

## Course Syllabus-5500

### Integration and Innovation of Technology in Education

#### What will you need for the course?

1. **Internet access.** You'll need to be able to participate in [Canvas](#) for Utah State University. You need to have the capability to do online research, be able to download files, and watch video demonstrations, and participate in Google Hangouts or Skype sessions with me.
2. **Enthusiasm, creativity, and a willingness to work with the team to explore ideas, and research strategies and tools that will help us become better educators!**
3. **There are no required books** – we'll be using online resources throughout!



#### How does this course website work? What you need to know!

I use several visual clues used throughout this website:

- **Main Sections and Titles**
- **Subsections**
- Text
- [Links](#)
- **Things you are assigned to read, think about, and do!** I may check up on you to make sure you've done these!
- **Optional - Well worth your time, but not required.** They will provide more depth and learning.

#### Communicating with the instructor

- As a cohort, we'll be using Instructure Canvas as our tool to communication and collaborate! Please use the message center in Canvas to communicate with me. If you need assistance learning how to do that, I have provided Canvas video tutorials in the [Resources section](#) of this site. Watch the student videos, and particularly watch the video entitled "[Communicate with Your Instructor and](#)

[Peers](#)". These videos will teach you nearly everything you need to know to communicate in Canvas. You get to Canvas at [My.USU.edu](http://My.USU.edu). You will need your A# and strong password to log in. If you have trouble logging in - please call the USU Help Desk (435-797-4357).

- If you'd like to visit with me face-to-face, I'd enjoy a visit with you! It gives me the opportunity to connect a face and name, and get to know you personally. For online courses, I miss being able to visit face-to-face with my students. I can do a [Google Hangout](#), or a [Skype](#) visit. Please arrange a time with me beforehand through Canvas messaging.
  - Google Hangout - natmcksmith@gmail.com (Note: You need a Gmail account to do a Google Hangout. Your Aggiemail.usu.edu account is a Gmail account.)
  - Skype Call - nmsmith

### **Communicating with the class team/cohort (Canvas discussions)**

- As mentioned on the home page, this class is a team - a cohort of educators. Together, we'll work to enrich the entire team through discussions and the sharing of ideas, resources, and tools we research. You'll receive points for participating in our Canvas discussions - but that is just a side benefit. The main idea is that we are working as a team to collaborate with each other, to find and curate resources to share with each other. One of my goals for you is to have you take away many resources and ideas that you can actually use in your work.
- If you've not participated in Canvas discussions before, and need assistance learning how to do that, I've provided Canvas video tutorials in the [Resources section](#) of this site. Watch the student videos, particularly the one titled "[Participate in a Discussion](#)." They will teach you everything you need to know to work in Canvas. You can get to Canvas at [My.USU.edu](http://My.USU.edu). You will need your A# and strong password to log in. If you have trouble logging in - please call the USU Help Desk (435-797-4357).
- Class rules for Canvas discussions:
  - Participate! Contribute! Share! Reply to posts that interest you! Express your thoughts and ideas. By doing so, we'll all benefit by considering several points of view. The team is a great brain trust - do your part!
  - Be civil! It's OK to agree to disagree - but do so with kindness and tact! No profanity. No name calling. No put-downs. You know, all those

people skills you should have learned in Kindergarten! We're there to help and enrich each other! We are a team of educators.

## **Time commitment and expectations for this course**

- For every undergraduate credit - the expectation is two hours time spent outside of class on the course. For this 3 credit course, undergraduate students should be spending about 9 hours a week (3 hours class time going through the online experience, plus 6 hours outside class time on assignments, research, readings, etc.).
- For every graduate credit - the expectation is three hours time spent outside of class on the course. Again, for this 3 credit course, graduate students should be spending about 12 hours a week (3 hours class time going through the online experience, plus 9 hours outside class time on assignments, research, readings, etc.).
- Please take time to block out the needed time for this course in your planners. These are university expectations - your actual time may vary. I hope to get you enthused about the course to the point that time becomes irrelevant. You're in this to produce materials that will actually benefit you down the road in your teaching career.

## **Course Policies**

1. **We will be using both Canvas (for messages, grading, assignments, etc.) and this website (for content).**
2. **Syllabus or Class Changes:** During the course of the class, you will be notified of any changes to the class syllabus by a message in Canvas. Changes to this syllabus *before* or *after* the course may occur without any notification. Please check back. Changes to a scheduled class or a class cancellation (because of illness, bad weather, natural disaster, etc) will be posted to Canvas and on this website. Please check before class for any changes in plans. I suggest you bookmark this class site in your browser.
3. **Submitting assignments and electronic files:** Assignments will be submitted through Canvas. If you've not participated in Canvas assignment submissions before, and need assistance learning how to do that, I've provided Canvas video tutorials in the [Resources section](#) of this site. Download and watch the student videos, particularly the video "[Student Assignment Submissions.mp4](#)."

4. **Late work:** In this class, late work will be accepted at 50% of the point value it would have received if it had been submitted on time, except for extenuating circumstances such as incapacitating illness, death in the immediate family, etc. (similar to the "I Grade policy" below). Each experience in the course has a "submit by" date.
  
5. **Ethics and Honesty:** "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students." In this course, your voice is important. I will be asking you to assess your own efforts as part of the grading process. It is vitally important that you be ethical and honest in this. Dishonesty will cause you to receive a failing grade for the course.
  
6. **The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
  1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
  2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
  3. Is a welcomed and valued member of Utah State University."
  
7. **Plagiarism:** "Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling."

1. Please take time to read through [Utah State University's Academic Honesty/Integrity Policy](#) - we will adhere to it in class.
  
8. **Students with Disabilities - The Americans with Disabilities Act states:**  
"Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."
  
9. **Withdrawal Policy and "I" Grade Policy:** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.
  
10. **Course feedback and evaluation:** Students taking this course are strongly encouraged to give feedback on the course. What can we do to make it better, more meaningful and helpful to you? We ask that you take time at the semester's end to fill out the IDEA evaluation.

**Grading:** I love teaching! I love helping students learn and improve! I love watching students rise to the challenge to be innovative and creative! I *hate* grades - but I'm required to give them. USU administration and students stick me in that box. I will endeavor to make grading as uncomplicated and fair as I can. And I will ask your help in assessing your efforts. Points will be assigned for the following:

- Assignments, Canvas Discussions: Points will be awarded for completion of required coursework. These will be graded on a rubric that is provided for each. Your self assessment of your effort will be included in this.

- Some assignments will have only two possible scores. Acceptable (full points given) or Not Acceptable - Please Revise and Resubmit (no points given). If you happen to receive a not acceptable grade - advice will be given as to what you need to do further to revise and resubmit for an acceptable score. It's OK to fail at something, if you try again until you make it acceptable. I want you to succeed!
  - Deadlines are important! We only have 15 weeks to accomplish a lot! Late assignments will receive only 50% of the total points available.
- Quizzes and Tests: Point system - will be specified in the quiz or test.

Grades will be assigned based on the percentage of total points you've earned. **The instructor's evaluation of your participation and effort in class and your improvement over the semester will also factor in to your final grade.** Point percentages break down as follows:

- 94-100% = A • 90-93% = A-
- 87-89% = B+ • 83-86% = B • 80-82% = B-
- 77-79% = C+ • 73-76% = C • 70-72% = C-
- 60-69% = D • Less than 60% = F

## Course Contents - The Weekly Experiences (lessons, modules)

### **Experience 1 - What Voices Are Saying About Today's Education and Using Technology**

(Week 1: August 29 - September 4)

- [Section 1A](#): How do students learn best? Are we doing those things?
- [Section 1B](#): How is technology changing the education process? What are the possibilities? When is it appropriate to use?
- [Section 1C](#): The Standards for the International Society for Technology in Education
- [Section 1-Op](#) - [Optional Resources and Ideas!](#)

## **Experience 2 - Fostering Creativity, Learning, and Innovation - Part 1**

### **- More Voices**

(Week 2: September 5 - September 11)

- [Section 2A](#): Innovation
- [Section 2B](#): A strategy for acquiring technology that works
- [Section 2C](#): Building your technology enhanced experiences
- [Section 2D](#): Big Ideas and Example Tools: How to Foster Creativity, Learning and Innovation
- [Section 2-Op - Optional Resources and Ideas](#)
- [Experience 2 Submissions](#)

## **Experience 3 - Fostering Creativity, Learning, and Innovation - Part 2**

### **- Student & Teacher Standards**

(Week 3: September 12 - September 18)

- [Section 3A](#) (Student): Apply existing knowledge to generate new ideas, products, or processes
- [Section 3B](#) (Student): Create original works as a means of personal or group expression
- [Section 3C](#) (Student): Use models and simulations to explore complex systems and issues
- [Section 3D](#) (Student): Identify trends and forecast possibilities
- [Section 3E](#) (Teacher): Promote, support, and model creative and innovative thinking and inventiveness
- [Section 3F](#) (Teacher): Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- [Section 3G](#) (Teacher): Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- [Section 3H](#) (Teacher): Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- [Section 3-Op: Optional Resources and Ideas](#)

## **Experience 4 - Design and Develop Digital Age Learning Experiences and Assessments - Teacher Standards**

(Week 4: September 19 - September 25)

- [Section 4A](#) (Teacher): Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- [Section 4B](#) (Teacher): Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active



participants in setting their own educational goals, managing their own learning, and assessing their own progress

- [Section 4C](#) (Teacher): Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- [Section 4D](#) (Teacher): Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
- [Section 4-Op: Optional Resources and ideas](#)
- [Experience 3 & 4 Submissions](#): Student submissions and tools for Experiences 3 & 4

## **Experience 5 - Modeling Digital Age Work and Learning - Teacher Standards**

(Week 5: September 26 - October 2)

- [Section 5A](#) (Teacher): Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- [Section 5B](#) (Teacher): Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- [Section 5C](#) (Teacher): Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- [Section 5D](#) (Teacher): Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- [Section 5-Op: Optional Resources and Ideas](#)
- [Experience 5 Submissions](#)

## **Experience 6 - Communication & Collaboration - Student Standards**

(Week 6: October 3 - October 9)

- [Section 6A](#) (Student): Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- [Section 6B](#) (Student): Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- [Section 6C](#) (Student): Develop cultural understanding and global awareness by engaging with learners of other cultures
- [Section 6D](#) (Student): Contribute to project teams to produce original works or solve problems
- [Section 6-Op: Optional Resources and Ideas](#)



## **Experience 7 - Research and Information Fluency - Part 1 - Student Standards**

(Week 7: October 10 - October 16)

- [Section 7A](#) (Student): Plan strategies to guide inquiry
- [Section 7B](#) (Student): Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- [Section 7C](#): Thinking Outside the Box! Grades
- [Section 7-Op](#): [Optional Resources and Ideas](#)

## **Experience 8 - Research and Information Fluency - Part 2 - Student Standards**

(Week 8: October 17 - October 23)

- [Section 8A](#) (Student): Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- [Section 8B](#) (Student): Process data and report results
- [Section 8C](#): Thinking Outside the Box! Homework
- [Section 8-Op](#): [Optional Resources and Ideas](#)

## **Experience 9 - Critical Thinking, Problem Solving, and Decision Making Part 1 - Student Standards**

(Week 9: October 24 - October 30)

- [Section 9A](#) (Student): Identify and define authentic problems and significant questions for investigation
- [Section 9B](#) (Student): Plan and manage activities to develop a solution or complete a project
- [Section 9C](#): Thinking Outside the Box! Curriculum Structure
- [Section 9-Op](#): [Optional Resources and Ideas](#)

## **Experience 10 - Critical Thinking, Problem Solving, and Decision Making Part 2 - Student Standards**

(Week 10: October 31 - November 6)

- [Section 10A](#) (Student): Collect and analyze data to identify solutions and/or make informed decisions
- [Section 10B](#) (Student): Use multiple processes and diverse perspectives to explore alternative solutions
- [Section 10C](#): Thinking Outside the Box! Individualizing Learning
- [Section 10-Op](#): [Optional Resources and Ideas](#)

## **Experience 11 - Technology operations and concepts - Student Standards**

(Week 11: November 7 - November 13)

- [Section 11A](#) (Student): Understand and use technology systems
- [Section 11B](#) (Student): Select and use applications effectively and productively
- [Section 11C](#) (Student): Troubleshoot systems and applications
- [Section 11D](#) (Student): Transfer current knowledge to learning of new technologies
- [Section 11-Op: Optional Resources and Ideas](#)

## **Experience 12 - Engage in Professional Growth and Leadership Part 1 - Teacher Standards**

(Week 12: November 14 - November 20)

- [Section 12A](#) (Teacher): Participate in local and global learning communities to explore creative applications of technology to improve student learning
- [Section 12B](#) (Teacher): Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- [Section 12C](#): Thinking Outside the Box! Bringing the Real World In...
- [Section 12-Op: Optional Resources and Ideas](#)

## **Experience 13 - Engage in Professional Growth and Leadership Part 2 - Teacher Standards**

(Week 13: November 21 - November 27)

- [Section 13A](#) (Teacher): 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
- [Section 13B](#) (Teacher): Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
- [Section 13C](#): Thinking Outside the Box! Teacher Professional Development
- [Section 13-Op: Optional Resources and Ideas](#)

## **Experience 14 - Promote and Model Digital Citizenship and Responsibility - Part 1 - Teacher Standards**

(Week 14: November 28 - December 4)

- [Section 14A](#) (Teacher): 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

- [Section 14B](#) (Teacher): Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- [Section 14C](#) (Teacher): Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- [Section 14D](#) (Teacher): Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
- [Section 14-Op: Optional Resources and Ideas](#)

## **Experience 15 - Promote and Model Digital Citizenship and Responsibility - Part 2 - Student Standards**

(Week 15: December 5 - December 11)

- [Section 15A](#) (Student): Advocate and practice safe, legal, and responsible use of information and technology
- [Section 15B](#) (Student): Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- [Section 15C](#) (Student): Demonstrate personal responsibility for lifelong learning
- [Section 15D](#) (Student): Exhibit leadership for digital citizenship
- [Section 15-Op: Optional Resources and Ideas](#)