**EDMD 3300**

**Instructional Technology for Educators**

**Auburn University - College of Education**

**Educational Foundations, Leadership, and Technology Department Syllabus 2021**

**Class Time**: Tuesdays from 5:00 – 7:50 PM

**Location**: Virtual (Zoom)

**Instructo**r: Ms. Kristen Ferrell

Email: kaf0005@auburn.edu

Office hours: by appointment

**Course Number:** EDMD 3300

**Course Title:** Instructional Technology for Educators

**Credit Hours:** 2 credit/ 3 hours (Lecture/ Lab)

**Prerequisite:** None

**Date Syllabus Prepared:** August 2022

1. **Text**

Not required (Weekly readings will be provided).

1. **Technology**

Students will be using a laptop, Google Chromebook, or iPad and a variety of software packages throughout the course. Each of the pieces of software is available in the LRC.

1. **Course Description:**

Basics of current and emerging instructional and communication technologies with primary emphasis on curricular integration. Location, selection, and application of technology resources (Internet, commercially authored software, apps etc.) for curricular needs with emphasis on developmental stages, learning styles, and learning taxonomies.

1. **Course Requirements:**

* Successfully complete assignments and class activities.
* Actively participate in individual and/or group projects.
* Demonstrate confidence in integrating technology into classroom teaching.
* Attend each scheduled class meeting as well as participate in activities and discussions in an active and collegial fashion.

# Course Objectives:

# In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are in bold font in this list. These indicators pertain to “Teaching and Learning,” “Literacy,” “Technology,” and “Ethics.”

# (Note: Bolded state objectives have been assigned for final program assessment to EDMD 3300. All objectives are assessed and/or evaluated as they contribute to various projects, tests or activities within EDMD 3300.)

# Content Knowledge:

*Academic Disciplines (1)(c)1.*

(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

# Teaching and Learning:

*Human Development (2)(c)1.*

(iv) Knowledge of developmentally appropriate instructional and management strategies

*Organization and Management (2)(c)2.*

(i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.

# Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.

1. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
2. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.
3. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

*Instructional Strategies (2)(c)4.*

(i) Knowledge of research and theory underpinning effective teaching and learning.

(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

*Assessment(2)(c)5.*

(ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

# Literacy

*Oral and Written Communication (3)(c)1.*

(i) Knowledge of standard oral and written communications.

# Knowledge of media communication technologies that enrich learning opportunities.

1. Ability to model appropriate oral and written communications

## Technology (3)(c)4.

1. **Knowledge of available and emerging technologies that support the learning of all students.**
2. **Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.**
3. Ability to integrate technology into the teaching of all content areas.
4. Ability to facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
5. Ability to use technology to assess student progress and manage records.
6. Ability to evaluate students’ technology proficiency and students’ technology- based products within content areas.

# Learning Styles (4)(c)4.

**(iii) Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners**

**Professionalism(5)(c)1.**

(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

# Continuous, Lifelong Professional Learning(5)(c)2.

(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.

# Ethics(5)(c)5.

**(ii) Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.**

(iv) Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

1. **Course Calendar and Content**

Note – unless noted as “asynchronous” on the calendar below, you will be expected to attend each week via Zoom using the link provided on Canvas and any course emails.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Class Format** | **Topic** | **Upcoming Assignment** |
| 1 | Aug. 16 | Virtual Meeting | * Introduction * Syllabus Overview * Digital Portfolio – Wakelet | Tech Autobiography (due Aug. 30 before class begins) |
| 2 | Aug. 23 | Virtual Meeting | * Culturally Responsive Teaching * Meaningful learning with technology | Tech Autobiography (due Aug. 30 before class begins) |
| 3 | Aug. 30 | Virtual Meeting | * Teaching with a learning management system (LMS) | Virtual Field Trip Reflection (due Sept. 14 before class begins) |
| 4 | Sept. 6 | Asynchronous | * Flipped classroom * Online collaboration | Virtual Field Trip (due Sept. 14 before class begins) |
| 5 | Sept. 14 | Virtual Meeting | * Tech integration model: SAMR * Elevated learning through creation * The power of a professional learning network | PLN Creation Overview (due Sept. 27 before class begins) |
| 6 | Sept. 20 | Asynchronous | * Flipped classroom * Recording lessons for asynchronous meetings | PLN Creation Overview (due Sept. 27 before class begins) |
| 7 | Sept. 27 | Virtual Meeting | * Tech Integration Model: TPACK * Podcast development | Podcast episode (due October 11 before class begins) |
| 8 | Oct. 4 | Asynchronous | * Flipped classroom * Interactive Websites (Nearpod / Peardeck) | Podcast episode (due October 11 before class begins) |
| 9 | Oct. 11 | Virtual Meeting | * Tech integration model: Triple E * Elevated learning through creation * Video development | Tech Integration Video (due October 25) |
| 10 | Oct. 18 | Virtual Meeting | * Assistive tech and accessibility for all learners * Video development | Tech Integration Video (due October 25) |
| 11 | Oct. 25 | Asynchronous | * Flipped classroom * Facilitating discussions even when not together | Lesson Design and Screen Recording (due Nov. 15 before class begins) |
| 12 | Nov. 1 | Virtual Meeting | * Lesson design and development * Screen recording tools | Lesson Design and Screen Recording (due Nov. 15 before class begins) |
| 13 | Nov. 8 | Virtual Meeting | * Lesson design and development * Screen recording tools | Lesson Design and Screen Recording (due Nov. 15 before class begins) |
| 14 | Nov. 15 | Virtual Meeting | * Digital citizenship * Digital Portfolio work | Digital Portfolio and Reflection (due November 29 before class begins) |
| 15 | Nov. 24 | Thanksgiving Break / No meetings | | |
| 16 | Nov. 29 | Virtual Meeting | * Digital portfolio presentation * Course survey |  |

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Point Value** |
| Tech Autobiography | August 30 | 15 |
| Virtual Field Trip Response | September 14 | 10 |
| PLN Creation Overview | September 27 | 10 |
| Research-Focused Podcast | October 11 | 15 |
| Video - Tech Integration Model Overview | October 25 | 15 |
| Lesson Design and screen recording | November 15 | 20 |
| Digital Portfolio (all items listed above must be included in your portfolio) and reflection | November 29 | 25 |
| Class Participation | Ongoing | 15 |
|  | **Total Points** | **125** |

**Class Participation – Ongoing through the semester**

You are expected to attend each weekly session. If you are unable to attend a session, you must notify me beforehand. You are expected to completed required assignments before each class and actively participate in the class discussion. An active participant in virtual meetings is someone who keeps their camera on during breakout sessions and main portions of the meeting and appears to be engaged during the duration of the meeting.

**Tech Autobiography – Due August 30**

Using Book Creator, you will introduce yourself to your classmates in the form of an autobiography. The focus of the autobiography will be on your relationship with technology throughout your life. You will focus on different stages and milestones and the technology that was present during those times. How has technology helped you? How has it made things harder for you? What aspects of technology do you feel competent with? What aspects have you always struggled with? As a learner, how has technology helped you? As a future teacher, what do you hope for when it comes to technology use in your own classroom?

**Virtual Fieldtrip – Due September 14**

You will attend one virtual field trip offered on Flip. <https://info.flip.com/events.html>

You can attend an “on-demand” field trip or view one as it happens. After attending the virtual field trip, you will post a video response on our course Flip page following specific instructions given to you closer to the date of the assignment.

**PLN Creation Overview – Due September 27**

Using one social media platform, you will create an account that is dedicated to growing your professional learning network. You will start following leaders in education and then share this process with your classmates by posting on Flip.

**Research-Based Podcast – Due October 11**

You will create a podcast using your preferred creation software. The topic of your podcast will relate to a topic in education and will be research-focused.

**Technology Integration Model Video – Due October 25**

You will create a video using your preferred creation software. You will choose one of the three tech integration models we cover in this course (SAMR, TPACK, or Triple E) and create a 2–3-minute video exploring the key components of the model and teaching other pre-service teachers everything they should know about it.

**Lesson Design and Screen Recording – Due November 15**

You will create an interactive lesson using either Nearpod or PearDeck. You will be required to submit a lesson plan related to your interactive lesson. Both the link to the interactive lesson and the lesson plan (submit as a PDF) must be turned in to receive full credit.

**FINAL ASSESSMENT - Digital Portfolio and Reflection – Due November 29**

Throughout the course, you will use Wakelet to create a digital portfolio. Your portfolio must include all assignments submitted throughout the course as well as other items as determined. You will reflect on the course and present your reflection in the form of your choice (paper, video, or audio recording)

**The final grade for the course will be based on a ratio of the points earned by the students to the number of points offered during the semester. The following grading scale will be used to assign final grades for the course:**

|  |  |  |
| --- | --- | --- |
| 90 – 100% (112.5 points) | A | Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 3 calendar days). Late assignments presented or date (up to 3 calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0). |
| 80 – 89.9% (100.0 points) | B |
| 70 – 79.9% (87.5 points) | C |
| 60 – 69.9% (75 points) | D |
| Below 60% (less than 75 points) | F |

# Alabama Quality Teaching Standards and Candidate Proficiencies

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS). The attachment shows the alignment of the College’s 15 candidate proficiencies with the AQTS indicators assigned to this course. At the end of the semester, students are assigned a holistic rating for each of the targeted candidate proficiencies and their indicators using the Inventory of Candidate Proficiencies. Ratings will reflect performance throughout the semester (1- poor, 2- approaching competence/marginal, 3- competent, 4- exemplary).

The primary purpose of the Inventory of Candidate Proficiencies is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student’s ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students’ ratings on the Alabama Quality Teaching Standards throughout their programs.

If a student receives one or more ratings below 2, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

The candidate proficiencies that will be evaluated in EDMD 3300 are listed below:

# Competent Professionals...

* CP10: Use technology in appropriate ways.

# Committed Professionals...

* CP11: Engage in responsible and ethical professional practices. CP12: Contribute to collaborative learning communities.
* CP13: Demonstrate a commitment to diversity.
* CP14: Model and nurture intellectual vitality

# Reflective Professionals....

* + CP15: Analyze past practices to stimulate ongoing improvement of future practices.

The rubric that will be applied to each of these candidate proficiencies is provided for your reference and printing convenience via the class Canvas site.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Poor (1)** | **Marginal (2)** | **Competent (3)** | **Exemplary (4)** |
| **CP 10** | Demonstrates a lack of understanding regarding the use of technology in appropriate ways. This includes but is not limited to the use of inappropriate software and websites during class time as well as the inability to use the proper productivity tool for a particular task. | Demonstrates a lack of understanding regarding the appropriate use of technology. This may be exhibited only during certain tasks or during specific times during the semester. A student may be require reminding of simple procedures and class policies as the semester progresses. | Demonstrates an acceptable use of technology tools. This includes but is not limited to the use of productivity tools that are appropriate to a particular task as well as the ability to use non-class related technology tools during appropriately designated times related to class (e.g. before, during breaks, or after the class meets). Students may begin the semester as “marginal” and move into the acceptable category as  their skills and knowledge increase throughout the course of the semester. | Demonstrates an exceptional ability to use technology in appropriate ways. This includes but is not limited to the effective use of productivity tools to produce personal and professional work in an efficient and effective manner as well as the wise use of technology tools during designated class time. |
| **CP 11** | Violates the University and/or class Academic Honesty Code and/or Exhibits no understanding of the ethical and professional practices associated with  integrating technology into the K-12 curriculum | Exhibits little to no understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum. | Exhibits an acceptable understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum. | Exhibits exceptional understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum  including but not limited to issues relating to “cyber safety” for students and teachers, |
| **CP 12** | Makes no effort to engage in a professional or positive discussion during class time or in online settings. Refuses to assist classmates who may require  assistance with the acquisition of skills or concepts related to class. | Makes token efforts to participate in in-class or online settings, but seldom exhibits effort to add to the class’s “body of knowledge” regarding a topic. Is reluctant to help classmates with skills or concepts that may be needed. | Participates consistently and regularly in in-class or online settings, but not regularly in both settings. Provides some assistance to classmate during working sessions, but may tend to “take over” rather than help the classmate become adept at the needed skill. | Participates consistently and regularly in both in-class and online settings, making a positive and professional addition to the discussion at hand. Provides assistance to  classmates during working sessions that facilitates the skill acquisition of the |
| **CP 13** | Verbalizes or exhibits intolerant attitudes or behaviors relating to students or teachers…those in class together, or those that will be a part of the professional teaching community in the K-12 environment. Makes no effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities,  students of various ethnicities, gender, age and ability. | Makes little or token effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability. | Makes an acceptable effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability. | Demonstrates an exceptional ability to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability. |
| **CP 14** | Does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of making assumptions regarding tasks or concepts, rather than seeking out independent confirmation from an authority source. | Frequently does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of asking the instructor for help rather than striving to solve the problem independently. | Demonstrates an acceptable willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, sometimes seeks assistance for complex problems to travel the simple path rather than solve the problem independently. May model problem-solving behavior both in and out of class for classmates and the instructor. May be content with the answer provided in the text or from the  instructor rather than seeking out answers to questions that arise as a part of unstructured class discussions. | Demonstrates an exceptional willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, knowing when to seek assistance for complex problems. Models problem-solving behavior both in and out of class for classmates and the instructor. Seeks out answers to questions that arise as a part of unstructured class discussions. |