Dominican University
School of Education

EDU 776: Integrating Technology Into Programming,
Services, and Instruction
3 Credit Hours | Graduate **|** Fall 2016

INSTRUCTOR: **Nicole M Zumpano, NBCT**
OFFICE: **Online through Google Hangouts or by arrangement**
OFFICE HOURS: **By appointment**
TELEPHONE: **(708) 220-2583**
EMAIL: nzumpano@dom.edu

Scholarship, Leadership & Service
Scholarship, leadership, and service, the core values of the Dominican University School of Education, are the foundation of the Conceptual Framework. The Dominican educator pursues these core values and these core values shape the expectations for all coursework.

Scholarship is demonstrated by intellectual curiosity, critical thinking, a lifelong willingness to learn and the recognition that with knowledge comes moral responsibilities.

Leadership is the promotion of student learning and achievement through the skills of reflective practice, the ability to integrate innovation, collaborative skills that bring together diverse perspectives to achieve common goals, and a willingness to seek leadership opportunities.

Service is a commitment to enable all students to achieve and participate in a democratic educational setting by demonstrating professional pedagogical skills, serving as a role model for student learning, fostering communities of diverse learners, upholding the dignity and rights of others and a conscious effort to make the world more just and humane through the ministry of education.

Course Description

This course provides an overview of media technologies used in the teaching/learning process. Emphasis is given to effective utilization of media (including interactive and multimedia technologies); facilitating creation/production of media by students and teachers in elementary, middle and secondary schools; copyright issues; and planning for technology.

Standards

Based on the course design and assignments, this course addresses the Illinois Professional Teaching Standards, the Technology Standards for All Illinois Teachers, and the Language Arts Standards for All Illinois Teachers. A complete listing of the standards addressed can be found at the end of this syllabus.

Required Textbook and Materials

- All materials including readings and videos will be provided through Canvas or available online through the course wiki.

Course Outcomes

Candidates will…

1. Use of a variety of technology for presenting content and assessing students' learning
2. Explore legal, social, and ethical implications raised by the integration of technology into the curriculum
3. Recognize levels of technology integration in the learning environment
4. Practice basic visual design principles
5. Compare selection issues for software and hardware
6. Design an instructional unit that engages students in the collaborative use of technology.
7. Develop a professional learning network
8. Develop an effective professional web presence
9. Demonstrate an awareness of assistive technologies
10. Conduct professional development that focuses on emerging technology

School of Education Candidate Proficiencies and Dispositions

The School of Education proficiencies that candidates are expected to demonstrate as a result of participation in this course are:

1. Candidates demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences.
2. Candidates engage in the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the education setting.
3. Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of instructional methodologies.
4. In acknowledgement of the impact of diversity on student learning and behavior, candidates differentiate and create modifications appropriate for the academic, motivational, behavioral and interest needs of students.
5. Candidates demonstrate the ability to use technology for administrative and instructional tasks.
6. Candidates demonstrate the ability to plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve.
7. Candidates demonstrate leadership in collaborating with colleagues, families, and students in responding to real life problems in a multicultural society.

It is anticipated that through participation in this course, candidates will demonstrate the following dispositions that have been identified by the School of Education as consistent with the core values of scholarship, leadership and service and expected of all candidates:

· Critical thinking: *An analytical approach in reading, writing, research, and practice of one's profession* (scholarship).
· Ethical behavior: *Following the code of ethics appropriate to programs of study; following the University policy on academic integrity* (leadership, service)
· Acceptance of responsibility: *Embracing the tasks and duties that accompany the leadership and service role of an educator* (leadership)
· Flexibility: *Demonstrating an awareness and a proactive stance in considering the perspectives of others in making decisions that serve the interests of a diverse population* (service)
· Collaboration: *Working together to plan and solve problems and create new opportunities for growth* (leadership, service)
· Generosity: *Reaching out to meaningfully engage all students by creating a positive and inclusive learning environment* (service)

·   Professional behavior: *Conduct and communication that is appropriate for the audience and setting (including timeliness, attendance, dress, language, respect, and other related professional behaviors)* (leadership)

Assessments and Course Requirements

The assessments listed below will be used to evaluate candidates' performance in this course. Complete descriptions of each assessment and evaluation rubrics will be posted on the course wiki. At any time if an assessment or rubric is not clear or if you need assistance with completing one of the assessments, contact the instructor.

- **In-Class and Online Assignments (Activities/Discussions/Group Work)** (scholarship, leadership) – 30 points – **at various times throughout the course** In-class assignments will be given at various times throughout the class. Some of the assignments will be collaborative and some will be completed individually. The assignments involve the use of the technology that is being explored on a given day and relate to the readings for the class session. *In-class assignments cannot be made up, including late online-class assignments*. Candidates must be present to complete and receive credit for the assignment that day.

- **Reflective Postings** (scholarship, leadership) –6 x 12 points each =72 points- **at various times throughout the course** Candidates will create a blog and post six *substantive* reflections based on class discussions and topics. Reflective postings should be a minimum of 300 words, contain one cited image, contain one hyperlink to additional content and contain rationale information related to the topic being discussed. All posts should be grammatically correct. Candidates are encouraged to comment on classmates' reflections. Please check the class wiki for specific prompts.

- **Professional Learning Networks** (scholarship, leadership) – 15 points – **Due October 18, 2016 by midnight** A Professional Learning Network is a way for you to deal with the tremendous amount of information on the Internet. "It allows you to acquire new ideas and information from a wider circle of minds than you see day to day, to capture ideas and insights as you get them, and to stay current on the things that matter to you." You will be actively engaged in a PLN and blog about your experience. More information will be provided on the PLN in class.

- **Professional Web Presence** (scholarship, leadership, service) – 27 points – **final version due December 14, 2016 by midnight**   This site will be developed throughout the course as a way of representing yourself as a professional by presenting your beliefs

about teaching and materials that you create for the classroom, as well as a way to introduce yourself professionally. It will also serve as a repository for the work that you do in this course. Components of this project will be completed at different times throughout the semester.

- **Digital Story** (scholarship, leadership) – 15 points – **Due October 19, 2016 (presented in class same day)** Each candidate will develop a digital story on the subject of their choice. Additional details will be available on the class wiki and during class.

- **WebQuest with Instructional Design Component** (scholarship, service) – 27 points – **final version due by December 14, 2016 (presented in class same day)** Using a project-based approach, candidates will work collaboratively to develop an interdisciplinary WebQuest for their respective areas of certification. The WebQuest must integrate Web 2.0 technology, engage students in higher order thinking, require students to collaborate, provide scaffolding, and follow the WebQuest pedagogy.

- **Trend in Ed Tech** Presentations (scholarship, leadership, service)- 15 points- **due at various times throughout the semester.** Candidates will select a technology in education topic they would like to learn more about. Candidates will research the topic, prepare and present a presentation centered around that topic, and post the presentation along with additional resources on the class wiki

- **Tech, Tac, Toe Tools** (scholarship, service) – 15 points – **due November 30, 2016 by start of class (presented in class same day)** The purpose of this assignment is for candidates to demonstrate their knowledge and skills related to the use and integration of technology by creating three technology activities using Web 2.0 tools. These tools will be submitted through candidates' websites. *Candidate Choice must be improved by Instructor prior to start or will not be accepted.

Assessment, Policies, and Procedures

A. The following scale will be used to evaluate candidates' work in this course.

Percentage	Grade	Points
93-100%	A	200-216
90-92.9%	A-	194-199

87-89.9%	B+	187-193
83-86.9%	B	179-186
80-82.9%	B-	173-178
77-79.9%	C+	166-172
73-76.9%	C	158-165
70-72.9%	C-	151-157
below 70%	F	150

B. School of Education policies regarding attendance and late arrival:

Candidates are expected to be present for and to fully participate in all class sessions as scheduled by the University. Please notify the instructor with any schedule related conflicts in advance of the class. Candidates are expected to complete all online assignments with thought and full attention.

- Missing **two class sessions**, *regardless of reason*, will result in lowering of the candidate's final grade by one grade (for example, from B to B-).
- Candidates who miss three or more class sessions, regardless of reason, may be asked to withdraw from the course or may receive a grade of F for the course.
- An *absence* is defined as:
    - -not attending an entire class session as scheduled by the University
    - -three 15 minute tardy arrivals
- A *tardy* is defined as:
    - -arriving to a class more than 15 minutes later than the start time established by the University

C. Students with Disabilities. Students with disabilities requesting accommodations must follow University procedures for such requests. Please see the *Disabilities Support Services* page on the *Dean of Students* page under *Resources* on MyDU for more information or speak to your instructor. Notify your instructor of requests for accommodations by the end of the 1st week of class.

D. Assignments submitted late will result in a 10% deduction of points per week. "Late" is defined as the day after the assignment is due.

E.   It is the policy of the School of Education that all written assignments follow APA 6th manual of style requirements. See the Online Writing Lab (the Owl) at Purdue University for guidelines on APA format.

F.   The grade of *incomplete* may be given in extraordinary circumstances. The request for a grade of *incomplete* must be made at least two weeks prior to the end of the course, and it requires the approval of the Dean of the School of Education or the Dean of the Graduate School of Library and Information Science. The *incomplete* must be removed by the end of the following term. At that time, the instructor may report a grade within the ordinary range of scholarship. Failure to remove the *incomplete* will normally result in the reporting of a grade of *F* or a grade of *no credit*.

G. Plagiarism (i.e. claiming the words or ideas of another person as one's own) whether intentional or unintentional, will not be tolerated. Candidates must always appropriately cite all information and/or ideas of another person. Plagiarism could result in a grade of 0 for an assignment and/or dismissal from the degree/licensure/endorsement program.

H. Assignments are expected to be original work for this course unless prior permission has been granted from the instructor

Course Calendar

An overview of each week is provided below, but is subject to change. Please refer to the course wiki for the latest changes. Each week of the course runs from Wednesday through Tuesday at midnight.

Date	Format	Topics	Cool Tool	Homework
August 31	Face-to-Face	Intro, Trends Sign up, Blog, Wiki, Class Norms	Remind & Linoit	1st blog due Sept. 6th: introduction to you
September 7	Face-to-Face	Blogger Refresh Active Learning Website Design	Popplet	Website About page: welcome statement, contact info, link to blog due Sept. 13th
September 14	Online	Professional Online Library		TPACK Assignment ("in class")

		TPACK		Blog Post #2: What is active learning? OR thoughts on TPACK due Sept. 20th Professional Online Library due Sept. 27th

Date	Format	Topics	Cool Tool	Homework
September 21	Face-to-Face	Trends in Ed Tech, PLNs, Twitter, Twitter Chats	Prezi	PLN assignment due October 18th
September 28	Face-to-Face	Twitter chat refresher Google Apps for Education (certification)	Flocabulary, IFTTT, Hootsuite	
October 5	Face-to-Face	Trends in Ed Tech, Digital Storytelling, Game-Based Learning (Cardboard, Game of Phones, Makers, VR, Kahoot, Coding, Osmo)	Wordle	Digital Story due October 19

Date	Format	Topics	Cool Tool	Homework
October 12	Online	CCSS activity, ISTE Standards, Educational Philosophy		CCSS activity due on CCSS page Educational

		Online Print Library		Philosophy due October 25th Online Print Library due Nov 1st
October 19	Face-to-Face	Trends in Ed Tech, Digital Stories Presented Content Curation	Quizlet Classtools.net	Blog post #3: Digital Storytelling due Oct 25th

Date	Format	Topics	Cool Tool	Homework
October 26	Face-to-Face	Tech Tac Toe	Audioboom	Tech Tac Toe Due November 30th
November 2	Face-to-Face	Trends in Ed Tech, Media Literacy, Digital Tattoos	Scribd	Blog post #4 media literacy/stranger assignment reflection due Nov 8th
November 9	Online	Stages of Tech Integration (ACOT), TIMS, SAMR,		Blog Post #5: review ACOT's stages. What stage are you in? Is this relevant? Blog post due Nov 15th

Date	Format	Topics	Cool Tool	Homework
November 16	Online	Research, Copyright/Fair Use		Copyright/Fair Use Quiz (or) Research project
November 23	Online	Accessibility		

Date	Format	Topics	Cool Tool	Homework

November 30	Face-to-Face	Tech Tac Toe presentations Trends in Ed Tech, WebQuests, Instructional Design	Trello	
December 7	Face-to-Face	Social Media in Education WebQuest worktime	KeepMeOut	Blog Post #6: Looking Back, Looking Ahead Due December 15
December 14	Face-to-Face	WebQuests, Professional Websites	TodaysMeet	LAST CLASS!!