



### ET 501: Introductions to Applications in Educational Technology

SUMMER 2022

DR. MATTHEW FARBER

CREDITS 3

LOVELAND + CANVAS

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#### **Course Format:**

Loveland Campus, plus Canvas <http://unco.instructure.com/>, the course management system used for this course.

#### **Catalog Description:**

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.

#### **Course Description:**

This course is designed especially for preservice teachers. It focuses on using technology in K-12 classrooms and addresses the integration of technology in all curricular areas for all students. ET 501 is not a course designed to teach technology skills; rather, the goal is to promote technology integration that is seamless and that adds significant value to students' learning of core curriculum (language arts, math, social studies, science content). You will investigate theoretical and practical issues surrounding the use of multimedia, email, Internet resources, educational software, and hardware within K-12 classrooms.

The theoretical stance of this class is that technology can help educators break down old educational paradigms and allow teachers to provide opportunities for students that would not otherwise be possible. Technology can facilitate a move away from the view that expert teachers dispense prescribed knowledge to a group of unenlightened and passive students. Instead, students are considered active and knowledgeable participants, and teachers facilitate the development of new ideas among all members of the learning community.

This is a three-credit, one-semester, graded course.

#### **Rationale**

All future teachers will need to use the many evolving technologies that are part of our changing world. This course both enhances preservice teachers' theoretical and practical knowledge of technology and integrates with core, methods, and practicum courses that are part of the program leading to teacher certification. K-12 content standards that include workforce readiness, 21<sup>st</sup> century skills, and integration as well as the technology standards from the International Society of Technology in Education guide this class. Tools used will vary with assignments and

**Values:**

Several important values involving ethical issues are woven into the course to allow preservice teachers to place their learning into appropriate contextual settings. These contexts will be valuable to preservice teachers as they prepare for teaching in their own classrooms.

- **Diversity.** This course promotes a dialog on the relationships among technology and multicultural issues, gender issues, ethnicity, race, socioeconomic status (SES), and special needs. In addition, technology offers opportunities for students with diverse learning styles. Assignments to evaluate the use of hardware and software relative to diversity issues are an integral part of this course.
- **Collaboration.** Technology cannot be used in isolation; it must be embedded in contextualized and authentic learning situations. Technology skills and understandings gained in ET 501 should be enhanced in and by other subsequent required courses in the Education Programs.
- **Reflection.** Weekly and long-range assignments require preservice teachers to process and reflect upon content and their own perceptions and growth within this course. Electronic portfolios, discussion groups, blogs, and email will encourage reflection and enable thoughtful, asynchronous exchange and collaboration.

**Learning Objectives:**

Because a teacher certification program should include hands-on experiences in the use of computers in educational settings, the following objectives are designed to help future teachers show they are competent and confident using technology. Upon completing ET 501, preservice teachers should meet the objectives below. Objectives focus on five concepts: Instruction, Issues, Skills Development, Applications, and Teaching with Technology.

A. Integrate Technology into Instruction

1. Analyze technology integration in learning environments and field placement settings.
2. Integrate technology into curriculum and pedagogy for ALL students.
3. Explore theory supporting technology-rich teaching and learning.
4. Evaluate the implications of technology on assessment and classroom management.

B. Explore Social Issues Related to Technology

1. Apply ethical and legal issues with technology (including copyright) in K-12 classrooms.
2. Describe appropriate uses of technologies (Internet, multimedia, communication tools, etc.) in learning environments.

C. Develop Personal Technology Knowledge (Skills Development)

1. Apply digital and informational literacy skills while using electronic resources.
2. Locate, analyze, and contribute to information from Web 2.0 and mobile application sources.
3. Use technology to communicate and collaborate.

D. Apply Educational Technology Skills

1. Develop and contribute to a Web-based collaborate resource.
2. Develop media resources to support teaching and learning.
3. Develop a digital media such as a video or other multimedia.

E. Fulfill Professional Dispositions Related to Technology-rich Teaching

1. Provide leadership in the use of technology in education by contributing to the learning of others.
2. Research, teach, and publish ways to use innovative technology in education.

## Required Texts and Materials:

**None.**

*\*Readings and project materials will be provided through the Canvas course management system.*

Access outside of class to a computer with a reliable Internet connection (high-speed preferred) - There is no preference regarding the platform of the computer you use; either can be used in this course. Microsoft Office files created on either platform can be used/read by the other.

Microsoft Office Suite - The Microsoft Office Suite is installed on all student-access computers on campus. Apple products are also acceptable.

Reliable device or method to back up and transfer data- Preferred: USB drive or a cloud storage such as Dropbox or Google Drive or SharePoint.

## Computer Support and Resources:

*Basic software, email, and web navigational skills are prior knowledge for this course.*

Information Technology Support:

If you have a technical support issue, please contact the Technical Support Center at (970) 351-4357

## Provided Materials:

Access to the course Canvas shell and instructor materials

Web-based readings (accessible through Canvas or as handouts)

*Full descriptions of each assignment and corresponding rubric will be available in Canvas.*

## F. COURSE REQUIREMENTS

	<b>Topic/Assignment</b> <i>Full descriptions of each assignment and corresponding rubric will be available in Canvas. Subject to change.</i>
Week 1	Welcome, about the course! Digital Breakout Games (Google Sites, Forms, Game-Based Learning) Ed Tech Theories Bitmoji Classroom  ASSIGNMENT: Make an Educational Escape Game 🗝️ (classwork) (DUE May 24, 1pm)
Week 2	Learning Through Projects Driving Questions  ASSIGNMENT: Shark Tank PBL! 🦈 (DUE Jun 2, 1pm) ASSIGNMENT: Digital Portfolio Link (DUE Jun 23, 1pm)
Week 3	Multimodal Learning  ASSIGNMENT: Multimodal Annotation (DUE Jun 9, 1pm)
Week 4	Copyright & Fair Use Digital Remix

	Coding Podcasting Genius Hour  ASSIGNMENT: Make a Podcast 🎧 (DUE Jun 14, 1pm) ASSIGNMENT: Genius Hour 💡 (DUE Jun 23, 1:00 PM)
Week 5	Mood Meter Choice Board 5 E's Digital Choice Boards  ASSIGNMENT: Flipped Lesson Video (DUE Jun 16, 1pm) ASSIGNMENT: Design a Digital Choice Board (DUE Jun 21 at 1pm)
Week 6	Flipped, Blended, and Remote Learning Tools Digital Formative Assessments 1:1 Tools (i.e., Pear Deck, Nearpod)

## Course Summary:

Date	Details	Due
Tue May 24, 2022	📄 ASSIGNMENT: Make an Educational Escape Game 🗝️ (classwork) (DUE May 24, 1pm)	due by 1pm
Thu Jun 2, 2022	📄 ASSIGNMENT: Shark Tank PBL! 🦈 (DUE Jun 2, 1pm)	due by 1pm
Thu Jun 9, 2022	📄 ASSIGNMENT: Multimodal Annotation (DUE Jun 9, 1pm)	due by 1pm
Tue Jun 14, 2022	📄 ASSIGNMENT: Make a Podcast 🎧 (DUE Jun 14, 1pm)	due by 1pm
Thu Jun 16, 2022	📄 ASSIGNMENT: Flipped Lesson Video (DUE Jun 16, 1pm)	due by 1pm
Tue Jun 21, 2022	📄 ASSIGNMENT: Design a Digital Choice Board (DUE Jun 21 at 1pm)	due by 1pm
Thu Jun 23, 2022	📄 ASSIGNMENT: Digital Portfolio Link (DUE Jun 23, 1pm)	due by 1pm
	📄 ASSIGNMENT: Genius Hour 💡 (DUE Jun 23, 1:00 PM)	due by 1pm
	📄 ONGOING: Discussions, Class Interactions	

Assignments are weighted by group:

<u>Group</u>	<u>Weight</u>
<u>Digital Pedagogies</u>	<u>80%</u>

<u>Group</u>	<u>Weight</u>
<u>Final Assignment: Genius Hour</u> 🕒	<u>10%</u>
<u>Classwork, Attendance, Participation, Discussions</u>	<u>10%</u>
<u>Total</u>	<u>100%</u>

*Grades will be recorded in Canvas. Please verify periodically for accuracy.*

Final grades will be calculated based on the following scale (number of points you received divided by number of points possible):

A	93 and above
A-	91-92.9
B+	89-90.9
B	85-88.9
B-	83-84.9
C+	81-82.9
C	75-80.9
D	70-74.9
F	below 70%

## **J. COURSE POLICIES**

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.

### **Preferred pronouns/methods 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 Policies**

#### **Liability Statement**

For unpaid field-related requirements such as practicum, service learning, intern, student teaching, UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his/their responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his/their practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

*Personal Liability:* It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal—professional liability insurance that can be purchased by the teacher candidate at her/his/their expense.

### **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 please communicate about these aspects with their instructor(s) professor 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](http://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](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](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

## **Additional Syllabus Statements**

The recommended syllabus statements promote inclusive practices and provide resource information for UNC students.

### **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, this instructor should not require doctors' notes to determine whether or not to excuse an absence.

## **COVID-19 (new for fall 2020)**

Due to the current global pandemic, the fall 2020 semester will be unlike any other that the University has experienced. 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.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website: <https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene. Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources. 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 Chief Diversity Officer, Dr. Tobias Guzman, 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](http://www.unco.edu/institutional-equity-compliance).

## **Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC aids 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](http://www.unco.edu/bear-pantry) for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at [dos@unco.edu](mailto: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, 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.