

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Summer 6-1-2023

EDU 515.01: Computer and Other Technological Applications in Education

Ann Minckler

University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Minckler, Ann, "EDU 515.01: Computer and Other Technological Applications in Education" (2023).
University of Montana Course Syllabi, 2021-2025. 952.
<https://scholarworks.umt.edu/syllabi2021-2025/952>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS IN EDUCATION EDU 515

Term: Summer 2022

Instructor: Dr. Ann Minckler, Adjunct Professor

E-Mail: ann.minckler@imaginelearning.com

Phone: 206.450.6643 (cell)

Office Hours: Thursdays 8:00 am (Zoom Meeting)

Classroom Space: Moodle Online Platform and periodic Zoom Meetings

COURSE DESCRIPTION

This is a three-credit web-based course designed for graduate students in the College of Education. The primary objective of this course is to help you better leverage educational technology for learning in your educational context. You will explore key concepts in educational technology, expand your capacity to use technology effectively, demonstrate the use of technology to enhance an existing unit of study or educational practice, expand your learning network, consider, use a wide variety of digital tools, and develop an electronic portfolio of your learning.

COURSE PHILOSOPHY

Your goal in this course is to try new ideas, push your comfort boundaries, find out what works and what doesn't work for your educational context. This course is about exploring what we can do to engage our learners, ourselves, and our colleagues through use of technology. This process is inherently collaborative and will require the input, feedback, and support of all classmates as well as others in your education circles.

The dynamic and ever-changing environment of instructional technology must be embraced as a benefit rather than a detriment. Each new variation of instructional technology brings new opportunities and new outcomes. Therefore, it is the educator's responsibility to develop and model an appropriate attitude when faced with technological change and challenge.

Although this is a "technology course," it is based upon the underlying philosophy that instructional technology should be about learning more **with** the technology than **from** the technology. The core principles of education remain the foundation of this course even though the content, application, and products may change from semester to semester.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This is a core course for students completing graduate programs and degrees in the department of teaching and learning. Work completed in this course can and should serve to support other coursework and requirements of the graduate degree being sought. One part of your responsibility in this course is to make these connections explicit and purposeful for your field of study and practice.

COURSE OUTCOMES

This course is designed to align with the [ISTE Standards](#) and take into consideration the [ISTE Essential Conditions](#) for effective implementation.

COURSE EVALUATION

Students will be assessed based on the completion and quality of their work and online participation. Overall course grade will be determined by looking at each student's body of work and online contributions over the course of the semester. Students are responsible for investing the time necessary to consider the issues at a level appropriate for a graduate student. I am always happy to discuss your performance against these criteria during the class.

The course will entail weekly assignments, discussions and reading. Many of the assignments require you to research topics and tools and then apply the learning to create a product you may use in your own practice. Each weekly assignment will become a component of the final project which will be shared with classmates at the end of the course.

Grade A

Demonstrates sharp focus and good contextualization of the topic through very good knowledge and understanding; a high level of organization and an effective ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by excellent communication, using language appropriate to the subject; clear insight and understanding leading to evidence of independent thinking; consistent, persuasive, and effective argument.

Grade B

Demonstrates focus and contextualization of the topic through good knowledge and understanding; clear organization and structure and an ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by good communication using language appropriate to the subject; some evidence of independent thought; some persuasive and effective argument.

Grade C

Demonstrates a satisfactory focus and partial contextualization of the topic through satisfactory knowledge and understanding; some degree of organization and structure and some ability to assemble relevant evidence/data/information, supported throughout by satisfactory communication, generally using language appropriate to the subject; work that is largely descriptive and with limited argument/analysis/ evaluation.

Grade D

Demonstrates limited focus and contextualization of the topic which shows limited knowledge and understanding; limited organization and structure and a limited ability to assemble evidence/data/information, hindered by unsatisfactory communication which generally does not use language appropriate to the subject; work that is largely descriptive with little evidence of argument.

Grade F (Grade E in IB-DP Extended Essay Language)

Demonstrates a lack of focus and lack of contextualization of the topic which shows minimal knowledge and understanding; minimal organization and structure and an inability to assemble appropriate evidence/data/information, hindered by unclear communication which does not use language appropriate to the subject; work that is ineffectively descriptive or irrelevant to the topic; no evidence of argument.

SPECIFICATION FOR ASSIGNMENTS

Each week during this course, we will explore different elements of planning, accessing digital tools, and delivering high quality blended learning activities in your traditional and virtual classroom settings. You will be asked to select 3-5 lesson plans, preferably part of a unit of student that currently have no technology integration and modify each of the lessons to include the blended learning tools and practices we will discuss throughout this class. Each of the weekly assignments are designed to introduce you to tools and practices that will help you to create activities that will become part of your final project. You will also use a learning management system (LMS) to house your blended learning unit. The final week of the course, you will present your project to your classmates.

You will also be asked to participate in discussions with your classmates. Please be sure that your responses are polite, respectful and have substance. Replies such as “Great job” and “I agree” are great ways to begin the conversation but sharing your experiences and expanding on ideas show that you have thought about the post, considered what was said and extends the learning. Only responses with substance will receive full credit.

Weekly Topics

Week 1: <u>Foundations of Educational Technology in the Classroom</u>	June 13 – 19
Week 2: <u>Using Learning Management Systems to Build an Effective Online Learning Environment</u>	June 20 – 26
Week 3: <u>Digital Learning: Core, Supplemental and Digital Tools</u>	June 27 -July 3
Week 4: <u>Using Technology in Your Classroom: Blended Learning</u>	July 4 – July 10
Week 5: <u>Digital Tools for Progress Monitoring and Parent Engagement</u>	July 11- July 17
Week 6: <u>SEL and Digital Citizenship</u>	July 18 – July 24

Week 7:

Presenting Your Blended Learning Activity

July 25 – July 31

READINGS

The primary texts for this class are e-textbooks and are freely available online. Additional assigned readings and viewings (some light and some heavy) will be provided through Moodle and should be supplemented by your own reading and research as you proceed with your course of study.

Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.)*.

EdTech Books. <https://edtechbooks.org/k12handbook>

Trust, T.(2020).*Teaching with Digital Tools and Apps (1st ed.)*. EdTech Books.

<https://edtechbooks.org/digitaltoolsapps>

ACCOMMODATIONS

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification. I am also happy to work with you to make appropriate accommodations to support your learning journey even if you do not have a disability.

YOUR HEALTH AND SAFETY

The Student Advocacy Resource Center (SARC) provides free and confidential support to survivors of sexual assault, relationship violence, stalking, hate crimes, harassment, or other forms of discrimination. Our services include counseling as well as medical, legal, and academic advocacy. SARC is a confidential resource – contacting us does NOT mean that you are making a report to law enforcement or Title IX. You deserve to be safe, supported, and treated with care and respect. We also offer help to your friends, family, or partners. SARC is located in Curry Health Center, Room 108. Please visit us or call our office at 406-243-4429. Advocates are available on the 24-hour support line 406-243-6559.

EXCERPTS FROM THE PWJCE CONCEPTUAL FRAMEWORK

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and respected members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaningfulness and purpose to our lives. It is by belonging to such communities that many of our needs as humans are satisfied.

A learning community is a special kind of community that is sometimes created in the classroom or in an educational institution as a whole. It comes into being when everyone involved in the learning process shares a common purpose and commitment to learning. A growing body of research now supports the view that learning occurs best in communities. Because the concept of "learning community" has been used in many

different contexts, it must be given a clear and precise meaning before it can be of value as a unifying theme. For our purposes, then, a learning community is one characterized by the following elements:

Integration of Ideas. Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors. In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth. By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

A university provides an excellent example of the principle that learning occurs best in communities. When people gather purposefully to transmit knowledge and share ideas, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of the uniqueness of each other's background and values this uniqueness as it contributes to the diversity of the whole. Ideas, too, are valued for their diversity as well as for their correspondence to current teachings and opinions. People delight in their opportunities to pursue and construct knowledge actively and cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among discrete subject areas and among people, ultimately coming to understand and value the importance of lifelong learning for full citizenship in a global society.

In all programs at both the basic and advanced levels, the teacher education community at The University of Montana prepares school personnel for elementary, middle, and secondary school settings. Within the context of the learning community and embracing the emphases of integration of ideas, cooperative endeavors, and respect for diversity and individual worth, it is our goal to prepare teachers and school services personnel who demonstrate:

1. competence in their subject matter and an understanding of the interrelatedness of knowledge;
2. intellectual skills that lead to reflection, creativity, and risk-taking in their professional lives;
3. a sense of self-worth and a respect for the uniqueness and dignity of others;
4. communication skills in a variety of types of expression;
5. a spirit of cooperation and the ability to problem solve as citizens in a democratic society; and 6. a lifelong love of learning.