COLLEGE OF CHARLESTON
DEPARTMENT OF TEACHER EDUCATION
EDFS 687 INTEGRATING TECH INTO TEACHING/INTRO TO ED TECH

3 Credit Hours - Fall 2016
Class: Tu, 4:00 - 6:45 PM
Section 3 (687)

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(843) 953-3376

Office hours:
I am available Monday, Wednesday, & Friday (8 AM - 9 AM) and Tuesday from noon to 3:30 PM in my office (SOEHH, Room 234); by appointment. Other times available by appointment. I am also available via Google Hangout (obyrnei@cofc.edu).

Course Description:
Educational technology is moving classroom instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. ICT tools have created opportunities for reading, writing and collaborating beyond the traditional classroom walls and practices. However with all of these changes taking place, there is debate as to how to provide authentic and effective educative experiences for students. In this course, students will investigate the organizing and integrating of media in school curricula and other educational programs. They will explore theories of media technology and identify instructional purposes and defining roles for technologies and media in learning and teaching, as well as examine and compare curricular designs for their concordance with the procedures of technology in education. Students will also investigate current school criteria for selection and evaluation of materials.

At the heart of this course are the following principles of action:
- Intellectual curiosity and rigor;
- reflective, research-based practice;
- collaboration and consensus building;
- field-oriented service and community outreach;
- cultural sensitivity and understanding.

Prerequisites: None

Course Objectives:
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency. These elements are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

A. UNDERSTANDING AND VALUING THE LEARNER
1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).
2. Compare and Critique the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC 1; ACEI 1: NMSA 1; SOE Standards I & II).
3. Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC 1, 2; ACEI 1 & 5.2; NMSA 1 & 6; SOE Standard V).
4. Describe how language instruction should be aligned with the patterns of child growth and development (INTASC 1; NAEYC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1).

B. KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Match competencies necessary for appropriate language and reading development with required standards (INTASC 2b; NAEYC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II; COMMON CORE Standards for Reading, Writing, Speaking & Listening, and Language, SC 7).
2. Recognize the impact of differing language patterns and dialects upon language use and success in school (INTASC 1 & 3a, 3b; NAEYC 1 & 4; ACEI 1 & 3.2; NMSA 1; SOE Standards I & III; SC 7, SC 12).
3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC 1, 4, & 2; ACEI 1, 2.1, &3.5; NMSA 1; SOE Standards III, V, VII).
4. Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards III, V, VII).

C. UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).
2. Evaluate changing self-perceptions about language use in teaching and learning (NCATE 5; NAEYC 5; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII; SC5).
3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC 5 & 6; ACEI 5.1; NMSA 7; SOE Standards I, II, III, IV, SC 5 & SC 6).
4. Use technologies to optimize instruction (NCATE 5; NAEYC 3, 4, &5; ACEI 3.2, 3.4, & 3.5; NMSA 7; SOE I, II III, V; ISTE I A & B, V A & D, VI B; SC 16).

Required Text:
All required readings provided in online classroom.
# TENTATIVE SCHEDULE (subject to revision as needed)

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<thead>
<tr>
<th>DATE</th>
<th>Assignments</th>
<th>Supplemental Materials</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;8/23</td>
<td><strong>Introuctions</strong>&lt;br&gt;Syllabus&lt;br&gt;Who am I?&lt;br&gt;Find yourself a website. Start investigating possibilities online.&lt;br&gt;There are a number of blogging platforms available (<a href="https://wordpress.com">WordPress</a>, <a href="https://weebly.com">Weebly</a>, <a href="https://wix.com">Wix</a>, <a href="https://sites.google.com">Google Sites</a>, <a href="https://wikispaces.com">Wikispaces</a>). If you select a different platform...please contact me to make sure it is acceptable. You will be using this blog to post openly during this class. It is hoped that you continue to use this blog throughout your career as well.&lt;br&gt;Use this information to test out different website platforms and build up your website. I suggest making the name/address of your website your name, or the identity you’d like to assume online.</td>
<td><strong>Thimble: My Six Word Bio</strong></td>
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<td><strong>Week 2</strong>&lt;br&gt;8/30</td>
<td><strong>My Philosophy - Reflecting and blogging online</strong>&lt;br&gt;What are new, digital, or web literacies?&lt;br&gt;What do you want students to leave your classroom/building/district with?&lt;br&gt;This week play and build a “Thimble One Pager” and share it in the Google Classroom.&lt;br&gt;<strong>Blogging:</strong> Write a post introducing yourself to your blog...and the world. Share this to the Google Classroom.</td>
<td><strong>3 rules to spark learning</strong>&lt;br&gt;&lt;br&gt;<strong>Unit Planning workbook &amp; Unit Plan Template</strong>&lt;br&gt;&lt;br&gt;<strong>Five keys to comprehensive assessment</strong>&lt;br&gt;&lt;br&gt;<strong>Erase All Kittens</strong></td>
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<td><strong>Week 3</strong>&lt;br&gt;9/6</td>
<td><strong>Module One - Multimodal Tutorial</strong>&lt;br&gt;<em>Online reflective blogging:</em> Share to the Google Classroom a response to the reflection question in <a href="#">Module One</a>. Read and respond to the suggested readings. In a blog post, identify what you learned in this module about challenges and opportunities that exist in educating all students in the effective and authentic use of digital texts and tools in our classrooms.</td>
<td><strong>Middle School Project: Public Art</strong>&lt;br&gt;&lt;br&gt;<strong>My restaurant project</strong>&lt;br&gt;&lt;br&gt;<strong>A Pedagogy of Multiliteracies:</strong></td>
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<td>Week 5</td>
<td>Module Two - Online Collaborative Inquiry</td>
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<td>9/20</td>
<td><strong>Online reflective blogging:</strong> Share to the Google Classroom a response to the Reflection question in Module Two. Read and respond to the suggested readings. In a blog post, create a story in Storify letting us know what you learned in this module about challenges and opportunities that exist as we empower students to construct a body of knowledge individually and collaboratively. Respond to your peers.</td>
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<th>Week 6</th>
<th>Module Two - Online Collaborative Inquiry</th>
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<tr>
<td>9/27</td>
<td><strong>Assignment:</strong> Module Two (Online Collaborative Inquiry) due today. Final work should be posted to the Google Classroom.</td>
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<td>Week</td>
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<td>7</td>
<td>Module Three - Online Reading Comprehension</td>
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<td>Module Three - Online Reading Comprehension</td>
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<td>9</td>
<td>Module Four - Online Content Construction</td>
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<td>10</td>
<td>Module Four - Online Content Construction</td>
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<td>11</td>
<td>Module Five - Digital Identity</td>
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<td>Fall Break - No Classes</td>
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<td>Week 12</td>
<td>Module Five - Digital Identity</td>
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<td>11/15</td>
<td>Assignment: Module Five (Digital Identity) due today. Final work should be posted to the Google Classroom. After being awarded all five of the badges for each of the five modules in the ORMS MOOC, you will automatically receive the ORMS MOOC Mentor badge.</td>
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<th>Week 13</th>
<th>YouTube video recording and editing</th>
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<td>11/22</td>
<td>IGNITE talks</td>
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<th>Week 14</th>
<th>Beta launch and feedback of website and portfolio</th>
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<td>11/29</td>
<td>Buffer Week &amp; IGNITE talks</td>
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**Course Assignments:**

This course is designed to engage participants in literacy-based instruction. As future practitioners, your responsibility will be to support all learners in your classes and help them become increasingly more independent as readers, writers and thinkers. Becoming reflective about learning is the hallmark of an effective educator. The following will capture your thinking as you learn, provide opportunities for independent exploration of topics of interest, and support your learning through collaborative learning opportunities.

You will please submit the following on the appropriate due dates:

- **Attendance, Preparedness, & Blogging** (10 points)
- **Who am I?/One minute commercial** (15 points)
- **Completed ORMS Model** (15 points)
- **Website Construction** (20 points)
- **Internet Inquiry Unit Plan** (20 points)

**Attendance, Preparedness, & Blogging**

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

In this course you will be required to complete and share work from projects online in the form of blog posts. You are to post at least three times per week to your blog reflecting on what you have learned during your research, where you found your information, and challenges/opportunities that have popped up as you synthesize this information. This list of
“prompts” is not exhaustive. You will weekly receive more guidance online. Content of these posts should be about 300 words, relate to the question of inquiry posed by the Instructor, and relate back to the readings from the course. We will discuss rubrics and assessment of these posts in class.

**Complete all elements of the Online Research and Media Skills Model**

Complete all five modules of the ORMS Model modules. Earn badges for all five modules and ultimately the Mentor Badge. All content submitted for the badges should be from your own content area or expertise. The end result will be three “lesson plans” and a multimodal tutorial that will support and inform a unit you already or a theme of your choice (e.g., Civil War, order of operations, a novel, poetry, etc). This should all connect with the work you’ll submit on the Internet Inquiry Unit Plan.

You should be focusing on your content area, and the curriculum that you plan to teach. Please develop something that you plan on teaching to students or colleagues. Follow the guidance given in the modules and in class.

**Who am I?/One minute commercial**

This assignment will have you produce and share a one minute max commercial about yourself. You will upload this to your YouTube channel and leave on your blog. The first step of the assignment is the “six words bio” and the “one pager” Thimble activity. The final piece of the assignment is the YouTube video.

I will have more materials to share about the assignment. For now, you might consider this example.

**Internet Inquiry Unit Plan**

We are living, learning, and educating in an information-rich (Shirky), connected (Siemens), creative (Florida), participatory (Jenkins) culture. We make the bold statement that “the Internet is the dominant text for our students.” In this activity you will use the Internet, the connected learning community, to allow students to identify and answer their questions. You will develop an Internet Inquiry Unit Plan that connects with the three other lesson plans and the multimodal tutorial you’ll create for this class. You will launch everything on your website and document learning over time through your reflections.

You will be evaluated on the basis of your organization, content, reflections, and thoughtful development of your unit plan. You should develop this unit plan for use with the classroom of your future.

You will use the Unit Project Planning Workbook to plan and develop your unit. Think of this as the messy space in which you create, revise, and iterate on your project. You will use the Unit Plan Template as the “final” version of your unit plan. Think of this as the document you’ll use to teach the unit in your classroom.

In this assignment you need to consider the following:
● What is your topic? Think of this as an Internet Inquiry Project...you pick the topic. What are you interested in?
● Identify your goals and student learning objectives. What do you think you’ll learn?
● Identify the driving question. What will students need to understand and respond to in the process?
● Identify your assessment (formative and summative) assessment techniques. How will you assess (and scaffold) student success in this activity?
● Identify the major products. What will students individually and collaboratively develop during the project?
● Identify how students will reflect on learning process and product during the project. How you you scaffold dialogue to help students think about thinking...and success?

You will launch this Unit Plan at the end of the class with your Ignite Presentations. We’ll discuss format, environment, and preparation in class.

GENERAL INFORMATION

Attendance Policy:
Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.

Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session. Multiple tardies will also result in loss of Attendance, Preparedness, & Professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

Grading:
Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments. Work more than one week late is not accepted.
Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

**College of Charleston Honor Code and Academic Integrity:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student Accommodations:**
In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Grading Scale:**

- A = 93-100
- B+= 88-92
- B = 83-87
- C+= 78-82
- C= 74-77
- F= <74

The point distribution for letter grades is pursuant to the UNH Education Department grading scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B grade represents above average work, and a B- represents average work. Students who fall below this grade are required to repeat the course, as per University Graduate School Policy.

**Professional Behavior/Dispositions:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

**Honor Code:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and
local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.