

University of Portland School of Education
ED 424: Technology in Education (3 credits)
Spring 2017

Scheduled Class Time and Location:

Thursday 4:10PM-6:55PM

Instructor: Peter Pappas

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Office Hours: Thursdays, 3 p.m. - 4 p.m. and *by appointment*.

Class website: edtechmethods.com

School of Education (SOED) phone number: 503-943-7135

SOED FAX number: 503-943-8042

Course Description:

Designed to help students become more proficient and effective when teaching with technology. Students will examine theory, issues, and concerns important when implementing technology and enhancing media and technology literacy; explore the impact of technology on today's schools; develop skills for integrating technology to enhance learning; and experiment with hardware and software for increased teacher productivity.

Course Rationale:

ED 424 will assist you with new tools and perspectives to hone your art and craft as a teacher. Including strategies to facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, promote and model digital citizenship and responsibility and engage in professional and personal growth as a 21st century digital citizen

Course Readings and Materials:

Readings and handouts will be distributed from time to time. They may be on reserve at the library, placed on the course site or other shared drives. See course blog: edtechmethods.com

Course Objectives:

The mission of the School of Education at the University of Portland is to develop exceptional professional educators. The School's [Conceptual Framework](#) outlines characteristics of such an educator, and along with the [InTASC Model Core Teaching Standards](#) and relevant Specialty Professional Association (SPA) standards, it guides the design and objectives of this and all courses in the School of Education.

InTASC Standards:

The following InTASC standards are addressed in this course:

- **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

edTPA:

Preparation for the following edTPA tasks/prompts/rubrics is incorporated into this course:

- Task 1, Prompts 2 & 3: Knowledge of Students to Inform Teaching, Rubric 2
- Task 2, Prompt 5: Analyzing Student Teaching, Rubric 10

Course Objectives:

Upon completion of this course, students will be able to:

1. Demonstrate competence using digital tools in the design and evaluation of learning experiences and expression of ideas. (edTPA Task 1/Prompts2&3/Rubric 2 and edTPA Task 2/Prompt 5/Rubric 10)
2. Research, investigate, collaborate, and create content using digital tools. (InTASC 3, 7 and 8)
3. Use the internet and various digital social communication tools safely and effectively. (InTASC 9)
4. Gain hands-on experience with common hardware and software used in educational environments. InTASC 3 and 8).

Course Assignments:

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to [Taskstream](#). Key assessments are indicated by the phrase “Key assessment for Taskstream submission” below.

1. Participate in piloting new course *Objectives Assessed: All*
 2. Demonstrate new digital literacy skills: find, curate, store, responsibly share information. *Objectives Assessed: All*
 3. Explore tools and skills for flipped and blended learning. *Objectives Assessed: 1, 2.*
 4. Explore teaching with Google tools and data visualizations. *Objectives Assessed: 1, 2.*
 5. Design and publish demonstration lesson in critical thinking skills. *Objectives Assessed: 1-4.*
- Key assessment for Taskstream submission.**

Evaluation:

<u>Points</u>	<u>Grade</u>
100-95	A
94-90	A-
89-86	B+
85-82	B
81-78	B-
77-75	C+
74-70	C
69-65	C-
64-60	D+
59-55	D
54-51	D-
50	F

Policies and Procedures:

Assignments

Assignment sheets that include specific requirements, due dates, and scoring criteria will be distributed over the course of the term. Due dates will also be found on the course schedule. All assignments are due on the specified date unless an extension is granted by the instructor in advance. One grade step (3-4% of the possible points for the assignment) may be deducted for each day that the assignment is late.

Attendance

Because this class is an extension of your student teaching experience, attendance and timeliness are required. Just as in the classroom, emergencies and illness may keep you from attending or being on time. *In these (hopefully) rare cases, you must contact me* in advance by voice mail or e-mail, or if this is impossible (a flat tire on the freeway, for example), as soon as possible. *Unexcused absences and excessive tardies will result in a reduction of your grade* (e.g., a 5% deduction for each unexcused absence). You may also be placed on a student teaching plan of assistance.

Academic Integrity

This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately and all forms should contain the appropriate signatures. Every student should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in the University of Portland Bulletin.

University of Portland's Code of Academic Integrity:

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Academic Regulations

Policies governing your coursework at the University of Portland can be found in the [University Bulletin](#).

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

Accessible Education Services

Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommended that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

Shepard Academic Resource Center (SARC)

The Learning Commons, located in Buckley Center 163 within the SARC, provides peer assistance tutoring for writing, math, speech and presentations, languages, sciences, and business and economics.

- **Writing:** Go to <https://www1.up.edu/learningcommons/writing-center>. You will need to register as a user the first time you go to the website. If you cannot make any of the posted office hours, you can arrange an appointment by emailing writing@up.edu.
- **Math:** Math assistants are available on a walk-in basis. Please go to <https://www1.up.edu/learningcommons/math-resource-center> for a current schedule of hours math assistants are available.
- **Speech & Presentations:** See <https://www1.up.edu/learningcommons/speech-and-presentation-lab>. Speech assistants from the Communication Department are available by appointment only. Just send a request to speech@up.edu.
- **International Languages:** Language assistance is available by appointment; go to <https://www1.up.edu/learningcommons/language-assistance> and send an email to the target language.
- **Biology & Chemistry:** The Chemistry Department offers peer mentoring on a walk-in and appointment basis. The Biology Department offers peer mentoring on a walk-in and appointment basis. See <https://www1.up.edu/learningcommons/sciences> for details.
- **Business & Economics:** In collaboration with the Pamplin School of Business, the Learning Commons offers peer learning support in Economics and Business Law by appointment only. Go to <https://www1.up.edu/learningcommons/economics-and-business> for appointment information.
- **Group Projects:** Go to <https://www1.up.edu/learningcommons/group-project-lab> for assistance with strategies and skills for successful teamwork and appointment information.

Learning Assistance Counselor: Learning assistance counseling is also available in Buckley Center 163. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students

with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

Assessment of Professional Dispositions

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed [here](#).

Mental Health

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Community Against Violence

University of Portland faculty, staff, and students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>.

Schedule/Calendar:

Jan 19: What do you want to learn about edtech?

Jan 26: Digital literacy

Feb 2: Fake News

Feb 9: Elevator Pitch and Design

Feb 16: VoiceThread and iMovie

Feb 23: Screencasting Techniques

Mar 2: Create and Share Content

Mar 9: Flip content means more time for student interaction

Mar 16: No class – spring break

Mar 23: Teaching with Data Visualizations

Mar 30: Class cancelled by instructor

April 6: Google Hackathon

April 13: No class – Easter break

April 20: Working with iBooks Author

Note: The full course calendar, readings, assessments and due dates are posted at <http://edtechmethods.com/calendar>.