



ET 449:007 INTEGRATION OF TECHNOLOGIES IN SECONDARY EDUCATION PEDAGOGY

FALL 2021
MATTHEW FARBER, EDD

CREDITS: 3
IN-PERSON, LMS SUPPORTED

Class Meetings: **Tuesdays & Thursdays 2:00 pm - 3:15 pm**

Instructor: Dr. Matthew Farber
Pronouns: he/him/his
Email: Matthew.Farber@unco.edu
Phone: 970-351-1981
Office: McKee Hall 259
Office hours: Tuesdays & Thursdays 12:30 pm - 2 pm + by appt.
▪ Feel free to drop in to ask any question!

A. COURSE DESCRIPTION

Catalog: Apply technology tools in teaching practices to promote technology integration that is seamless and adds significant value to students' learning of secondary curriculum. Investigate theoretical and practical issues and methods.

B. PREREQUISITES

None.

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a course in the Educational Technology program. It is an elective that can be taken by students interested in applying innovative practices to teaching and learning in unique learning contexts. It builds practical knowledge in a sub-area most relevant to educators interested in working in K-12 or associated areas.

D. COURSE GOALS AND OBJECTIVES

Upon completing ET 449, pre-service teachers should meet the objectives below. Objectives focus on five concepts: Instruction, Issues, Skills Development, Applications, and Teaching with Technology.

Instruction

- Analyze technology integration in learning environments and field placement settings. ^{[[1]]}_{[[SEP]]}
- Integrate technology into curriculum and pedagogy for ALL students. ^{[[1]]}_{[[SEP]]}
- Explore theory supporting technology-rich teaching and learning. ^{[[1]]}_{[[SEP]]}
- Evaluate the implications of technology on assessment and classroom management. ^{[[1]]}_{[[SEP]]}

Issues

- Apply ethical and legal issues with technology (including ^{[[1]]}_{[[SEP]]}copyright) in K-12 classrooms. ^{[[1]]}_{[[SEP]]}

- Describe appropriate uses of technologies (Internet, multimedia, communication tools, etc.) in learning environments. ^[L]_[SEPP]

Skills Development

- Apply digital and informational literacy skills while using electronic resources. ^[L]_[SEPP]
- Locate, analyze, and contribute to information from Web 2.0 and mobile application sources.
- Use technology to communicate and collaborate. ^[L]_[SEPP]

Applications of Educational Technology Skills ^[L]_[SEPP]

- Develop and contribute to a Web-based collaborate resource.
- Develop media resources to support teaching and learning.

E. RELATED STANDARDS

International Society of Technology in Education Standards (ISTE)

For Educators <https://www.iste.org/standards/for-educators>

- Empowered Professional:
 - Learner
 - Leader
 - Citizen
- Learning Catalyst:
 - Collaborator
 - Designer
 - Facilitator
 - Analyst

For Students <https://www.iste.org/standards/for-students>

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Association for Educational Communications and Technology (AECT) <https://www.aect.org/>

- **AECT Standard 1 (Content Knowledge):** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
- **AECT Standard 2 (Content Pedagogy):** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.
- **AECT Standard 3 (Learning Environments):** Candidates facilitate learning by: creating, using, assessing/evaluating, managing, ethics, diversity of learners.
- **AECT Standard 4 (Professional Knowledge and Skills):** Candidates design, develop, implement, and evaluate technology—rich learning environments within a supportive community of practice.
- **AECT Standard 5 (Research):** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

F. COURSE CONTENT

- 21st Century Learners

- Integration and Diverse Learners
- Technological Pedagogical Content Knowledge (TPACK)
- Learning theories in technology rich teaching and learning
- Planning for your future as a 21st Century Teacher
- Theory to Practice- creating technology-rich teaching and learning
- Web 2.0 Tools
- Visuals, Multimedia, and Digital Storytelling
- Google Tools
- Gamification
- Mobile Learning
- Copyright and Fair Use

G. COURSE REQUIREMENTS

| Week | Topic/Reading/Assignment <i>Full descriptions of each assignment and corresponding rubric will be available in Canvas.</i> |
|---------|--|
| Week 1 | Welcome + about the course. Constructionism and learning by making Overview of the 4 P's of Lifelong Kindergarten: Projects, Passion, Peers & Play Social Annotation/Annotating OUR Syllabus Bitmoji Classroom |
| Week 2 | Bloom's Digital Taxonomy School as a Game "Doing a Project" vs. Project Based Learning Lifelong Kindergarten: Childhood Object |
| Week 3 | Crafting Driving Questions That Drive Projects Project-based Learning (PBL) with ed tech tools. Lifelong Kindergarten: Learning Through Projects |
| Week 4 | Ed Tech Shark Tank! 🦈 Lifelong Kindergarten: Passion in Learning |
| Week 5 | A Grammar of Multimodal Learning Multimodal Annotative Tools Multimodal Annotation Lifelong Kindergarten: Learn with Peers |
| Week 6 | Digital Formative Assessments Lifelong Kindergarten: Playful Learning |
| Week 7 | Creativity Is Not a Noun Lifelong Kindergarten: Creative Society |
| Week 8 | Podcasting, Social Audio, & Digital Remix 🎧 |
| Week 9 | Breakout! Escape Rooms in the Classroom Ludic Learning and Gaming Literacy: Systems, Design, & Play |
| Week 10 | Remote, blended, and flipped learning Flipped Learning Parts 1 & 2 |
| Week 11 | Universal Design for Learning (UDL) with Ed Tech Tools "UDL-ify" a Lesson |

| | |
|---------|--|
| Week 12 | Games as Systems Hero's Journey: Choose Your Own Adventure! |
| Week 13 | Genius Hour as Interest-Driven PBL Genius Hour💡 |
| Week 14 | Explore: Copyright for Teachers, Made Simple |
| Week 15 | SEL + HyperDocs Assignment: HyperDoc Lesson |
| Week 16 | Finals week class: https://www.unco.edu/registrar/pdf/reg-final-exam-fall.pdf Gallery Walk |

H. GRADING CRITERIA (Method of Evaluation): Letter Grade

Your course grade will be determined based on the total percentage grades from all work completed. Assignments are be graded by rubrics. Rubrics are posted on Canvas.

A=94--100; A--=92--93; B+=90--91; B =85--89; B--=82--84; C+=80--81; C=76--79; C--=73--75; F = 0--72

Grades in the course are based on a weighted system rather than total points. Your current grade will always be posted in Canvas so you know where you stand at any time. The weights can be seen in the chart below:







Assignments are weighted by group:











| Group | Weight |
|--|-------------|
| Lifelong Kindergarten | 10% |
| Digital Pedagogies | 60% |
| Genius Hour 💡 | 10% |
| Final Project | 10% |
| Classwork, Attendance, Participation, Discussions | 10% |
| Total | 100% |

What should I do if I need help?

- Come see me. I have Zoom office hours which are specifically set aside as a time when I can meet with you. Feel free to stop by to go over ed tech, questions about teaching... anything!
- I can also meet with you at other times, but I do have quite a few meetings and classes, so email me ahead of time to find a time that work for both of us. I didn't learn how useful it was to go to office hours until I was in graduate school, so learn from my mistakes and come see me!

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Sun Dec 13, 2020 |  ONGOING: Discussions, Class Interactions | due by 10:59pm |
| Thu Sep 9, 2021 |  LIFELONG KINDERGARTEN: Childhood Object (DUE Sep 9 2pm) | due by 2pm |
| Tue Sep 14, 2021 |  LIFELONG KINDERGARTEN: Learning Through Projects (DUE Sep 14 2pm) | due by 2pm |
| Tue Sep 21, 2021 |  ASSIGNMENT: Ed Tech Shark Tank! (DUE Sep 21 2pm) | due by 2pm |
| |  LIFELONG KINDERGARTEN: Passion in Learning (DUE Sep 21 2pm) | due by 2pm |
| Tue Sep 28, 2021 |  LIFELONG KINDERGARTEN: Learn with Peers (DUE Sep 28 2pm) | due by 2pm |
| Thu Sep 30, 2021 |  ASSIGNMENT: Multimodal Annotation (DUE Sep 30 2pm) | due by 2pm |
| Tue Oct 5, 2021 |  LIFELONG KINDERGARTEN: Playful Learning (DUE Oct 5 2pm) | due by 2pm |
| Thu Oct 7, 2021 |  ASSIGNMENT: Digital Formative Assessments (DUE Oct 7 2pm) | due by 2pm |

| | | |
|------------------|---|----------------|
| Tue Oct 12, 2021 |  LIFELONG KINDERGARTEN: Creative Society (DUE Oct 12 2pm) | due by 2pm |
| Tue Oct 19, 2021 |  ASSIGNMENT: Digital Audio Remix (DUE Oct 19 2pm) | due by 2pm |
| Thu Nov 4, 2021 |  ASSIGNMENT: Flipped Learning Pt 1: Become a Certified Edpuzzle Coach! 🎧 (DUE Nov 4 2pm) | due by 2pm |
| |  ASSIGNMENT: Flipped Learning Pt 2: Design a Flipped Lesson 🎧 (DUE Nov 4 2pm) | due by 2pm |
| Thu Nov 11, 2021 |  ASSIGNMENT: "UDL-ify" a Lesson (DUE Nov 11 2pm) | due by 2pm |
| Tue Nov 23, 2021 |  Genius Hour Reflection #1 (DUE Nov 23 2pm) | due by 2pm |
| Tue Nov 30, 2021 |  Genius Hour Reflection #2 (DUE Nov 30 2pm) | due by 2pm |
| Mon Dec 6, 2021 |  ASSIGNMENT: Genius Hour 💡 (DUE Dec 6 11:59pm) | due by 11:59pm |
| |  ASSIGNMENT: HyperDoc (DUE Dec 6 11:59pm) | due by 11:59pm |
| |  Roll Call Attendance | |

I. TEXTS/READINGS

Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. Cambridge, MA: MIT Press.

Additional readings will be provided on Canvas.

J. COURSE POLICIES

Attendance and Participation

We learn better as part of a community where everyone has the opportunity to participate and engage. One the first day of class, we will work together to develop norms for participation and together we hold each other accountable for our actions in class.

We will be spending much of our time in class working together on activities. Your participation in these activities weighs on your grade (it's worth 10%), so to be successful you need to come to class.

You are expected to attend all synchronous sessions on time and for the full length of class. If an emergency arises and you are unable to attend a face-to-face or synchronous session, make-up assignments may be provided. Please try to email me *before* a missed class, if possible.

Asynchronously, you are expected to stay up to date on what is expected and participate in discussions or assignments. You are expected to participate thoughtfully, responsibly, and constructively in discussion on a regular basis. Our discussions serve as a forum in which you sharpen your thinking, share your ideas, ask questions, exchange insights and perceptions with each other and contribute to the community's learning.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Work and projects are expected at the designated due date.

Electronic submission of assignments that are not in the specified format (software available on campus), will also be considered late. These assignments will be rejected until resubmitted. Resubmission will be expected by the beginning of the next day.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session.

Written Assignment and Communication Policy

All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to university level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision.

The course Canvas shell contains a support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Writing Center offers one-on-one support for students. Appointments are recommended. If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

My preferred pronouns and method of address

If you have a nickname, or a preferred pronoun that is different from what I may assume, please let me know, and I will do my best to follow your preferences. You may address me as Professor Farber, or Dr. Farber (preferred pronouns: he/him/his).

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

- Working together, we can maintain an environment free of harassment - of any kind. This includes, but is not limited to, demeaning written or spoken comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature.
- In all communications, respect the diversity of opinions among instructors and classmates, and engage with them in a courteous, respectful, and professional manner.

Remember that you can challenge ideas without making the challenge a personal one. If you have concerns about something that has been said, please let your instructor know.

UNC University Syllabi Statements

These may update. For more, see: https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

ADA and TITLE IX Syllabus Statements

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic
Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.