ED 330: Technology in Education
Spring 2015 - Second Seven Weeks

Mr. Michael Nailor
Office: Seibert Hall 102
Office phone: 570.372.4251
Cell/text: 570.490.5699
Twitter: @nailorSU

Seibert 018
Tuesday/Thursday 10 – 11:35 am
Office hours: 11:35 – 12:35 Tues. Thurs.
nailor@susqu.edu

Texts:
OECD. (2012). *Connected minds: Technology and today’s learners,* Educational Research and Innovation, OECD. (Online text – no need to purchase!)

Articles and websites assigned on SU Blackboard

Course description:
This course provides pre-service teachers with the theory of and practice in using educational technology in the classroom. It will focus on defining the critical roles that technology can play in a 21st century learning environment. It will project future uses of technology -- teaching transferable skills that extend well beyond the tools available today.

Standards:

**INTASC Standards – Teacher Preparation**

**INTASC Standard #4:** Multiple Instructional Strategies
Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.

**INTASC Standard #5:** Classroom Motivation and Management Skills
Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**INTASC Standard #6:** Communication Skills:
Uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

**ISTE Standards – Technology Standards for Teachers**

**ISTE 1:** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity and innovation in both face-to-face and virtual environments.
ISTE 2: Teachers design, develop and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources.

ISTE 3: Teachers exhibit knowledge, skills and work process representative of an innovative professional in a global and digital society.

ISTE 4: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

► Individual class content:

Class One 3.10.15
  Our Participatory Culture  
  Curated Free Web Resources  
  Edmodo

Class Two 3.12.15
  Relation to Instructional Design  
  Online Collaboration  
  Web 2.0

Class Three 3.17.15
  All Things Google

Class Four 3.19.15
  Online Collaboration: Teaching and Learning  
  Podcasts  
  Website Evaluation

Class Five 3.24.15
  Connectedness vs Connectivity

Class Six 3.26.15
  Moocs/Apps/Apple TV

Class Seven 3.31.15
  Inaccurate Stereotypes: Digital Native/New Millennial Learner  
  Technology and Young Learners

Class Eight 4.2.15
  The World Outside: Videoconferencing  
  The World Outside: Social Networking

Class Nine 4.7.15
  ELL as a Case Study  
  Midterm

Class Ten 4.9.15
  Professional Learning Networks  
  Digital Citizenship

Class Eleven 4.14.15
  Copyright/Fair Use
Creative Commons

Class Twelve 4.16.15
  Children’s Internet Protection Act
  Padlet
  Flipgrid

Class Thirteen 4.21.15
  Mega-issues in Technology and Education

Class Fourteen 4.23.15
  PLNs Revisited and Future Implications

► Calendar of Assignments

For Class One 3.10.15
  Intro and Chapter 1 in * Hanging Out *

For Class Two 3.12.15
  Chapter 1 in * Web 2.0 *
  Online Collaboration 1 – SU Blackboard wiki
  Begin the search for a curated free web resource to follow

For Class Three 3.17.15
  Chapter 7 in * Using Web 2.0 *
  Google Tool Review posted to SU Blackboard before class begins

For Class Four 3.19.15
  Online Collaboration 2
  Chapter 4 in * Using Web 2.0 *

For Class Five 3.24.15
  * Connected Minds * pages 15-23 and 35-48

For Class Six 3.26.15
  * Connected Minds * pages 51-64

For Class Seven 3.31.15
  Mid Course Assessment submitted to SU Blackboard by 11 pm
  * Connected Minds * pages 69-106

For Class Eight 4.2.15
  Chapters 5, 6 and 10 in * Using Web 2.0 *

For Class Nine 4.7.15
  Chapters 9 and 11 in * Using Web 2.0 *

For Class Ten 4.9.15
  * Connected Minds * pages 113-125
  SU Blackboard – Online Collaboration 3 – PLN (ongoing)

For Class Eleven 4.14.15
  SU Blackboard Assigned Readings on Copyright/Fair Use
  SU Blackboard – Online Collaboration 3 – PLN (ongoing)

For Class Twelve 4.16.15
Chapter 8 in *Using Web 2.0*
SU Blackboard – Online Collaboration 3 – PLN (ongoing)

**For Class Thirteen 4.21.15**
*Connected Minds* pages 129-142
SU Blackboard – Online Collaboration 3 – PLN (ongoing)

**For Class Fourteen 4.23.15**
*Connected Minds* pages 149-156 and 159-169
SU Blackboard – Online Collaboration 3 – PLN (ongoing)

**For 5.1.15 by 1 pm**
Conference to document Online Collaboration 3 - PLN
Written final assessment submitted to SU Blackboard
Final exam completed on SU Blackboard (optional based on class discussions)

►**Active participation (face to face and virtual):**
Class participation will vary naturally from one person to another; however, please remember that contributing to class discussion and class activities is the essential part of this learning experience. Articulating your ideas and reactions helps others understand the different ways that people respond to a reading, a technology tool or an event. Your considerate listening and responding to others helps them know that their audience cares about their ideas. So speak up and listen up. Participating effectively and courteously in group-work is one of the most valuable skills that professional educators can possess.

►**Online collaborations:**
In order to develop the habit of using contemporary tools that facilitate collaboration – both as model of future professional interactions and as a laboratory for online teaching and learning – collaborative projects will be posted and require a significant amount of distributed online time. These online collaborations may at times be followed by an individual written reflection. Both the quantity and quality of online work and the reflections will factor into individual grades for these projects. A final personal conference outside of class time will be required to document your learning progress.

►**Assessments:**
Major assessments will follow the seventh class and the final class. Each will ask you to submit a Word document in APA format through SU Blackboard. Both are designed to enable you to consolidate your learning and to demonstrate what you have learned from our readings and our classwork. There may be an objective final examination that will measure your knowledge of concepts from our readings and discussions. Taking notes throughout the course will help you succeed on the assessments and the exam. Three online collaborations will demonstrate your skills in online teaching and learning. Finally, there will be in-class reflections and assignments that will usually consist of open-ended questions based on your reading and activities.
► Attendance/Make up work:
Consistent attendance is required – each class contains a large block of content and is important to our collaborative process. If you must miss a class, please let me know by email beforehand. A written assignment – as well as a makeup session may be required. If absences are not made up, your grade will be affected. University policy allows for the possibility of a failing grade for the course if you miss more than one week’s worth of class time.

Grades
Your grade will be determined by the following percentages:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Online collaborations</td>
<td>30%</td>
</tr>
<tr>
<td>Mid Course Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (Online)</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Reflections</td>
<td>10%</td>
</tr>
</tbody>
</table>

Your final grade will be determined on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
</tr>
<tr>
<td>92-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-86%</td>
<td>B+</td>
</tr>
<tr>
<td>85-83%</td>
<td>B</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>59-0%</td>
<td>F</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
</tbody>
</table>

Written Work
All written materials submitted for this course shall adhere to the APA (American Psychological Association) Style. This also applies to work submitted through SU Blackboard. Purdue has a great guide for you at [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Integrity
Please consult the information on Academic Honesty in the Code of Student Conduct ([http://www.susqu.edu/studentlife/16594.asp](http://www.susqu.edu/studentlife/16594.asp)).

Assistance:
Documented learning differences
Students who may need special accommodations must contact me immediately in private and present the appropriate paperwork from the SU Counseling Center for verification. For undocumented learning needs, please feel free to contact me to discuss your situation.

General assistance
Please seek help, as early as possible, for any concerns you have about the course in general and/or your personal standing in it. My best advice is for you to work hard, and if you need help, come see me.