



Fall 2023 ET 240-002
Integration of Technology into Content and Pedagogy
(Face-to-Face,3 Credits)

Instructor: WeiHsuan Lo	Email: Weihsuan.Lo@unco.edu
Class Time: Tue. & Thu. 14 PM-1515 PM	Office Hour: by Appointment
Class Location: Mckee 147	Office Location: Mckee 217

A. COMMUNICATION

- I. The best way to contact your instructor is by email. When emailing, indicate the course name and subject matter in the subject heading.
- II. To keep up with the class and important announcements and discussions, you will need to turn on Canvas notifications and regularly log on to Canvas. It is the student's responsibility to keep track of all the due dates and course schedules.

B. COURSE DESCRIPTION

(Prerequisites: None.) Explore **theories/frameworks** that support technology integration in teaching and learning. Apply practices to promote seamless integration of technology that adds significant value to students' elementary curriculum learning.

C. REQUIRED TECHNOLOGY

- I. Functional computer or tablet with a speaker, webcam and microphone, WiFi or internet connection, headphones, smartphone or cellphone with a camera.
- II. The up-to-date version of Google Chrome browser and a Google Account.

D. TEXT & READINGS

Required Text/Readings:

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

Suggested Text/Readings:(included in the readings provided in Canvas)

Research articles and learning materials will be provided in Canvas.

E. RELATED STANDARDS

Association for Educational Communications and Technology (AECT)

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, and 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.

See the following links for [the International Society of Technology in Education Standards \(ISTE\)](#) and [CO Teacher Quality Standards \(TQS\)](#).

F. COURSE GOALS AND OBJECTIVES

ET 240 is designed especially for preservice teachers. It focuses on using technology in K-5 classrooms and addresses technology integration in all curricular areas for all students. ET 240 is not a course designed to teach technology tools. Rather, the goal is to promote seamless technology integration that adds significant value to students' core curriculum learning (e.g., language arts, math, social studies, science content). You will investigate theoretical and practical issues surrounding multimedia, applications, Internet resources, educational software, and hardware within K-5 classrooms. Variable technology tools will be showcased for in-class and homework assignments. You will have many opportunities to select from various tools available for a given task. However, it is not the purpose of this class to teach any particular tool's function's ins and outs. The intent is that you will build capacity for seeking and selecting appropriate tools for any given content learning activity.

This class's theoretical stance 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. Teachers will need to use the many evolving technologies that are part of our changing world. This course enhances teachers' theoretical and practical knowledge of technology and integrates with core methods and practical courses that enhance student learning.

As the 21st-century skills framework advocates hands-on experiences in using technology in educational settings, the following objectives are designed to help teachers show they are confident using technology and can use technology as supported learning.

I. 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.

II. Explore social issues related to technology

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

III. Develop personal technology knowledge

1. Apply information literacy skills (including searching and evaluation strategies) while using electronic resources.
2. Locate, analyze, and contribute to information from Web 2.0 sources.
3. Use technology to communicate and collaborate.

IV. Apply Educational Technology Skills

1. Develop and contribute to a Web-based collaborative resource.
2. Develop media resources to support teaching and learning of content.
3. Develop digital media such as video or other multimedia for instructional purposes.

V. 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.

G. COURSE REQUIREMENTS

Criteria	Detailed Descriptions
<p><u>Attendance & Participation</u> (20%)</p>	<p><i>*Students are expected to attend & participate in Syn. class meeting and Asyn. learning module.</i> (*Teacher keeps a Roll Call Attendance)</p> <p><u>Syn. class meetings</u> Students are expected to attend the entire duration of the syn. class meetings (2hrs/Wk, every Tue. & Thus. 2-3PM). Stay up to date, preview flipped learning materials, remain attentive during discussions, and contribute ideas for in-class discussions, and group presentations throughout the semester.</p> <p><u>Asyn. learning modules</u> Students are expected to complete the self-paces asyn. learning modules (1hrs/Bi-Wk, Self-Paced) on time. Stay up to date on the asyn. learning modules throughout the semester.</p>
<p><u>Canvas Discussion</u> (20%)</p>	<p><i>*Students are expected to read the text, study flipped learning material, reflect on the discussion, and respond to peers.</i></p> <p><u>Discussion (50 Pt./each)</u> Canvas Discussions related to textbook and teaching pedagogy throughout the semester.</p>
<p><u>Assignments</u> (40%)</p>	<p><i>*Students are expected to participate in class lab time and collaborate to complete group projects.</i></p> <p><u>Projects</u> 6 Projects related to teaching pedagogy throughout the semester: a. Bitmoji Cover (100 Pt.), b. Self-introduction (100 Pt.) c. TPACK Lesson Plan (100 Pt.), d. Breakout Room (100 Pt.) e. Shark Tank (100 Pt.), f. Interactive Lesson (100 Pt.)</p>
<p><u>Final Project</u> (20%)</p>	<p><i>*Students are expected to showcase what they have learned in this course in the Genius hour project.</i></p> <p><u>Genius Hour Project (200 Pt.)</u> Students are given 20% class time to explore a project of their passion.</p> <p><u>Genius Hour Presentation (50 Pt.)</u> Students will record a 5-minute video to share and present their Genius Hour project with peers and respond to their peers at the end of the semester.</p> <p><i>*Students are expected to document their learning progress and evidence on an ePortfolio.</i></p> <p><u>Final Project: ePortfolio (200 Pt.)</u> Throughout the semester, students keep an ongoing record of their Learning progress on Google Sites as their ePortfolio. Students share their ePortfolio on Final Discussion at the end of the semester and respond to their peers.</p>

Grading Scale (Letter Grade based on the following percentages of all coursework)

A	92.5 and above	B	82.5-86.49	C	72.5-76.49	D	62.5-66.49
A-	89.50-92.49	B-	79.5-82.49	C-	69.5-72.49	D-	59.5-62.49
B+	86.5-89.49	C+	76.5-79.49	D+	66.5-69.49	F	59.49 and below

Grading Criteria (Assignments are weighted by group)

Group	Weight
Attendance & Participation	10%
Canvas Discussions	30%
Assignments	40%
Projects	20%
Total	100%

H. COURSE POLICIES

Attendance and Participation

For Fall 2023, regular class attendance is assumed. The teacher keeps a Roll call attendance in Canvas. Students are expected to attend class, stay up to date on what is expected and participate with group members and discussions or assignments. Non-participation will adversely impact your grade. But, the teacher will **drop two** absences without asking for any reason. However, the teacher reserved the option to drop the students with more than **four unexcused absences** (sick, covid, accident, wedding, lost loved ones, etc.) Moreover, unless it is pre-approved with an agreed-upon collaboration plan with your groupmates, otherwise, absence on the group lab day will result in a ZERO point grade on the group project. Also, unless it is pre-approved with an agreed-upon collaboration plan with your groupmates, otherwise, absence on group project presentation day will result in ZERO points on the presentation grade.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Generally, late assignments beyond one week are not accepted. Late assignments within one week after the due date will be reduced by 10% of the possible points for this delay. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date.

Electronic submission of assignments not in the specified format (software available on campus) or failed/access denied links would also be considered late. These assignments

will be rejected and issued ZERO points until resubmitted. Resubmission will be expected by the beginning of the next day. Your final assignment grade will be reduced by 10% of the possible points for this delay.

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. If a crash occurs, you only lose work from the last session. Please practice safe storage.

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 the 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 revised assignment will be issued ZERO points until resubmitted. Once re-graded, 10% of the total points possible will be deducted from your score.

Appropriate Use of Electronic Communications

Discussion boards and email communications are important instructional tools in this course. Here are some of the most important rules for this class regarding using discussion boards and email:

1. Don't say anything in the discussion that you would not say in a face-to-face classroom. Use your professional judgment.
2. Contributions to the discussion board should be for "the good of the group"; email me directly with questions or issues that only apply to you.
3. Be polite. Choose your words carefully. Do not use derogatory or sarcastic statements.
4. Contribute constructive comments and suggestions.
5. "Flaming" – expressing anger, often rudely – has no place in a classroom situation, either in the discussion area or in private email. Students receiving any sort of inappropriate email from other students should forward a copy to the instructor.
6. Don't use all capital letters. This is considered to be "shouting" and is, therefore rude. Likewise, don't use all lowercase letters. In other words, use professional writing, not "IM" writing.

I. UNC UNIVERSITY POLICIES

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 your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your 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

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 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.

Any student who faces challenges in securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You 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 Office of Community Standards and Conflict Resolution.

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. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes is entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, 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, size 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 each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar with the Student Code of Conduct, especially the section on acts of Dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit:
http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

Liability in Field Situations

Liability Statement pertaining to field experiences: applicable only to 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 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 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 expense.

ET240 General Schedules

WK	Date	TUE 2-3PM	THU 2-3PM	Async.
1	8/22.24	ePortfolio	 Bitmoji	Childhood Object
2	8/29.31	Constructivism	 Flipgrid	
3	9/5.7	Play FIXIT	 TPACK	Playful with Peers
4	9/12.14	FIXIT! Playtest	FIXIT Discussion	
5	9/19.21	Escape Room	 Google Breakout	Learn with peers
6	9/26.28	Critical Issues Escape room Playtest and Presentation	Digital Storytelling	
7	10/3.5	Digital Assessment	 Shark Tank	Learning through Project
8	10/10.12	Shark Tank Demo and Presentation	Project based Learning & Genius hour 1	
9	10/17.19	 Genius hour 2 [No class]	 Genius hour 3 [No class]	Passion in Learning
10	10/24.26	Next Level Slides	 Pear Deck	
11	10/31. 11/2	 Genius hour 4 [No class]	Interactive Remote Lesson Teaching Demo Presentation [ZOOM]	Creative Society
12	11/7.9	Flipped Learning	 edPuzzle	
13	11/14.16	 FIXIT! Time Capsule	 Genius hour 5 [No class]	 GH
14	Thanksgiving			
15	11/28.30	Genius Hour 6 Showcase [5 min pre-recorded Virtual Presentation: post by 11/28]	 ePortfolio	 eP
16	Finals	ePortfolio Presentation [Virtual Gallery Walk: post by 12/5; Reply by 12/7]		
Congratulations! 🎉				