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 or in the comment box 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

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. Faculty Code Policy #403 (https://www.usu.edu/policies/403/) 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), or at equity.usu.edu/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/). Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources (https://www.usu.edu/equity/resources).

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "reporting employee (https://www.usu.edu/equity/sexual-misconduct/employees#reporting)." This means that if you share information about sexual misconduct (https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) (sexual harassment, sexual exploitation, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the USU Title IX Coordinator. The instructor is also required to tell you about designated confidential resources (https://www.usu.edu/equity/sexual-misconduct/confidential-resources), supportive measures (https://www.usu.edu/equity/Supportive-Measures), and how you can file a report (https://www.usu.edu/equity/report) with the USU Title IX Coordinator.

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)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu (https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: https://www.usu.edu/involvement/student-association/student-advocacy/legal-services (https://www.usu.edu/involvement/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: https://www.usu.edu/inclusion/ (https://www.usu.edu/inclusion/), (435) 797-1728, access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: https://www.usu.edu/inclusion/programs/multicultural/ (https://www.usu.edu/inclusion/programs/multicultural/), (435) 797-1728, TSC 315
- LGBTQA Programs: https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/ (https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity (https://www.usu.edu/provost/diversity/), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode (https://studentconduct.usu.edu/studentcode/)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (https://www.usu.edu/student-conduct/student-code/article7).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (http://www.usu.edu/studentconduct)
- Student Code (https://www.usu.edu/student-conduct/student-code/)
- Academic Integrity (https://www.usu.edu/student-conduct/student-code/article6)
- USU Academic Policies and Procedures (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 by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

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 (even with mild symptoms), 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.