

EDUC 346 – Instructional Technology

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Text:

Reinventing Project-Based Learning: Your Field Guide to Real-World Projects by Boss & Krauss
ISBN: 978-1-56484-238-1

Description:

Technology has changed the way we work and live in such a profound way that the ability to use it effectively has been widely recognized as a new literacy. Students are expected to use technology to create, innovate, critically think, problem solve, communicate, and collaborate. Teachers must possess the knowledge and skills necessary to lead students in using current technologies in a responsible and beneficial way. Most importantly, they must have a fundamental understanding of its importance in teaching and learning, thereby creating a willingness to learn and integrate the technologies of the future. This course will offer a practical and hands-on exploration of using technology in the K-12 classroom.

Course Objectives:

The National Educational Technology Standards for Teachers provide the objectives for this course. Upon successful completion of this course, you will be able to use technology to:

- Facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- Design and develop digital-age learning experiences and assessments.
- Model digital-age work and learning.
- Promote and model digital-age citizenship and responsibility.
- Engage in professional growth and leadership

Course Format and Philosophy:

Hybrid Format

This is a hybrid course, which means that half of the course takes place in person and the other half takes place online. This format allows you the flexibility to complete readings, reading responses, and other preparatory work online, thereby freeing up valuable class time for more hands-on activities and meaningful collaboration.

The hybrid format **does not** mean that you will have less work or that this class will be easier than other 3 credit courses. It will actually require you to be more responsible and self-disciplined, as you will have to monitor your own learning and manage your time wisely.

In-Person Meetings

Generally, we will meet face-to-face on Thursdays, 11:40 p.m. – 12:55 p.m. in TLEC 004. Some exceptions are as follows:

The week of 9/23: We will meet face-to-face on Tuesday. Thursday will be online.

The week of 11/4: Both Tuesday and Thursday will be online.

The week of 12/9: Both Tuesday and Thursday will be face-to-face.

Online Activities

Weekly online activities will be posted by Thursday at midnight. They are due by Tuesday at midnight, unless otherwise specified.

Technology-Integration Philosophy

I believe technology integration begins with the learning objective, rather than the technology. Consequently, this is not a course about how to use specific technologies, although you will learn to use technologies along the way. The goal of this course is to teach you how to make decisions about when it makes sense to use technologies, and how to determine which technologies to use when it does make sense. In project-based learning, we try to communicate to students why they should care about what they are learning. After completing this course, I hope you will understand why you should care about technology integration.

Grading:

| | | |
|---|----------------|------------|
| Weekly Blog Post (due Tuesdays by midnight) | 5 points x 12 | 60 |
| Weekly Readings Quiz (due Tuesdays by midnight) | 5 points x 12 | 60 |
| Weekly Assignment (due Tuesdays by midnight) | 5 points x 12 | 60 |
| Participation (assessed Weeks 7 & 15) | 25 points x 02 | 50 |
| Skype Interview/Presentation (due 10/11) | 50 points x 01 | 50 |
| Twitter Project (due 11/15) | 20 points x 01 | 20 |
| Final Project (due 12/13) | 100 points | 100 |
| Total Points Possible | | 400 |

Divide the number of points you earn by the total points possible and multiply times 100 to determine your grade.

For example, if you earn 350 out of 400 points:

$$350/400 = 0.875 \quad 0.875 \times 100 = 87.5 \quad 88\% = B+$$

| Percent | Grade |
|---------|-------|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| <60 | F |

Under no circumstances will I do individual extra credit or make-up work.

Class Participation:

Your participation will be based, in part, on your own self-assessment. This includes writing a one-page argument in which you will: (a) propose what grade you believe you deserve and (b) defend your proposed grade with evidence. You will complete this activity twice, once at midterm and again at the end of the semester.

Late Work Policy:

10% of the total points possible will be deducted each day an assignment is late.

Class Cancellations:

In the event class is cancelled, you will be notified via announcements in Blackboard, Edmodo, and your CUNE email address.

Course Schedule:

The following is a tentative class schedule. Note that the absence of a chapter reading **DOES NOT** mean that you do not have readings that week. You will have readings every week; they just might not be from the textbook. Also note that you may have supplemental material in addition to chapter readings.

| Week | Topic | Textbook Readings |
|-------------|---|--------------------------|
| 1 | Class Begins | N/A |
| 2 | The case for ed tech & PBL | Chapter 1 |
| 3 | Personal learning networks | Chapter 2 |
| 4 | 21 st century skills, NETS, redefinition of literacy, Bloom's Taxonomy | |
| 5 | Building a project around "Big Ideas" | Chapter 3 |
| 6 | Meaningful integration | |
| 7 | Characteristics of Good and Bad projects | Chapter 4 |
| 8 | TBA | |
| 9 | Managing Projects | Chapter 5 |
| 10 | Getting kids interested in a project | Chapter 6 |
| 11 | Assessment | Chapters 7,8,9 |
| 12 | Planning culminating activities | Chapters 10,11 |
| 13 | Final projects | |
| 14 | Final projects | |
| 15 | Final projects | |

Examinations:

You will have no exams other than online, weekly, untimed quizzes.

Concordia University, Nebraska Course Guide/Syllabus Statements

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 126 hours for each 3-credit course.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA and Academic Guidance Coordinator, Angel Hoppe, please call 402.643.7377 or 800.535.5494 ext. 7377 or email Angel.Hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connect.cune.edu>).