Fall 9-1-2022

EDU 515.50: Technology Applications in Education

Georgia A. Cobbs
University of Montana, Missoula, georgia.cobbs@umontana.edu

Instructor: Georgia A. Cobbs, Ph.D.
Office: 105 Education
Email: Georgia.cobbs@mso.umt.edu
Office hours: email me to make an appointment

Land Acknowledgement

I begin this course even though online, I am on campus, and I am on the traditional territory of the Salish and Pend d'Oreille peoples and that their descendants may be with us today. I make this acknowledgement in order to promote greater consciousness of Native sovereignty and cultural rights.

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, 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 each semester.

The *ISTE National Educational Technology Standards* ISTE Standards *(NETS•T), Performance Indicators for Teachers and* the ISTE Essential Conditions provide the competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology in schools worldwide. Grounded in learning science research and based on practitioner experience, the ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable, and equitable learning experiences for all learners. Along with the ISTE Standards, you may want to familiarize yourself with your grade level of

[the Montana K-12 Technology Content Standards](#). In essence, education is at a unique crossroads where the accessibility to information and the speed of personal communication is equivalent for both the teacher and the student. Further, there is a somewhat odd wrinkle in the public education paradigm where in many cases, the student has better and less restricted access to information when at home than when at school. Sometimes is it less. You will know your students.

Student Outcomes

Students will learn strategies to effectively integrate technology for professional and personal purposes. This class is designed to provide a positive beginning to a lifelong learning process. Upon completion of this course, students will be:

1. Learn about [ISTE standards](#) and [MT Content Standards for Technology](#) and how they specifically relate to their teaching area.
2. Create (or [review a Common Sense](#)) Digital Citizen lesson plan within their educational setting.
3. Learn about various Learning Management Systems (LMS), choose one and create an effective learning environment with LMS.
4. Create a Blog and establish ways to use it within the educational setting.
5. Working together, explore various online digital tools for the classroom and share how to use 3 new ones in their educational setting in a Google Doc.
6. Explore the concept of Flipped Learning lesson, share thoughts about it.
7. Working together, learn various use digital tools for progress monitoring and parent engagement
8. Create (or [review a Common Sense)](#) lesson to address SEL (Social Emotional Learning) within their educational setting.
9. Establish your LMS with specified components.

Course Expectations

Respect: Help foster a collegial learning environment by sharing your knowledge and skills, encouraging intellectual honesty, and respectfully listening to the viewpoints of others. The main rule when entering a professional discourse from an opposing side is to **"Attack the ideas, <u>never</u> the person."**

Work: Assignments are to be turned in on the specified due date. Late assignments will be accepted <u>only</u> with prior approval of the instructor and may be subject to a reduction in grade. *Assignments may be adjusted at the professor's discretion.*

Relationship to other course

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.

Online Required materials

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

1. Ottenbreit-Leftwick, A. & Kimmons, R. (2020) *The K-12 Educational Technology Handbook*. EdTech Books. https://edtechbooks.org/k12handbook
2. Trust, T. (2020). Teaching with Digital Tools and Apps (1st Ed.). EdTech Books. https://edtechbooks.org/digitaltoolsapps

Academic Integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at *http://life.umt.edu/vpsa/student_conduct.php*.

Statement on Diversity, Equity and Inclusion

It is my hope that all students with their diverse backgrounds and perspectives will experience success in this course and that all students' learning needs will be addressed. I understand the variety of perspectives and life experiences that students bring to my class as important resources and assets from which everyone in our learning community will benefit. I also hope that the course I designed is reflective of my commitment to diversity, equity, and inclusion in education--in terms of the courses I teach, your current and future teaching contexts, and the broader education field. Dimensions of diversity include national origin, sex, race, faith or non-faith, gender identity and expression, sexual orientation, language, disability, age, military experience, socioeconomic status, culture, political ideology, family status, and other important identity markers. The individual intersection of these experiences and identities must be recognized and valued in our course community.

Importantly, just as I hope you learn from me, I hope that you learn from your peers, too. I know that I look forward to learning with and alongside each of you. All classrooms provide a space where our unique stories can be told—but also heard. All classrooms using technology are included. Every person and voice matters. Your suggestions about how to improve the value of diversity, equity, and inclusion in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students. Please also know that I welcome communication from you at any point.

Your Health & 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 or call the office at 406-243-4429. Advocates are available on the 24-hour support line 406-243-6559.

Campus Safety
I know this is an online course, but good information when you are on campus!

[Campus safety](#) (7 min video) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. For further information. see Emergency page [HERE](#). Please report suspicious activity by calling 911 or (406) 243-4000. You may elect to remain anonymous when making a report. [Active Shooter Preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an active shooter incident.

- RUN: Quickly assess your situation.
  Leave your belongings behind.
  Keep your hands visible for law enforcement.
- HIDE. Hide in an area out of the shooter's view.
  Block entry to your hiding place and lock the doors.
  Silence your cell phone and/or pager.
- FIGHT. As a last resort and only when your life is in imminent danger.
  Attempt to incapacitate the shooter.
  Act with physical aggression and throw items at the active shooter.
- Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

Grading Scale & Academic Honesty
When posting assignments, unless it is a google file OR has many hyperlinks, please save it as a PDFs and use your (LASTNAME_AssignmentName.pdf). Moodle doesn't like let me score papers within Moodle unless it is a PDF. Also, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Please be familiar with the [Student Code of Conduct](#).

Disability Statement
If you have a disability for which you are or may be requesting an accommodation, please let me know the first DAY of class. http://www.umt.edu/dss/. Please contact ODE in Aber Hall or 406-243-5330 if you need assistance in this area.
In addition to the projects listed above you will also be graded on your participation in several discussion forums throughout the semester.

Assignments (Specifics outlined in Moodle)

Connecting Theory to Practice (10%)
Anticipatory Blog Activity Plan (5%)
SEL Learning Plan (10%)
Digital Certificate (10%)
DC Lesson Plan (5%)
Typing it altogether- Your LMS (15%)
Discussion Forums (45%) Some posts are individual, some are more involved than others.

Grading Scale	
A	95-100
A-	92-94
B+	90-91
B	87-89
B-	84-86
C+	81-83
C	78-80
C-	76-77
D	68-75
F	< 68