Spring 2015
EDPS 3140/6141-002
Technology in Classrooms

Tuesdays 8:30-10:30AM
Location: MBH 106

Instructor:	Dr. Eric Poitras
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Office:	Educational Psychology Dept., 1721 Campus Center Drive, Room 3245 SAEC
Hours:	Tuesdays: 8:00-8:30AM & 10:30-11:30AM (MBH 106)
	Individual appointment slots are limited; please schedule in advance using instructor email address (see above and section regarding email correspondance).
Canvas:	http://utah.instructure.com

Course Materials
There is no required textbook. All readings will be made available via Canvas or online. I recommend that you use your university-issued 50 GB Box account to save files, photos, videos, etc. that you create in class and may want to use again. To start using your Box account, go to http://it.utah.edu/box/ and login with your uNID and uNID password.

Course Description
Given the increasingly high-stakes of successful classroom instruction, how can teachers integrate technology into the classroom in ways that result in meaningful and measurable improvements to student learning? This course provides the fundamental concepts, knowledge, skills, and attitudes that all teacher candidates need for applying technology in the classroom. This is a basic technology-in-education course that meets with EDPS 6141 and is a pre-requisite for EDPS 5441/6441 and EDPS 5442/6442, which are courses in which technology is directly applied to classroom contexts. The course has been designed to meet the 2008 National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education (ISTE).

Course Objectives
This course seeks to provide you with the knowledge and experiences necessary to recognize, evaluate, and implement effective uses of educational technology in the classroom. After completing this course, you should be able to:

1. Articulate the ways in which educational technology should be used to support effective learning processes and meaningful instructional activities
2. Evaluate educational technology, websites, software, and technology-enriched lesson plans by assessing potential impact on deep student learning
3. Use and adapt existing digital resources to support active learning in the classroom
4. Design new technology-enriched lesson plans using basic digital tools and skills

The concepts and skills you will learn are designed to meet standards in all five areas of the 2008 ISTE NETS-T. These five areas are:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Course Approach

This course will use a combination of interactive lectures, classroom discussion, individual work, "hands-on" experiences, and peer collaboration to help you develop a deep understanding of how technology can be used to support student learning. There will be reading assignments that require online contributions and project assignments that will need to be done outside of class. The majority of your in-class time will be spent working (often with one or more peers) with computers and a variety of applications that can be readily used in the classroom. Assignments and activities will be directed to understanding how basic technological tools can be used to develop meaningful instruction.

Evaluation Methods/Grades

Students will earn points for each of the assignments and projects. Final grades will be based on the percentage of total points earned in each category and weighted in the following way:

- Online discussions re: assigned readings/videos/materials 12%
- Completion of in-class activities 20%
- Research participation 8%
- Quality of projects 1 and 2 30%
- Final project 30%

Letter grades shall be assigned according to the standard grading system, as shown below.

A	94-100%	B	84-86%	C	74-76%	D	64-66%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%
B+	87-89%	C+	77-79%	D+	67-69%	F	< 60%

Course Assignments

- Online posts re: readings/video/materials assigned in class on a regular basis
- A total of 6 in-class activities
- A total of 4 credits earned for participation in research/multiple-choice test on empirical articles related to the topics covered in the course
- A total of 2 summative projects
- Final project

Online posts. You should post thoughtful responses (i.e., a paragraph that includes a topic sentence, supporting sentences, and a concluding sentence) to each question for the assigned reading(s)/video(s) before Monday at 12 noon on the week that the reading is due. You must post your answers using Canvas to receive credit for your online posts. Posts are due by 12noon in

order to give your instructor time to read your comments before the relevant class – this allows the instructor to address questions, confusion, or difficulties relevant to the day's topic/concepts.

In-class activities. Whenever possible, activities should be completed in-class on the day that they are due. However, in case you need extra time (unless otherwise specified), all activities are due by the end of the day (i.e., 11:59pm) the next day after the class in which they were assigned. The reason for this quick turnaround is to simulate the short planning and preparation sessions in which teachers engage on a daily basis. It is important for your future success that you learn to create high-quality, technology-enabled activities in a quick/efficient manner. An activity must be submitted via Canvas by the specified due date/time to receive credit (late activities will not be accepted). Activities will be graded as Good, Satisfactory, or Needs Work. You will receive full credit for activities scored as Good and Satisfactory. You must resubmit an activity marked as Needs Work within one week of it being graded to receive credit.

Summative project 1 and 2. All projects are due at the beginning of the class on their due date. If you will not be in class, you still must submit your project on time (i.e., before class begins) via Canvas. Late projects are accepted, but there is a 20% penalty for being up to 24 hours late and a 10% penalty for each additional day late. Meeting deadlines is a professional skill that you must develop. You are allowed to revise and resubmit each of your first two projects up to one week after it has been graded and returned to you with feedback. A grade earned on a resubmitted project will replace the original project grade. You are allowed one resubmission each for Project 1 and 2.

Final exam. For the final project, you will apply the technology skills you learned during this class to create a set of useful, practical websites that you can build on as you move toward a career as a professional educator. You should begin your Final Project well in advance of its due date so that you can get feedback from your instructor during class work time as needed. Resubmissions are NOT allowed on the Final Project.

Research participation requirement. Research is a strong focus at the University of Utah, and faculty from the Department of Educational Psychology are actively engaged in widely diverse research projects. Participating in one or more of these research projects is an important component for undergraduate students enrolled in an educational psychology course. To provide this experience, the Department has established the Educational Psychology Subject Pool. This Pool allows students to participate (not to exceed 5 hours per course) in research that has been approved by the University of Utah's Institutional Review Board (IRB). For your participation, you will earn course credit. Alternatively, you do have the option of satisfying this research requirement by reading a selection of articles on topics relevant to this course and passing a set of multiple-choice tests on the readings. How you wish to satisfy this requirement is up to you. Your participation in research or in the reading/testing option will contribute 8% to your final grade.

For each one-hour session successfully completed, you will earn one credit toward your research participation requirement. Failing to cancel an appointment and not showing up will result in a loss of credits equivalent to the duration of the missed appointment (e.g., one credit would be lost for a missed one-hour appointment). Any credit loss due to a missed appointment can be made up by successfully completing another research appointment via the same subject pool at a

later point in the same semester. In the event that you show up for a scheduled appointment, but the research assistant or principal investigator responsible for the scheduled study does not show up, you will still receive credit for the scheduled session. To ensure that you receive credit in this situation, you should contact the subject pool administrator via email: edps-research@utah.edu. Full completion of, or failure to complete, the research component of the course can only augment or reduce a student's course grade by a maximum of one grade level (e.g., B to B+, or reverse).

You register as a student in the Educational Psychology Research Pool by going to https://utahedps.sona-systems.com/. Your instructor will provide a handout with instructions for using this system to sign up and monitor your credits.

Professionalism
Students in this course are expected to achieve the *Student Professional Practice/Fitness to Teach Policy* criteria established by the College of Education Licensure Coursework for K-12 Programs available at: http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf.

Academic Honesty
All students will be held accountable to high standards for academic integrity as outlined in the University of Utah's Student Handbook. Please be sure you have read and understand the Student Code of Academic Conduct available at: http://www.admin.utah.edu/ppmanual/8/8-10.html. The most common problems associated with academic honesty stem from plagiarism (often unintentional). In this class, a submission that consists of an assignment taken from another course does constitute a form of plagiarism. If you have questions about plagiarism, consult the following websites and then ask the professor about any remaining uncertainties.

See external links about plagiarism:
- http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-main,00.html
- http://plagiarism.org/

Email/Canvas Correspondence
Email is the preferred mode of communication to send your instructor questions or comments about class. Copy yourself on any email to ensure documentation of submission date and time. Beware that the use of email correspondence sometimes creates the expectation that emails can be answered immediately by instructors. Although I will always answer your emails as soon as I can, I am not always at my computer or able to respond immediately. I will answer your emails in a timely manner, and expect that students also will respond to my emails in a timely fashion. "Timely" means no later than 48 hours Monday through Friday, and by Tuesday following a weekend/ holiday email. However, sometimes emails are filtered by mistake into the U of U junk mail system. Please be sure to re-send your email and/or contact me by phone if you do NOT receive a response to your emails within the time frame specified above.

Although the Canvas system allows you to message your instructor, these messages can easily be buried in the avalanche of notifications that Canvas provides instructors. If you have messaged your instructor in Canvas and haven't received a reply within the 48 hour time frame for

electronic communication, try emailing your instructor using the email address at the beginning of this syllabus.

Cell Phone and Computer Use (Unrelated to Class)
Please be courteous and turn your cell phones OFF or to VIBRATE before class. Because we are seeking to foster a rich and reflective learning environment for everyone, cell phone conversations are not allowed in the classroom/lab at any time. If you need to take an *emergency* call, you should discreetly remove yourself from the classroom *before* you answer your phone.

During our class time, computers in the IDET lab are to be used only for assignments related to this course. Although it can be tempting in this age of "multitasking," you will be compromising your own learning and likely distracting others if you are playing games, checking email, etc. Research has shown that students learn significantly less when switching their attention between multiple tasks. **Please be a disciplined learner - turn off and avoid digital distractions! In general, remember to conduct yourself in a manner consistent with what you will expect from your own students when you teach.**

Accomodations and the American with Disabilities Act (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have special needs as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (http://www.sa.utah.edu/ds/). If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). I will be happy to work with you and the CDS to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center of Disability Services.

Diversity Statement
As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Disclaimer
This syllabus is not a contract. Assignments, activities, or projects may be changed or modified in response to class needs or feedback. (Remember good instruction requires the frequent use of formative evaluation!) All changes will be posted on Canvas and announced in class. It is your responsibility to review class slides and Canvas announcements to ensure that you understand assignments and due dates, and to seek clarification as necessary from the course instructor and/or TA.

Acknowledgements
The present syllabus incorporates elements and course materials previously developed by Dr. Kirsten Butcher to ensure consistency across EDPS 3140 sections 001-004.

Course Schedule

Date	NETS-T	Topic & Class Activities	DUE
1/13	Intro to NETS-T	**INTRODUCTION** • Building class community (Videos! Pictures!) • Syllabus & information about research requirement • Class goals & objectives • What are OER? • Introduction to NETS-T & Utah Core Standards for Ed. Tech. **In-class work** • Digital Nation. As a class, watch first 30 minutes of Frontline's "Digital Nation" program • Introduction to NETS-T and Utah Core Curriculum's Educational Technology Standards • **Activity 1.** With a partner, create a nametag photo and a video introduction for each person. Post all four files (two photos, two videos) to the class Dropbox. **Submit links to the Dropbox files in Canvas.** **Readings/Video for Next Class:** • Online video. Watch the remainder of Frontline's "Digital Nation" (from minute 30 in Chapter 4 to end of program) http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/ • Ramsey Musallam: 3 rules to spark learning (approx. 6 minutes) http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning.html	**Activity 1 due on 1/14**
1/20	2a, 2b, 3a, 3b, 3c	**Web Design & Development** • Introduction to Google sites • Web design principles and common errors • Site organization and navigation • Edit vs. view modes **In-class work** • Create Google account and start a "practice" website • Evaluate sample teacher websites • Practice using principles of web design to revise bad pages • **Activity 2.** Fix a badly designed set of webpages using principles of web design and website organization. **Submit the URL for the home page of your revised site on Canvas.** **Readings/Video for Next Class:** • Lohr, L. L., (2008). Creating Graphics for Learning and Performance: Lessons in Visual Literacy. Merrill Prentice Hall. Chapter 4: ACE It with Principles, Actions, and Tools (Available as a PDF on Canvas)	**Canvas Discussion** **Activity 2 due on 1/21**

Date	NETS-T	Topic & Class Activities	DUE
1/27	1a, 1c, 2a, 2b, 2c, 2d	**Reusing and Remixing Online Resources** • Finding online images • Creating infographics & visual media • Annotating images (beginning & advanced) **In-class work** • **Activity 3:** Use one of the tools discussed and demonstrated in class to create an annotated image that supports a learning activity on your classroom website. Embed the image in a webpage and describe how you could use the image in your future classroom. o In Canvas, submit the URL for the page you created. **Readings/Video for Next Class:** Read • Orlin, B. (2013). When memorization gets in the way of learning. *Atlantic Magazine, September 9, 2013.* Available online: o http://www.theatlantic.com/education/archive/2013/09/when-memorization-gets-in-the-way-of-learning/279425/ • Osborne, C. (2012). The future of education: Memorize or analyze? *iGeneration, April 3, 2012.* Available online: o http://www.zdnet.com/blog/igeneration/the-future-of-education-memorize-or-analyse/14914	**Canvas Discussion** **Activity 3 due on 1/28**
2/3	1a, 1b, 1c, 2c	**Instructional Design & Instructional Strategies** • Memory vs. understanding • Techniques to support long-term learning & deep processing • Instructional design: Backward design **In-class work** • Create a "Teaching Materials" website in Google sites • Small groups: Explore the provided list of sample websites. Brainstorm possible improvements to each site that would move students toward deeper, long-term understanding. • **Activity 4:** On your Teaching Materials website, create an online activity that uses deep questions to teach a specific objective from the Utah Core. **Using Canvas, submit the URL to the starting page for your online activity.** **Readings/Video for Next Class:** Watch these common craft videos about Blogs: • Blog: http://www.youtube.com/watch?v=NN2I1pWXjXI Read • Luongo, N. (2012). Let's pre-blog! Using blogs as prewriting tools in elementary classrooms. *New Horizons for Learning, X (1).* http://education.jhu.edu/PD/newhorizons/Journals/Winter2012/Luongo Explore • This teacher-created blog for a 3rd grade class: http://itc.blogs.com/mccullers/	**Canvas Discussion** **Activity 4 due on 2/4**

Date	NETS-T	Topic & Class Activities	DUE
2/10	1c, 1d, 3b	**Using Online Tools to Gather Student Input/Ideas** • What is the difference between a blog and a wiki? • Creating a student-friendly blog • Online assessment/homework via Google forms **In-class work** • Create a blog account and a sample post. **Readings/Video for Next Class:** Read two short articles (3-5 pages each; available on Canvas) • Digital Trends Shifting the Role of Teachers; Digital content shifts educators into coaching, guiding modes. *Education Week*, May 22, 2013. • Students Seek the Right Digital Fit; Digital tools are pushing the boundaries of personalized learning, helping students customize their own classroom experiences based on what they want and need to know. *Education Week*, March 17, 2011.	**Canvas Discussion**
2/17	2a, 2b, 2c, 2d, 3a, 3d	**Using the Web for Differentiated Instruction** • What is differentiated instruction? • Differentiation for lower & upper elementary • Video instructions (teacher and avatar) **In-class work** • Small groups: Brainstorm learning paths from a list of topics provided in class. Discuss methods to personalize instruction/curriculum for small groups or individuals **Readings/Video for Next Class:** Read: • Duncan-Howell, J. (2010). Teachers making connections: Online communities as a source of professional learning. *British Journal of Educational Technology, 41 (10),* 324-340. (PDF available on Canvas) Skim: • Online article: The Teacher's Guide to Twitter. On Edudemic.com: o http://www.edudemic.com/guides/guide-to-twitter/	**Canvas Discussion** **Project 1 due today**

Date	NETS-T	Topic & Class Activities	DUE
2/24	5a, 5b, 5c, 5d	**Social Media for Teachers** • Using social media in for professional development and support • Twitter, Instagram, etc. **In-class work** • **Activity 5**: Using one of the options discussed in class, make a contribution to social media for EDPS 3140. **Readings/Video for Next Class:** Read • Gravel, B. E. Science of SAM: Why animation is good for the classroom. *White paper available online:* http://icreatetoeducate.s3.amazonaws.com/pdfs/ScienceofSAMWP.pdf Watch • A stop-action-movie (SAM) created by a 4th grade class to explain the digestive system of a cow: http://www.youtube.com/watch?v=d_QsAuwu8nQ	**Canvas Discussion** **Activity 5 due on 2/25**
3/3	1a, 1c, 2a, 2b, 2c, 2d	**Student-created video in the classroom: Part 1** • Combining hands-on materials and digital explanation • Merging technology with art, science, literacy & more **In-class work** • **Begin Project 2.** Use the SAM software (desktop) or the MyCreate app to create a stop-action movie for instructional purposes. You'll embed this video within instructional content that you develop in your website. **Readings/Video for Next Class:** Read • Rosin, H. (2013). The touch-screen generation. *Atlantic Magazine, March 20, 2013.* Available online: o http://www.theatlantic.com/magazine/archive/2013/04/the-touch-screen-generation/309250/	**Canvas Discussion**

Date	NETS-T	Topic & Class Activities	DUE
3/10	1a, 1c, 2a, 2b, 2c, 2d	**Student-created video in the classroom: Part 2** • Digital Storytelling using easy and intuitive tools/apps • Videos for creativity and literacy • Using videos for formative assessment, exploring student thinking **In-class work** • Explore and test the apps in small groups. Create short practice videos to get the feel for app use. Discuss potential classroom uses, especially considering differences in grade level abilities. **Readings/Video for Next Class:** • Guernsey, L. (2013). The smart way to use iPads in the classroom. *Slate Magazine, April 15, 2013.* (PDF copy available in Canvas.) • One teacher's "findings" after a school district trial with tablet devices: 10 Big Concerns about Tablets in the Classroom. Available online via *Edudemic: http://www.edudemic.com/2013/07/10-big-concerns-about-tablets-in-the-classroom/*	**Canvas Discussion**
3/17		**Spring Break**	
3/24	3a, 3d, 5b, 5c, 5d	**Evaluating and Integration Apps for Optimal Use** • Examining interactivity in apps • Evaluating feedback in apps • Determining level of engagement & potential for deep learning **In-class work** • Small groups: Evaluate the apps listed in class and discuss their strengths and weaknesses. Create a classroom "checklist" for app evaluation (consider grade level variations). • Finish Project 2! **Readings/Video for Next Class:** • Review the list of student digital portfolios provided on Canvas. Post a link to your favorite portfolio in the Canvas discussion and provide an explanation of what you liked about it.	**Canvas Discussion** **Project 2 Due**

Date	NETS-T	Topic & Class Activities	DUE
3/31	4a, 5b, 5d	**Digital Portfolios & Alternate Web Tools** • What goes in a digital portfolio? • How to organize the portfolio • How to write a good rationale • Using Weebly for Digital Portfolios **In-class work** • Critique existing online digital portfolios • Begin Final Projects **Readings/Video for Next Class:** • None. Begin your final project websites.	**Canvas Discussion**
4/7	1a, 1b, 1c, 2a, 2b, 2c, 2d	**Apps/Websites for Creativity & Interaction** • Creating digital books and math interactives • Developing materials to spark student imagination **In-class work** • **Activity 6:** Using one of the "approved" apps, create a digital book targeting an objective from the Utah Core. ○ Submit your digital book via Canvas (See instructions in Canvas.) Watch • Dan Meyer TED talk: Math class needs a makeover (approx. 12 minutes) http://www.ted.com/talks/dan_meyer_math_curriculum_makeover.html • TED Talk. Salman Khan: Let's use video to reinvent education (approximately 20 minutes). http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html	**Activity 6 due on 11/25**

Date	NETS-T	Topic & Class Activities	DUE
4/14	1a, 1c, 2a, 2b, 2c, 2d, 4a	**Teacher-Created Video** • When to use teacher-created video • Avoiding online "lecture" • Creating useful representations **In-class work** • Begin an instructional video that you will use for your final project. **Readings/Video for Next Class:** • None. Work on final projects.	**Canvas Discussion**
4/21	4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d	**Teaching Technology** • Internet safety & digital responsibility • Modeling internet & technology use • Creating good passwords • Creating visual guides for technology instruction **In-class work** • Revise and refine your instructional video for final project. • Work on final projects. • Instructors available to consult on tech issues, digital activities, web design, etc. for final projects **Readings/Video for Next Class:** • **None**. Work on your final projects.	
4/28	All NETS-T	**Final Projects Due** *Your final projects will be due by the end of the day (i.e., 11:59 pm) on Tuesday, April 28th.*	**FINAL PROJECTS DUE**

Projects

Project 1: Digital Learning Module

For this project, you will choose a particular standard and objective from the Utah Core. You may choose any topic area that is applicable to the grade level that you wish to teach. Once you have identified a core standard and objective, you will develop a digital lesson that contains three online components designed to teach your chosen standard/objective. (Do not resubmit activities that you already have completed in class. The online components that you create should be NEW, polished content that you develop as instructional support for the new core standard/objective that you chose). The three technology-based lesson components that you must include in your lesson are:

- An online learning activity centered around visual media that YOU create, annotate, or adapt
- A link to a blog activity that you created for your students
- A Google Form used for online assessment of student learning

Together, the digital content that you create should form a coherent lesson that will help your students gain a deep understanding of the intended content/concepts.

You will implement this project on your teaching materials website in Google sites. Be sure that your pages reflect optimal web design/organization/navigation, as learned in class.

Project 2: Digital Lesson with Stop-Action Motion Video(s)

For this project, you will create an online lesson, complete with one or more stop-action movies that help teach your target concept (as appropriate to a standard and objective from the Utah Core). Your video(s) must be embedded within a website that includes instructions/questions for students and any other content necessary to form a coherent lesson (e.g., additional images or links). Use the principles learned in class to create high-quality video that demonstrates a concept, process, or story. You may create one or more videos, as appropriate to your lesson.

Final Project: Classroom Website and Digital Portfolio

Classroom Website:

For this website, envision your ideal class and create a website for that class. You are free to make up calendar activities, school names, classroom rules, and daily schedules. However, I will expect your site to be clear and well designed. At a minimum, your site must include:

- Classroom homepage
- About Me (*this is a short teacher bio)*
- Contact information
- Classroom calendar
- Classroom rules or general information for parents
- Learning Activities
  - This section should include two NEW digital activities that target deep student learning (i.e., do not reuse activities that you submitted earlier)
    - One of these activities must include a teacher-created video from one of the tools covered in class. Your video should teach students an important concept or idea using video and should demonstrate optimal principles of video instruction. Your video must be accompanied by instructional content (e.g., questions) in order to make it a meaningful activity.

- Your other activity can make use of one or more skills that you learned in EDPS 3140. It should target a different set of concepts/ideas than your video-based activity.

Digital Portfolio:

Your digital portfolio is a website that you can use, revise, and update for professional purposes. Your digital portfolio will be a **new website created in Weebly**. The purpose of using Weebly is to introduce you to another user-friendly development system. (Over the last 5 years, the majority of University of Utah graduates seeking teaching jobs have used Weebly for digital portfolios.) Your portfolio will use a standards-based format and must include at least the following:

- Homepage
- Resumé
- Teaching philosophy
- Utah Effective Teaching Standards
    - Organize at least the TWO digital activities that you created for your Final Project Classroom Website under appropriate standards. Be sure that you include a description, a link, and a rationale in your portfolio for each activity.

Additional instructions and examples will be provided in class and in Canvas. Please be certain to read these additional instructions carefully before completing/submitting this project.