CURR 5018: Technology Integration Portfolio Development (CRN 43787)

Professor:	Dr. Melissa Warr		
Email:	warr@ulm.edu		
Course Location:	100% Online	**Semester**	Fall 2, 2021
Virtual Office Hours:	Tue 2-6 PM; Wed 4-7 PM, Thu 10 AM -1 PM or by appointment; bit.ly/WarrZoom		

I. *Course Description*

(3 cr.) This course broadly explores technologies that are being developed or applied as educational tools and applications and prepares candidates for implementation and best practices related to the application of instructional technology in a variety of situations.

II. *Rationale*

This course provides candidates with an overview of the development and application of instructional technology and the effective application of instructional technology to support curriculum standards. Current literature on the impact, effectiveness, and evolution of instructional technology is explored.

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the School of Educational professional programs. This content course is a basic introductory course; it supplements CURR 5055 and helps build the foundation for CURR 4026 and EDFN 4026, 5024, 6025, and 6027. Content to the conceptual framework permeates the course and is specifically evident in objectives and activities for this course.

III. *Course Objectives, Outcomes, and Standards:*

Objectives This course is designed to enable candidates to:	CAEP Standards	ISTE Standards for Educators
Develop a personal learning plan that supports continual exploration and experimentation with new pedagogical tools and approaches.	A.1.1	1a, 1b, 1c, 2a
Communicate through media and web design.	A.1.1	3b, 5c, 6d
Use digital resources in a safe, legal, and ethical manner, including protection of intellectual rights and student privacy.	A.1.1	3a, 3b, 3c, 3d
Employ technology to design authentic, learner-driven activities that support diverse learners.	A.1.1	2c, 4a, 4c, 5a, 5b, 5c, 6a, 6b
Understand and apply foundational concepts of design and computational thinking.	A.1.1	6c
Support the development of creativity and nurture creative expression through digital technology.	A.1.1	6d
Utilize digital technology to develop authentic learning assessments and analyze student progress.	A.1.1	7a, 7b, 7c
Promote practices that support digital equity and inclusion.	A.1.1	1b, 2a, 2b, 4a, 4d

IV. *Primary Empirical Base:* (note, you do not need to purchase these books)

- Grader, J., & McLeod, S. (2019). *Harnessing Technology for Deeper Learning.* Bloomington, IN: Solution Tree Press.
- Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.).* EdTech Books. https://edtechbooks.org/k12handbook
- Rose, D.H., & Meyer, A. (2012). *Teaching every student in the digital age: Universal design for learning.* Alexandria, VA: ASCD.

V. ***Resources and Materials:***

- Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.).* EdTech Books. https://edtechbooks.org/k12handbook
- Trust, T. (2019). *Web Design Basics for Educators*. EdTech Books. https://edtechbooks.org/webdesign
- Trust, T. (2020). *Teaching with Digital Tools and Apps (1st ed.)*. EdTech Books. https://edtechbooks.org/digitaltoolsapps
- ISTE Standards for Educators: https://www.iste.org/standards/iste-standards-for-teachers

VI. ***Course Topics:*** The major topics to be considered are:
1. Technology integration for deeper learning. 2. Developing a personal learning plan. 3. Media and web design. 4. Copyright, creative commons, and student privacy. 5. Learning design. 6. Facilitating creativity. 7. Assessment with digital tools. 8. Equity and inclusion in educational technology.

VIII. ***Assessment and Grading Policy:*** See Course Schedule at the end of this syllabus for details on assignment and assessment deadlines and point values

A. **Grading Scale:**

100-90% = A   89-80% = B   79-70% = C   69-60% = D   Less than 59% = F

> *NOTE: You must end the semester with a final average of 80% or higher and an average of 2.00 or higher on the signature assessment and student dispositions to pass this course.

B. **Attendance Expectations:** Based on the online delivery of this course, students are expected to keep up with all course assignment deadlines and log into Moodle and ULM regularly to keep up with announcements and course expectations.

C. **TurnItIn:** All signature pieces and other significant program assignments may require submission in Moodle via Turnitin.

D. **LiveText:** <u>Only the signature piece</u> must be uploaded to LiveText to receive a final grade for the course. If you do not upload your signature piece assignment to LiveText by the deadline for submission of grades, you will receive an "incomplete" until you are able to do so.

You will use LiveText with each course you complete at ULM. If you plan to complete your program within 2 years, you may wish to purchase a 2 year membership.

Please follow the links below to purchase a subscription:

- Two-year LiveText membership
- Seven-year LiveText membership

ALL STUDENTS MUST PURCHASE LIVETEXT WITH FIELD EXPERIENCE MODULE (FEM).

E. **Course Communication**
   1) **Email:** The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. ULM requires that all university course-related business be conducted via your ULM e-mail account.

2) Communication with instructor: Questions related to **course content and/or procedures** are encouraged and should be email to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all email submitted.

F. The ULM Student Policy Manual can be found at: http://catalog.ulm.edu/index.php?catoid=30

G. **Make-up Policy:** All work completed for this course is online and project- or participation-based. Deadlines for all assignments in the Course Schedule can be found in Moodle. Late work without a university-approved excuse (see Student Policy Manual) will be subject to the Late Work Policy as stated below. Assignments that require interaction with peers, such as discussion forums, will not be able to be made up.

H. **Late Work Policy:** Late assignments will be accepted at the discretion of the instructor with up to 5% deducted per day after the deadline and a zero after one week past the deadline.

I. **Online Course ethics**:
    a. *Academic Integrity:* As a student in the online environment, the major responsibility for learning rests with you. Collaborative opportunities are offered in this course, but the expectation with exams is that the work is done independently.
    b. *Plagiarism*: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
    c. *Online Etiquette:* All online communications are expected to be well thought out and respectfully delivered. Unlike spoken conversation, the written word remains!

VII. *Student Services:* The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Contact information for important ULM student services:
* Student Success Center   http://ulm.edu/studentsuccess/
* Counseling Center   www.ulm.edu/counselingcenter
* Library   www.ulm.edu/library
* Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Special Accommodations for Students with Disabilities: Current policies on serving students with disabilities can be obtained at for the ULM website: www.ulm.edu/counselingcenter

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
Voice phone: 318-342-5220
Fax: 318-342-5228
Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus: If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- ULM Counseling Center; 1140 University Avenue; 318-342-5220
- Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Appendix

This course will include external resources such as readings, podcasts, or videos; weekly lecture videos; activities; and the development of a personal webspace. You will also be expected to attend at least one synchronous group session.

Course Schedule
The schedule is subject to change. Always check Moodle for the most up-to-date details on assignments and deadlines.

Week	Topic	External Resources	Project Work
1: 10/11-10/17	Teaching, Learning, and Technology	Handbook 1.1[1]; online resources (see Moodle)	Draft of personal statement on teaching, learning, and technology
2: 10/18-10/24	Learner: Personal Learning Plan	ISTE Standards[2], Handbook 1.3	Draft of personal learning plan
3: 10/25-11/2	Designer 1: Web and Media Design	Trust Web Design[3]	Home page with name, picture, and teaching/learning/technology statement
4: 11/3-11/7	Citizen: Copyright, Creative Commons, and Privacy	Handbook 2.9, 3.1, 3.3; Trust Digital Tools[4]: data collection and privacy	Graphical presentation of personal learning plan
5: 11/18-11/14	Designer 2: Learning Design	Online resources (see Moodle)	Activity Design 1
6: 11/15-11/21	Facilitator: Creativity, Coding, and Computational Thinking	Handbook 2.2, 2.3, 2.10	Activity Design 2
7: 11/22-11/29	Analyst: Authentic Assessment with Technology	Online resources (see Moodle)	Media for activity designs
8: 11/30 – 12/5	Leader and Collaborator: Digital Equity and Inclusion	Handbook 3.2, 2.1	Digital equity blog post; revise teaching/learning/technology statement
Final Signature Assignment due in Moodle AND LiveText December 5, 2021			

[1] Ottenbreit-Leftwich, A. & Kimmons, R. (2020). *The K-12 Educational Technology Handbook (1st ed.)*. EdTech Books. https://edtechbooks.org/k12handbook

[2] https://www.iste.org/iste-standards

[3] Trust, T. (2019). *Web Design Basics for Educators*. EdTech Books. https://edtechbooks.org/webdesign

[4] Trust, T. (2020). *Teaching with Digital Tools and Apps (1st ed.)*. EdTech Books. https://edtechbooks.org/digitaltoolsapps

Assignments and Grading
See Moodle for full assignment descriptions and due dates.

Category	Description	Due Date	Weight of Grade
Activities	Videos and discussions on weekly content	Last day of week (usually Sunday nights)	40%
Project Work	Application of weekly content to the signature assignment	Last day of week (usually Sunday nights)	30%

Final Signature Assignment	Personal webspace and reflection	Sunday, December 5	30%