



ET 449:007 INTEGRATION OF TECHNOLOGIES IN SECONDARY EDUCATION PEDAGOGY

FALL 2020
MATTHEW FARBER, EDD

CREDITS: 3
DS REMOTE**

**As per <https://www.unco.edu/return-to-campus/schedule/>, this course is “DS: Any form of remote/online delivery (synchronous or asynchronous).”

- We will meet on Canvas and on MS Teams: <https://bit.ly/ET449fall>
- Live 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 510
Office hours: Tuesdays & Thursdays 12:30 pm - 2 pm + by appt.

- Zoom Video Conference Link on Canvas
- 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.
- Integrate technology into curriculum and pedagogy for ALL students.
- Explore theory supporting technology-rich teaching and learning.
- Evaluate the implications of technology on assessment and classroom management.

Issues

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

Skills Development

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

Applications of Educational Technology Skills

- 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 8/25 & 8/27 | Welcome, about the course. Constructionism. Virtual Classroom |
| Week 2 9/1 & 9/3 | Course textbook. Multimodal and multiliteracies afforded by digital tools. Lifelong Kindergarten: Childhood Object (DUE TUESDAY 9/8) |
| Week 3 9/8 & 9/10 | Project-based Learning (PBL) with ed tech tools. Lifelong Kindergarten: Learning Through Projects (DUE TUESDAY 9/15) Assignment: Shark Tank PBL! 🐋 (DUE THURSDAY 9/17) |
| Week 4 9/15 & 9/17 | Lifelong Kindergarten: Passion in Learning (DUE TUESDAY 9/22) |

| | |
|-----------------------------|---|
| Week 5 9/22 & 9/24 | Lifelong Kindergarten: Learn with Peers (DUE TUESDAY 9/29) Assignment: Multimodal Annotation (DUE THURSDAY 10/1) |
| Week 6 9/29 & 10/1 | Lifelong Kindergarten: Playful Learning (DUE TUESDAY 10/6) Assignment: Digital Formative Assessments (DUE THURSDAY 10/8) |
| Week 7 10/6 & 10/8 | Lifelong Kindergarten: Creative Society (DUE TUESDAY 10/13) Creativity Is Not a Noun (DUE TUESDAY 10/13) Assignment: Digital Audio Remix (DUE THURSDAY 10/15) |
| Week 8 10/13 & 10/15 | Assignment: Make a Breakout Game (DUE THURSDAY 10/22) |
| Week 9 10/20 & 10/22 | 21st Century Skills & Bloom's Digital Taxonomy Breakout EDU share and playtest |
| Week 10 10/27 & 10/29 | Remote and flipped learning Chrome Extensions Assignment: Flipped Learning Parts 1 & 2 (DUE TUESDAY 11/3) |
| Week 11 11/3 & 11/5 | Universal Design for Learning (UDL) Assignment: "UDL-ify" a Lesson (DUE TUESDAY 11/10) Social and Emotional Learning Leveraged with Digital Tools |
| Week 12 11/10 & 11/12 | Games as Systems Assignment: Hero's Journey: Choose Your Own Adventure! (DUE THURSDAY 11/19) |
| Week 13 11/17 & 11/19 | Genius Hour as Interest-Driven PBL Assignment: Genius Hour💡(Go to: Classcraft) (DUE THURSDAY 12/8) |
| Week 14 11/24 | Explore: Copyright for Teachers, Made Simple (Tuesday 11/24 only; Thursday in Week 14 is Thanksgiving break) |
| Week 15 12/1 & 12/3 | HyperDocs Assignment: HyperDoc Lesson (DUE THURSDAY 12/8) |
| Week 16 12/8 | Finals week class is Thursday 12/8 10:45am: https://www.unco.edu/registrar/pdf/reg-final-exam-fall.pdf Padlet: Virtual 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

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!

























Grades in the course are based on a weighted system rather than total points.










The weights can be seen in the chart below.


Your current grade will always be posted in Canvas so you know where you stand at any time.


Assignments are weighted by group:


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

| Lifelong Kindergarten | | 10% of Total |
|---|--|---|
|   Lifelong Kindergarten: Childhood Object (DUE TUESDAY 9/8) | WEEK 2 Module Due Sep 8 at 2pm 10 pts |   |
|   Lifelong Kindergarten: Learning Through Projects (DUE TUESDAY 9/15) | WEEK 3 Module Due Sep 15 at 2pm 20 pts |   |
|   Lifelong Kindergarten: Passion in Learning (DUE TUESDAY 9/22) | WEEK 4 Module Due Sep 22 at 2pm 20 pts |   |
|   Lifelong Kindergarten: Learn with Peers (DUE TUESDAY 9/29) | WEEK 5 Module Due Sep 29 at 2pm 20 pts |   |
|   Lifelong Kindergarten: Playful Learning (DUE TUESDAY 10/6) | WEEK 6 Module Due Oct 6 at 2pm 20 pts |   |
|   Lifelong Kindergarten: Creative Society (DUE TUESDAY 10/13) | WEEK 7 Module Due Oct 13 at 2pm 20 pts |   |

| ⋮ ▼ Digital Pedagogies 60% of Total + ⋮ | |
|--|-------------------------------|
| ⋮  ASSIGNMENT: Shark Tank PBL! 🦈 (DUE THURSDAY 9/17) <small>WEEK 3 Module Due Sep 17 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Multimodal Annotation (THINGLINK OR TOUR CREATOR) (DUE THURSDAY 10/1) <small>WEEK 5 Module Due Oct 1 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Digital Formative Assessments (DUE THURSDAY 10/8) <small>WEEK 6 Module Due Oct 8 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Digital Audio Remix 🎧 (DUE THURSDAY 10/15) <small>WEEK 7 Module Due Oct 15 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Make a Breakout Game (DUE THURSDAY 10/22) <small>WEEK 8 Module Due Oct 22 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Flipped Learning Pt 2: Become a Certified Edpuzzle Coach! 🎮 <small>WEEK 10 Module Due Nov 3 at 2pm 50 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Flipped Learning Pt 2: Design a Flipped Lesson 🎮 (DUE TUESDAY 11/3) <small>WEEK 10 Module Due Nov 3 at 2pm 100 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: "UDL-ify" a Lesson (DUE TUESDAY 11/10) <small>WEEK 11 Module Due Nov 10 at 2pm 70 pts</small> | ⊗ ⋮ |
| ⋮  ASSIGNMENT: Hero's Journey: Choose Your Own Adventure! (DUE THURSDAY 11/19) <small>WEEK 12 Module Due Nov 19 at 2pm 100 pts</small> | ⊗ ⋮ |

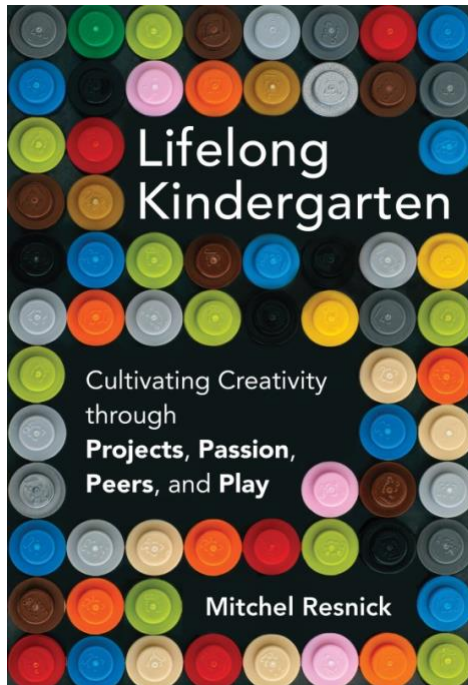
| ⋮ ▼ Final Project 10% of Total + ⋮ | |
|---|-------------------------------|
| ⋮  Assignment: 5 E's of Remote Learning: HyperDoc Lesson (DUE THURSDAY 12/8) <small>WEEK 15 Module Due Dec 8 at 10:45am 100 pts</small> | ⊗ ⋮ |

| ⋮ ▼ Genius Hour 💡 10% of Total + ⋮ | |
|---|-------------------------------|
| ⋮  Assignment: Genius Hour 💡 (Go to: Classcraft) (DUE THURSDAY 12/8) <small>WEEK 13 Module Due Dec 8 at 10:45am 100 pts</small> | ⊗ ⋮ |

| ⋮ ▼ Classwork, Attendance, Participation, Discussions 10% of Total + ⋮ | |
|--|-------------------------------|
| ⋮  ONGOING: Discussions, Class Interactions <small>ONGOING: Roll-Call Attendance, Discussions, Class Interactions Module Due Dec 13 at 10:59pm 100 pts</small> | ⊗ ⋮ |

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.

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

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

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.

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. 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 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.