

EDU 205: Technology for Educators

Mount St. Mary's University

Spring, 2019

First Class Assignment: Due Wednesday, January 16 (Yes, this is the Wednesday before the class meets)

1. Please complete the following questionnaire by going to this website. You will need to type this address into the URL bar of your computer. It should work on all browsers (Safari, Firefox, Internet Explorer – but if you have a problem with one, switch to a different browser to troubleshoot). For full credit, every question must be answered and submitted on time with thoughtful responses to the open-ended questions.

<https://www.surveymonkey.com/r/EDU205>

2. Please read the article posted on CANVAS entitled Digital Natives, Digital Immigrants by Marc Prensky
3. Please bring your computer with you to class (already signed onto the MSMU internet).

See you on January 19 at 10:25 a.m.!

If for some reason you have trouble accessing this survey or reading the article by the due date, please send me an e-mail at aallen@msmu.edu prior to the due date.

EDU 205: Technology for Educators
Mount Saint Mary's University

Course Syllabus

Spring 2019, Weekends (Hybrid Online)

Saturdays: 10:25 am - 4:30 pm

January 19 (in-person), Feb 2 (online), March 9 (online)

March 23 (in-person), April 6 (online) & April 27 (in-person)

Instructor: Amanda Allen, M.S. Ed.
Email: aallen@msmu.edu
Phone: 213-477-2620 (MSMC Ed Dept)
Office hours: By appointment

Estimated response time to email and/or phone: 48 hours.

Please re-send your e-mail if I have not responded to you within 48 hours.

Required Texts (available at the Doheny Bookstore):

While there is no required text for purchase, there will be required reading posted on CANVAS

Course Description:

This course is an advanced seminar for teachers to study the **pedagogical implications of technology** in education and gain practical experience in integrating technology into classroom instruction. In addition to applying common software (word processing, spreadsheets, database, multi-media) to educational objectives, students will be engaged in projects utilizing collaborative dialogue tools (email, twitter, discussion groups), teleconferencing, Internet research, electronic portfolios and distance learning. Course assignments require application of principles in the teacher's current teaching context.

Prerequisite: Preliminary credential and demonstration of general technological knowledge and skills.

Course Objectives:

Students will:

- critique, select, and integrate relevant digital tools and resources into classrooms to promote student learning and creativity
- integrate technology into classroom use via learning theory and sound pedagogical practice
- use technological tools to customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities
- be familiar with national technology standards for K-12 students and teachers
- understand the intersection of technology with 21st century thinking skills and the shifting nature of local and global societal issues and responsibilities in an evolving digital culture
- learn strategies for promoting and modeling responsible and safe digital etiquette
- be familiar with and critically debate current social media tools and mobile media (cell phones & hand-held devices) integration within the classroom
- develop a foundation of critical media literacy
- author lesson plans that emphasize their technology expertise

Course Assignments:

Description of Assignment	Point Value
Pre-Assignment (Questionnaire & Article)	1
Mini in-class assignments (weeks 1, 4 & 6)	9
*Technology in Progress Demonstration Lessons (Core Subjects) – Due Week 4	15
Cyber Safety Demonstration Lesson PRESENTATION – Week 4/6	15
Final Reflection – Week 6	20
Online Contributions (Weeks 2, 3, & 5)	40
TOTAL	100

Required Field Experience [if applicable]:

Not applicable: Although, you will need to teach a technology lesson in a classroom if you are not currently teaching.

Classroom Policies:

- **Submitting work:** All assignments need to be submitted through CANVAS or e-mailed directly to me at aallen@msmu.edu
- **Makeup work and late assignments:** Assignments must be completed on time according to agreed upon guidelines as listed in the syllabus. **Pay close attention to the deadlines listed.** Late work may not be accepted. As this is a hybrid class and our meeting dates are limited, please turn in all assignments through Canvas prior to the beginning of each session.
- **Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Grading:** Rubrics are available to guide you in completing excellent quality work. You are always welcome to submit your assignments to me early for feedback prior to the due date. Grades will be posted on CANVAS.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Classroom Participation:** Students do receive a grade for class participation. Please come prepared to each class (including on-line sessions) ready to contribute, learn, try new things and support one another as we journey to make ourselves the best educators for our students.

- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, I expect you to check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** Much of the work for this class will be conducted online. All due dates need to be adhered to. Additionally, it is noted that most of the sites that we will be utilizing and exploring as a class will be public by default. You are responsible for any content you share online.
- **Hybrid Online Course Expectations:** Please read the **MSMU Education Department Online Course Expectations** attached at the end of this syllabus.

Grading Scale

< 65 = F	65-69= D	70-73 = C-	80-83=B-	90-93 = A-
		74-76 = C	84-86=B	94-100 = A
		77-79 = C+	87-89= B+	

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

- **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.
- **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special

consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:

- has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
 - is prevented from completing the final assignment for serious medical/personal reasons
 - can complete the work within one semester
- **Academic Integrity:** All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.
 - **Academic Freedom:**

For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).
 - **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Disability Statement: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes

disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Student credit hour policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
 - One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 - At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours
<http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>
- **Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call Hanae Jonas, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.

Keep in mind, this is a working syllabus, subject to change, and should not be construed as a contract.

EDU 205: Technology for Educators. TENTATIVE COURSE CALENDER
 Dates, assignments, and readings subject to change based on class interest and discussion

**Pre Assignments: Marc Prensky's Digital Native Article
 Survey Questions**

Date	Session	Topic(s)	Reading Due	Assignment(s) Due
Jan. 19 Saturday 10:25-4:30 IN PERSON	1	What is Educational Technology and Why Must We Embrace It <ul style="list-style-type: none"> ▪ Introductions ▪ Syllabus, logistics of class <p style="text-align: center;">Objectives:</p> <ol style="list-style-type: none"> 1. What type of learner are you and how does it affect your teaching? 2. What is educational technology and how can it impact student learning? 	Digital Native Article (posted on Canvas)	Pre-Class Assignment (see above)
2 Weeks	<i>Class 2: Information will be posted on Monday, January 21</i> All assignments for class 2 are due on Saturday, February 2 at 11:59			
Feb. 2 Saturday 10:25-4:30 ONLINE	2	<ul style="list-style-type: none"> ▪ Student Centered Creativity ▪ Discussion on various digital tools ▪ Reading Discussion and Online Exploration ▪ Demonstration Lesson preparation time 	The Motivated Brain (Chapter 1) The Challenge of Motivating Students	<ul style="list-style-type: none"> • Edmodo • DISCUSSION PROMPT 1 (CANVAS) • RESPOND TO TWO COLLEAGUES
4 weeks	<i>Class 3: Information will be posted on Monday, February 4</i> All assignments for class 3 are due on Saturday, March 9			
March 9 Saturday 10:25-4:30 ONLINE	3	<ul style="list-style-type: none"> ▪ Effectively Executing Technology in a Classroom ▪ Digital Surveys ▪ Reading Discussion and Online Exploration ▪ Demonstration Lesson preparation time ▪ Social Networking protocols and online discussion of responsibility ▪ Discussion of fair use, copyright, creative commons, and remix culture 	Marzano: Enhancing the Art and Science of Teaching with Technology	<ul style="list-style-type: none"> • Work on your technology lesson • Edmodo • POST DISCUSSION PROMPT 2 • RESPOND TO TWO COLLEAGUES

2 weeks	<p>Discussion Post 3 will be posted on Monday, March 11 Please post your response by Saturday, March 16 Please respond to two colleagues by Saturday, March 23</p>			
<p>March 23 Saturday 10:25-4:30</p> <p>IN PERSON</p>	4	<ul style="list-style-type: none"> • Tech Tools Transforming the Teacher, Student & Class • Workshop on the iPad • Demo lessons with iPad • Demonstration technology lesson presentations 	<p>Fussel: It's Not About the Technology It's About the Relationships</p>	<ul style="list-style-type: none"> • Technology Lessons DUE • Cyber Safety Presentation Lessons with Partners (1/2)
4 weeks	<p>Class 5: Information will be posted on Monday, March 25 All assignments for class 5 are due on Saturday, April 6</p>			
<p>Apr 6 Saturday 10:25-4:30</p> <p>ONLINE</p>	5	<ul style="list-style-type: none"> • Parents & Social Media as Partners • Discussion of Reading • PD 360 Exploration, online tech magazine/resources • Work on Animaker • Additional topics TBD 	<p>3 Parent Engagement Articles Listed on Canvas</p>	<ul style="list-style-type: none"> • ANIMAKER INTRODUCTION • POST DISCUSSION PROMPT 4 • RESPOND TO TWO COLLEAGUES
2 weeks	<p>Prepare for Last Class and Ensure all Assignments are Complete</p>			
<p>April 27 Saturday 10:25-4:30</p> <p>IN PERSON</p>	6	<ul style="list-style-type: none"> • Assessing our Learning • Demonstration lessons • Reflection on how to incorporate technology into our classrooms. Plan of action for the future, post-class. 	<p>Tech Integration: TBA</p>	<ul style="list-style-type: none"> • Cyber Safety Presentation Lessons with Partners (1/2) • Animaker Share-outs