

**UW COLLEGE OF EDUCATION**  
***Developing Competent and Democratic Professionals***

**COURSE SYLLABUS**  
**ITEC 2360 – Teaching With Technology**  
**Fall Semester 2014**

**Instructor**

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**Office Hours**

Monday, Wednesday, Friday: 10-10:30 AM  
or by appointment

**Class Meeting Times and Locations**

MWF from 9:00-9:50 AM, in Education room 4

**Prerequisites**

Minimum 2.50 cumulative UW GPA

**Course Description**

This course will introduce you to various technologies and attempt to simulate the conditions under which educators typically work with technology in their classrooms. We will discuss issues, engage in activities, and complete assignments related to the use of classroom technology.

Class discussions will focus around the application of technology and its potential to facilitate and hinder learning. My goal is to demonstrate and discuss productive uses of technology as well as explore their criticisms. We will emphasize emerging visions of teaching and learning and the various ways technology can support those visions. For purposes of this class, technology is more than hardware and software. Technology is also the practical methods used to accomplish everyday tasks and goals to solve problems. Thus, this course focuses on designing instruction to help students learn as opposed to using computer tools and resources.

**Course Goals**

Goals are taken from the National Educational Technology Standards for Teachers (International Society for Technology in Education [ISTE], 2007). Upon completion of this course, you will be able to

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (Standard 2a)
- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (Standard 3a)
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (Standard 3c)

- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (Standard 3d)
- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources (Standard 4a)
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information (Standard 4c)
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning (Standard 5c)

### **Course Objectives**

Upon completion of this course you will be able to

- Effectively integrate educational technologies to enhance the presentation of information.
- Access, evaluate, analyze, and synthesize, educational software, Internet and library resources
- Evaluate the appropriateness of digital media used for communication and learning
- Identify ethical, legal, and societal issues that pertain to educational technologies in the K-12 environment.
- Engage in professional conversations regarding the use of educational technology

### **Required Texts**

Willard, N. (2012). *Cyber savvy: Embracing digital safety and civility*. Thousand Oaks, CA: Corwin.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. **This book is available online via Coe Library.**

Wiggins, G. P., & McTighe, J. (2012). *Understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: Association for Supervision and Curriculum Development. **This book is available online via Coe Library.**

### **Required Materials**

- Removable storage devices
- Pair of headphones (any variety is fine—the dollar store has them)
- An account to access UW e-mail and WyoCourses (<http://www.uwyo.edu/wyocourses/>). (If you do not have a UW account, contact the IT Help Desk: 307-766-HELP)

### **LiveText**

An active membership to LiveText is a requirement for all Wyoming Teacher Education Program courses. LiveText is a one-time purchase that lasts the duration of your stay in the College of Education (up to five years). If you have already purchased a LiveText membership, you do not need to repurchase the software. Teacher education students should purchase the “Field Experience Edition” either at the UW bookstore or online at [livetext.com](http://livetext.com).

## Course Requirements/Assignments

This course is designed to help you incorporate technology-rich learning environments in your classrooms. To give you hands-on experience, projects use various computer technologies that demonstrate instructional principles. You will be asked to select a grade level and subject area for each project that you complete. You will also align your work to [National Educational Technology Standards for students](#) and [Wyoming content standards](#).

You are encouraged to discuss projects with others, establish support networks, obtain technology tips, and gain insights and ideas for assignment completion. However, you must submit your own, original work.

Assignments	Possible Points
Photo Introduction	10
Lesson Plan	60
TIP Quizzes	25
Web Resources Evaluation	20
Reaction Response	35
Storyboard	20
Video Production	45
Group Presentation Plan	40
Group Presentation	60
Group Presentation Reflection	30
In-class activities/quizzes	At least 50
<b>Total</b>	<b>395</b>

## Grade Breakdown

- A: 90% and above
- B: 80% to 89.9%
- C: 70% to 79.9%
- D: 60% to 69.9%
- F: below 60%

With the exception of in-class activities and quizzes, a small description follows. Details and grading criteria for each assignment are posted in WyoCourses.

**Photo introduction.** You will create a one slide PowerPoint that introduces yourself, your major, interests in technology, and so forth.

**Lesson plan.** You will develop a lesson plan that uses a technology discussed in class to teach a standards-based, audience appropriate concept. As part of this plan you will identify your audience, describe learning goals and objectives, indicate what materials and resources are needed, and structure your lesson using Gagne's nine events of instruction. Assessment guidelines will also be included with appropriate rubrics. Your lesson plan will be posted and shared via a course wiki so others can benefit from your work.

**Tutorial for information power (TIP) exam.** This course receives credit for the Information Literacy (L) designation of University Studies. Because of this, *you must pass the TIP exam with a score of 70% or better to pass this course.* If this requirement is not met you will receive a failing grade and may delay your progression in your academic program.

In preparation for conducting scholarly research (e.g., identifying, locating, evaluating, and using resources to inform and support decisions) you will complete five modules and quizzes on your knowledge of the content presented. You will need to obtain a grade of 80% or better on each quiz to pass them (but are allowed to take each quiz twice if needed). Each quiz is worth 5 points. If you do not pass the quizzes by the due date, you will still need to pass them satisfactorily but will not receive credit for them.

**Web resources evaluation.** You will locate and evaluate web resources using established guidelines in class. After evaluating the resources, you will write a short (2-3 paragraph summary) and post this in a social bookmarking application shared with all class members.

**Reaction responses.** During the course you will construct position responses (e.g., 3-4 page report or website, five minute movie, audio file, song) associated with topics addressed in class. These responses will require you to take a stance on the topic and provide arguments to setup and support your claims based on credible, timely, and authoritative sources that you locate, summarize, and reference appropriately.

**Storyboard.** You will develop a storyboard for a 3-7 minute video that either teaches an audience appropriate, relevant concept or principle or shares a digital story. As part of the storyboard you will locate and obtain all images, video clips, music and audio files, and other elements to create a video.

**Video production.** After developing a storyboard and locating media resources, you will produce a short 3-7 minute video using iMovie, Movie Maker, or another software package of your choosing. The movie must contain voice narration, be audience appropriate, and relate to a school subject of your choosing.

**Group presentation plan.** During the semester your instructor will form subject-specific groups and students and give you the task to develop a 20-25 minute lesson to teach the class. The lesson must be appropriate to the audience you select and include technology components to explain/clarify points. You will present this plan for approval prior to teaching.

**Group presentation.** Your group will teach a 20-25 minute, technology-rich lesson regarding a subject-specific topic of your choice (previously approved by your instructor). The lesson will be video recorded for later assignments.

**Group presentation reflection.** Your group will upload a video copy of your presentation to iMovie and analyze it using established standards and benchmarks. As a group you will mark instances in your video where you meet those standards/benchmarks and make a compilation video summarizing your strengths and weaknesses. Then you will individually write a reflection paper regarding your strengths and limitations.

### **Attendance and Participation**

Class attendance and participation is required. The instructor is not obligated to review assignment directions, lecture materials, and technology tools for students who miss class. University sponsored absences are cleared through the Office of Student Life but students will need to make arrangements with others to catch up. Because attendance is key to learning, you will be allowed two absences during the semester. With a third absence, your final grade may be reduced by a full letter grade.

The standard for satisfactory participation is appropriate class involvement on a regular basis that exhibits thoughtful engagement. Such participation demonstrates a commitment that conveys evidence of research, reading, reflection, and understanding. For this reason, you are required to

read assigned materials as outlined in the schedule **before** coming to class. In class assignments and quizzes may come directly from course readings.

*Student Conduct.* Silence your cell phone during class sessions. Excessive talking, eating, Internet surfing, and listening to music is disruptive and will not be tolerated. Instructors reserve the right to ask students who engage in disruptive or disrespectful behaviors to leave the classroom with a marked absence. Students who continue to engage in disruptive or disrespectful behaviors will be dropped from the course.

### **Attendance/Late Work**

Unless otherwise noted, assignments are due at the beginning of class. If they are turned in later, they will be assessed as late. Late assignments ***will incur a 10% grade reduction per day unless prior arrangements were made.*** **Late work will not be accepted 48 hours beyond its original due date.** If you anticipate a legitimate absence or encounter an unavoidable situation, contact your instructor **before** the assignment is due to discuss alternative arrangements. This is also the case if you have an authorized absence as outlined in [UniReg 713](#). However, the final decision will be up to your instructor.

### **Academic Honesty**

As with all university courses, any written work a student submits is expected to be the student's work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. Refer to the [University Student Code of Conduct](#) for additional information.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

### **Disability Statement**

The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of...individual handicap (UW General Bulletin, 2008, p. 3). If you have a physical, learning, or psychological disability and require accommodations, please let your instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) at 307-766-6189 or TTY: 766-3073, in SEO room 330 Knight Hall.

**The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.**

	<b>Tentative Schedule</b>	<b>Readings for Next Class</b>
	Unit 1: Instructional Design	
Sep. 3	Course overview	Review syllabus and assignments

	Introduction to instructional technology	Review Photo introduction assignment Read Instructional Design documents
Sep. 5	Introduction to instructional design <b>Photo Introduction due</b> (dropbox)	Read standards documents
Sep. 8	Professional standards Writing goals and objectives	
Sep. 10	Introduction to assessment	
Sep. 12	Introduction to lesson planning	Read supplantive versus generative instruction
Sep. 15	Lesson planning continued and technology fit	Read lesson plan assignment
Sep. 17	WebQuest overview	Read Lego robotics documents
Sep. 19	Lego robotics overview	Create an avatar in SL
Sep. 22	Geogebra and Second Life overview	
Sep. 24	Workday	Read wiki documents
Sep. 26	Google sites introduction (wikis)	
Sep. 29	Workday	Read Internet security documents
Unit 2: The Internet and Digital Citizenship		
Oct. 1	Internet Security <b>Lesson Plan Due in Google Sites</b>	Begin TIP tutorials and quizzes
Oct. 3	Internet security continued	
Oct. 6	Acceptable use policies	
Oct. 8	Conducting scholarly research <b>TIP Quizzes Due</b>	
Oct. 10	Evaluating web resources	
Oct. 13	Introduction to social bookmarking <b>Website evaluation due in class</b>	Read copyright documents Read Reaction Response Assignment
Oct. 15	Introduction to copyright and fair use	Read creative commons
Oct. 17	Introduction to creative commons	Read distance education documents
Unit 3: Leveraging Distance Technologies		
Oct. 20	Introduction to distance education <b>Reaction Response due</b>	Read podcasting documents
Oct. 22	Introduction to podcasting/vodcasting and RSS Audacity overview	Read digital storytelling documents
Oct. 24	Digital storytelling overview Introduction to storyboarding	Read Video Production assignment
Oct. 27	Workday	
Oct. 29	Movie production software overview <b>Storyboard due in class</b>	
Oct. 31	Workday	
Nov. 3	Group Presentation Overview Google Apps (docs, forms, presentation) overview <b>Video Production assignment due</b>	
Nov. 5	Workday	
Nov. 7	Introduction to Course Management Systems (Canvas)	

	Unit 4: Mobile Technologies and BYOD	
Nov. 10	Interactive white boards, ELMOs and projectors	Read BYOD documents
Nov. 12	Introduction to BYOD	Read mobile technologies documents
Nov. 14	Tablet computing and software evaluation	
Nov. 17	Tablet computing continued	Read GPS documents
Nov. 19	GPS overview	
Nov. 21	GPS continued	
Nov. 24	TBA <b>Group Presentation Plan due</b>	
Nov. 26	<b>Thanksgiving Break</b>	
Nov. 28	<b>Thanksgiving Break</b>	
	Unit 5: Instructional Delivery	
Dec. 1	<b>Group Presentations</b>	
Dec. 3	<b>Group Presentations</b>	
Dec. 5	<b>Group Presentations</b> Presentations Discussion	Read TPA manuals Review Group Presentation Reflection Assignment
Dec. 8	Introduction to TPA and video analysis	
Nov. 10	Group presentation reflection overview	
Dec. 12	Workday	
Dec. 15	<b>Group Presentation Reflection Due (Dropbox)</b>	