



## TIP 525:006 LEARNERS AND CURRICULUM IN THE DIGITAL AGE

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CREDITS 3

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FACE TO FACE / LMS SUPPORTED

Technology, Innovation and Pedagogy: The goal of the program in Technology, Innovation, and Pedagogy is to develop educational professionals and classroom teachers that have foundational theoretical knowledge of technology infused pedagogy for transformative teaching and learning.

Class meets in McKee 0136 Tues/Thurs 12:30-1:45pm Oct 15—Dec 9

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### A. COURSE DESCRIPTION

Catalog: Examine, critically assess and develop curriculum that aims to build students' creativity, collaboration, critical thinking, and communication skills to prepare them for an increasingly complex, demanding, and competitive workplace.

Letter graded. Non-repeatable. No course fees.

### B. PREREQUISITES

None

### C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a core course in the Technology, Innovation, and Pedagogy Master's program. The course fosters foundational knowledge of theoretical frameworks related to learning and about various technology-infused learning environments widespread in local and national k-12 schools and professional training environments.

### D. COURSE GOALS AND OBJECTIVES

- understand and apply instructional theories to technology rich learning environments
- identify the social and technological changes influencing today's learning contexts

- explore how different users perceive technology for teaching and learning
- demonstrate 21st century skills and explore their integration into curriculum
- design curriculum for a specific learner and learning context
- evaluate and critique curriculum based on workforce readiness and national standards

## E. RELATED STANDARDS

### International Society of Technology in Education Standards (ISTE)

#### **For Teachers**

Facilitate and inspire student learning and creativity  
 Design and develop digital age learning experiences and assessments  
 Model digital age work and learning  
 Promote and model digital citizenship and responsibility  
 Engage in professional growth and leadership

#### **For Students (UNC students would be able to apply these standards)**

Creativity and innovation  
 Communication and collaboration  
 Research and information fluency  
 Critical thinking, problem solving, and decision making  
 Digital Citizenship  
 Technology Operations and Concepts

### 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 (p. 41) 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 (p. 4) and improve performance (pp. 6-7).

## F. COURSE CONTENT

☰ ▼ <b>Connected Learning (Week 2)</b>	10% of Total	+	⋮
☰ 📄 <b>ASSIGNMENT: Democratic Principles &amp; Participatory Cultures</b> Connected Learning (Week 2) Module   100 pts		⊘	⋮
☰ ▼ <b>Instructional Theories in Technology Rich Learning Environments (Week 3)</b>	15% of Total	+	⋮
☰ 📄 <b>ASSIGNMENT: Instructional Theories in Technology Rich Learning Environments</b> Instructional Theories in Technology Rich Learning Environments (Week 3) Module   100 pts		⊘	⋮
☰ ▼ <b>Technology for Communication and Collaboration (Weeks 4 &amp; 5)</b>	15% of Total	+	⋮
☰ 📄 <b>ASSIGNMENT: Shared Purpose</b> Technology for Communication and Collaboration (Weeks 4 & 5) Module   100 pts		⊘	⋮
☰ ▼ <b>New Standards for the Digital Age (Week 6)</b>	15% of Total	+	⋮
☰ 📄 <b>ASSIGNMENT: 21st Century Lesson Plan</b> New Standards for the Digital Age (Week 6) Module   100 pts		⊘	⋮
☰ ▼ <b>Envisioning the Graduate of the Future (Week 7 &amp; 8)</b>	20% of Total	+	⋮
☰ 📄 <b>ASSIGNMENT: Envisioning the Graduate of the Future, Part 1 (Podcast)</b> Envisioning the Graduate of the Future (Week 7 & 8) Module   100 pts		⊘	⋮
☰ 📄 <b>ASSIGNMENT: Envisioning the Graduate of the Future, Part 2 (Written)</b> Envisioning the Graduate of the Future (Week 7 & 8) Module   100 pts		⊘	⋮
☰ ▼ <b>Readings, Discussions, Class Interactions/Practices</b>	25% of Total	+	⋮
☰ 📄 <b>Readings, Discussions, Class Interactions/Practices</b> Readings, Discussions, Class Interactions/Practices Module   100 pts		⊘	⋮

## G. COURSE REQUIREMENTS

Assignments are weighted by group:

Group	Weight
Connected Learning (Week 2)	10%
Instructional Theories in Technology Rich Learning Environments (Week 3)	15%
Technology for Communication and Collaboration (Weeks 4 & 5)	15%
New Standards for the Digital Age (Week 6)	15%
Envisioning the Graduate of the Future (Week 7 & 8)	20%
Readings, Discussions, Class Interactions/Practices	25%
Total	100%

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

### ***Democratic Principles & Participatory Cultures***

Using Hypothes.is to collaboratively annotation “The School and Social Progress” by John Dewey, Connected Learning Design and Research Agenda and John Seely Brown’s “The Global One-Room Schoolhouse” keynote What resonates to you and your experience? What raises questions? We will use a collaborative web Annotation tool to start, and then students author a blog or use another Web 2.0 tool to share their thoughts based on collaborative research.

### ***Instructional Theories in Technology Rich Learning Environments***

Create an interactive fiction presentation of learning theories and their historical contexts created.

### ***Shared Purpose***

Shared purpose is a principle of connected learning that I find particularly interesting as well as complex. What are examples of shared purpose you have seen or experienced? What does it mean to learn with a

shared purpose? And what are the implications? Create a narrative about a move you have made, plan to make, and/or would make with your super-powers in support of the learners you teach. Your narrative or poem could be based on your experience or fictional and posted on Adobe Spark.

### ***21st Century Lesson Plan***

To prepare our students to live, learn and work in the 21st century, we need to develop a range of skills and competencies in addition to core subject-matter knowledge. Think about the courses you have engaged with so far—what skills or competencies do you think are necessary to plan and design learning opportunities for, so that your students can develop these particular skills? Think to yourself which skills are particularly important for the group of students you are currently interacting with. Different student groups will have varying needs—so how can you design learning opportunities to take account of this?

### ***Envisioning the Graduate of the Future, Part 1 (Podcast)***

One of the ultimate goals of high school is to prepare students to be successful after they leave. What distinguishing features or qualities should characterize the graduates of your school and/or community? What should they know? What should they be able to do? What should they understand? The answer to these questions is your graduate profile: a document that makes explicit the capabilities, competencies, knowledge, and attitudes that you and your community find essential for high school graduates of your local school(s).

### ***Envisioning the Graduate of the Future, Part 2 (Written)***

An important part of developing a graduate profile is considering different perspectives on what elements should comprise it. This assignment is meant to be a starting point for including multiple voices and ideas, one step on the road in a process that we hope will be eventually be truly collaborative.

### ***Readings and Discussions***

Preparation and participation: Each student will complete all reading assignments and engage in process work and discussions as assigned. This might include discussion boards, Canvas sessions, short assignments, drafts of writing, attendance at work sessions, or other small projects or assignments.

### **G. GRADING CRITERIA (Method of Evaluation): Letter Grade**

Your grade will be determined based on the total percentage grades from all work completed. Major projects will include rubrics.

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

### **H. REQUIRED TEXTS/READINGS**

Because of the ever-changing nature of technology, no text is required for this class. Research articles and learning materials will be provided in Canvas. Students will also contribute to course readings by suggesting articles about the semester's current topic.

### **I. SUGGESTED READINGS (may be included in the readings provided in Canvas)**

Dewey, J. (1916). *Democracy and education*. New York, NY: Macmillan.

Framework for 21st Century Learning. (2015). *About us*. Retrieved from Partnership for 21st

- Century Learning website: <http://www.p21.org/about-us/p21-framework>
- Garcia, A. (Ed.). (2014). Teaching in the connected learning classroom. Digital Media and Learning Research Hub.
- Kafai, Y. A., & Peppler, K. A. (2012). Developing gaming fluencies with Scratch: Realizing game design as a design process. In S. Barab, C. Steinkuehler, & K. Squire (Eds.), *Games learning society: Learning in the digital age* (pp. 355–380). Cambridge, MA: Cambridge University Press.
- ISTE Standards. (2018). Retrieved at <https://www.iste.org/standards>
- Ito, M., Gutierrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., Schor, J., Sefton-Green, J., & Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Irvine, CA: Digital Media and Learning Research Hub.
- Larmer, J., & Mergendoller, J. R. (2015). Gold standard PBL: Essential project design elements. Retrieved from Buck Institute of Education website: [http://bie.org/blog/gold\\_standard\\_pbl\\_essential\\_project\\_design\\_elements](http://bie.org/blog/gold_standard_pbl_essential_project_design_elements)
- Mishra, P., & Mehta, R. (2017). What we educators get wrong about 21st-century learning: Results of a survey. *Journal of Digital Learning in Teacher Education*, 33(1), 6-19. 10.1080/21532974.2016.1242392
- Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. Cambridge, MA: MIT Press
- Rufo-Tepper, R., Salen, K., Shapiro, A., Torres, R., & Wolozin, L. (2011). *Quest to learn: Developing the school for digital kids*. Cambridge, MA: MIT Press.
- Shaffer, D. W., Nash, P., & Ruis, A. R. (2015). Technology and the new professionalization of teaching. *Teachers College Record*, 117(12), 1–30.
- Shapiro, J. (2018). *Digital play for global citizens*. New York: The Joan Ganz Cooney Center at Sesame Workshop.
- Smith, A., West-Puckett, S., Cantrill, C., & Zamora, M. (2016). Remix as professional learning: Educators' iterative literacy practice in CLMOOC. *Education Sciences*, 6, 1-12. doi:10.3390/educsci6010012
- Urbani, J. M., Roshandel, S., Michaels, R., & Truesdell, E. (2017). Developing and modeling 21st-century skills with preservice teachers. *Teacher Education Quarterly*, 44(4), 27.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wagner, T. (2014). *The global achievement gap: Why even our best schools don't teach the New survival skills our children need and what we can do about it*. New York, NY: Basic Books.
- Wagner, T., & Dintersmith, T. (2015). *Most likely to succeed: Preparing our kids for the innovation era*. New York, NY: Scribner.

## J. COURSE POLICIES

### Attendance and Participation

You are expected to attend all synchronous sessions on time and for the full length of class. Asynchronously, you are expected to stay up to date on what is expected and participate with group members and in discussions or assignments. If I find that you are not participating, I will request a meeting to address the situation. Non-participation will adversely impact your grade.

### **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 by class time on 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 and issued ZERO points until resubmitted. Resubmission will be expected by the beginning of the next class session. Your final assignment grade will be reduced by 10% of the possible points for this delay.

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.

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 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. Revisions will be due at the beginning of the next class session. Once re-graded, 10% of the total points possible will be deducted from your score.

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 on the Greeley campus 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.

### **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:

1. Don't say anything in the discussion that you would not say in a face-to-face classroom situation. Use your professional judgment.
2. Contributions to 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 lower-case letters. In other words, use professional writing, not “IM” writing.

## **UNC University Policies:**

### **Disability Support Services**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

### **Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit

[www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct)

### **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 to each other’s individual and intersecting identities.



The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

## **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 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](http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf)