EDU 2022: Teaching and Learning with Technology in Classrooms

Instructor: **Brian Reid, Ph.D.**
Semester: Fall, 2016
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Email: Use D2L for all class related communication (turning in assignments)
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Class Meetings: Monday & Wednesdays (11:00 pm – 12:15)
Office Hours: Monday/Wednesday (10:00 – 11:00 pm in office and also by appointment)

The scandal of education is that every time you teach something, you deprive a student of the pleasure and benefit of discovery
(Seymour Papert)

Unit Theme: Educator as creator of effective educational environments, integrating diverse students, strategies, societies, subjects, and technologies.

Course Description: (2-1-2) This course, based on the national and state educational technology standards is designed to prepare teachers to integrate technology into the curriculum. This course will focus on the effective use of technology in teaching and learning.

Course Purpose: EDU 2022 is structured to offer teacher candidates opportunities to:
1. Practice and expand personal use of various kinds of hardware and software.
2. Use technology in the design of curriculum for constructivist teaching and learning.
3. Apply learning theory to evaluate quality technology experiences.
4. Make informed judgments about social and ethical issues involving technology.
5. Develop strategies and commitment to explore new and emerging educational technologies.

Textbooks:
Cennamo, K., Ross, J. D., & Ertmer, P. A. (2014). *Technology integration for meaningful classroom use: A standards-based approach.* (2nd ed.) Belmont, Calif.: Wadsworth.

Supplemental Materials: Flash drive and headphones

Teaching Models:
The Information-Processing Models
- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp 10-13).
- Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching.* (9th ed.). Boston: Pearson.

Dispositions: Candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the abilities to provide varied teaching practices evidenced in a supportive and encouraging environment.

Standards
Course requirements are aligned with the following standards:
- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children
  (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx

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- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Course requirements and demonstrated competencies are aligned with the following standards:

- Nets Standards for Teachers: ISTE National Technology Project:
  http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm
- NETS Standards for Students: ISTE National Technology Project:
  http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Course Outcomes

Students will be able to

1. Review research studies of the effects and impact of technology on learning.
2. Evaluate ethical, legal and social equity issues pertaining to the impact of technology
3. Apply terminology of the field, including Web 2.0
4. Use, explore, and apply telecommunications opportunities: html editors as appropriate for teaching professionals, course management systems, videoconferencing, webcasts
5. Use and apply word processing, database, presentation and spreadsheet programs relating to teacher administration and the curriculum of elementary and middle schools.
6. Create multimedia learning options, especially interactive whiteboard (SmartBoard) tools and applications
7. Review and apply criteria to evaluate and select blogs, wikis, Web sites, educational software.
8. Design and produce appropriate technology supported instruction.
9. Reflect on the development of computer technology over time and implications of this history for instruction.
10. Practice strategies for continuous updating of computer literacy for teachers and students.
11. Practice ergonomics and proper care of computers and peripherals.
12. Design and maintain your own professionally appropriate website.

COURSE REQUIREMENTS	DEMONSTRATED COMPETENCIES	ALIGNED STANDARDS
PRODUCTIVITY	Performance includes: Creation, editing, evaluation of appropriate professional documents in text and multimedia. Application of spreadsheet, database, presentation, and communications programs to classroom tasks. Focus is on demonstration of computer literacy, integration literacy and fluency, information literacy and fluency..	ISTE Standard 2 IPTS 1G, 2L Dispositions:PEP, PTSL
WEB PRESENCE AND WEB 2.0	Performance includes: Review and evaluation of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server. Creation and use of selected personal accounts with such programs and participatory services as a blog, wiki, discussion boards, delicious, flickr, digg, twitter, google docs., etc. Focus is on participation in and creation of cyber environments for education. **The students will also learn how to edit video to record their own performance and save in a appropriate formats (.avi, .qt,.mov, .mp4, or .wmv)**	ISTE Standard 3 ACEI, 3.5 SEL: 2C IPTS 2F, Dispositions: PEP, EC
CURRICULUM INTEGRATION	Performance includes: Creation of a themed curriculum sequence based on a student selected essential question appropriate for the classroom. The themed curriculum project may include: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, Turning Point (student response system), handheld activities, SmartBoard activities. (Instructors may select stand-alone curriculum applications outside of the themed sequence.) Focus is on integrating and implementing several classroom technologies to investigate and present a single area of inquiry for diverse learners. Elements will be posted to the student's EIU (pen) website using file transfer protocol.	ISTE Standard 1 NAEYC 4b, 4c ACEI 3.1, 3.4, 4.0 AMLE 2 SEL: 2C IPTS 1G, 2F, 2L, 3E, 3N, 5C, 5N Dispositions: PTSL, SDE
DIGITAL CULTURE, CONTEXT AND IMPACT	Performance includes: Analysis of turning points and trajectories in computer history, present trends, terminology, review of research, understanding and committing to strategies for keeping abreast of developments in educational technology. Focus is on critical	ISTE Standard 4 ACEI 1.0, 5.1 AMLE: 4 SEL: 3C

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	understanding of the role of technology in today's global society and attention to outside influences on classrooms.	IPTS 3E Dispositions: SDE
DIGITAL CITIZENSHIP	Performance includes research and commitment to the welfare of society and of all children and youth.. Student may investigate the following technology-based issues: Assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real vs.virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment. Focus is on teachers as leaders by modeling best practice in educational technology.	ISTE Standard 4, 5 ACEI 5.1 IPTS 9S, 9T SEL: 3A, 3C Dispositions: PEP, SDE
PARTICIPATION	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.	ISTE Standard 5 ACEI 5.1, NAEYC 5 IPTS 9H Dispositions: PEP, EC
Evaluations	The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.	ISTE Standard 2 IPTS 1G, 2F, 3E NAEYC 4b Disposition: EC

CORE ASSIGNMENTS	DESCRIPTION	POINTS/ DUE DATE	WEIGHTS
PRODUCTIVITY	Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, and communications programs.		10%
WEB PRESENCE AND WEB 2.0	Instructor will select classroom related projects: Review of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server using a file transfer protocol. Creation and use of selected personal accounts with such programs and participatory services as a blog, wiki, discussion boards, delicious, flickr, digg, twitter, google docs., etc.		15%
CURRICULUM INTEGRATION	Students will develop a themed curriculum sequence based on a student selected essential question appropriate for the classroom. Instructors will select elements of the themed curriculum project. Included may be: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, PPT with Turning Point (student response system) , handheld activities, SmartBoard activities, computer generated books. Instructors may select stand-alone curriculum applications outside of a themed sequence.		15%
DIGITAL CULTURE, CONTEXT AND IMPACT	Reviews of research and related literature in technology education.		5%
DIGITAL CITIZENSHIP	Research and discussion projects in ethical issues in technology education.. Topics include: assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking,		5%

	gaming, real versus virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment, technology and global community. Elements of course projects must adhere to copyright law and use with permission. Research and discussion may take place on an online learning environment, a class blog, a class wiki, etc.		
PARTICIPATION	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.		10%
EVALUATIONS	Instructor will select appropriate midterm and final exam formats.		10%
Optional Assignments	Students will complete optional assignments as determined by the instructor.		30%

Optional assignments:
Discussion boards, podcasting, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, iPads, and cover letters

Grading Scale: A = 95%-100%, B= 85%-94%, C= 75%-84%, D= 65%-74%, F = Below 65%

Web site for assistance with APA questions: http://owl.english.purdue.edu/owl/resource/560/01/

Academic Integrity
"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

EDU 2022 References
*Denotes Unit Conceptual Framework References

Bissell, J., Manring, A., & Rowland, V. (2001). *Cybereducator: The internet and world wide web for K-12 and teacher education* (2nd ed.). New York: McGraw-Hill.
*Bloom, B. S. (1956). *Taxonomy of educational objectives. Handbook I: The cognitive domain.* New York: David McKay, Co.
Brewer, T. (2003). *Technology integration in the 21st century classroom.* Eugene, OR: Visions Technology in Education.
Brooks-Young, S. (2007). *Digital-age literacy for teachers: Applying technology standards to everyday practice.* Eugene, OR: International Society for Technology in Education.
Chien, M.T. (2012, Summer). How digital media is transforming education. *The Journal for Computing Teachers.* http://www.iste.org/jct
Dice, M. L., & Goldenhersh, B. L. (2002). *How to create a professional electronic portfolio.* Dubuque, IA: Kendall Hunt.
Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development.* New York: McGraw-Hill.
Hunter, M. (1982). *Mastery Teaching.* El Segundo, CA. Instructional Dynamics.

*Johnson, D. & Johnson, R. (1998). *Learning Together and alone: Cooperative, competitive, and individualistic learning (5th ed.).* New York: Allyn & Bacon.

*Jonassen, D.H., (1996). *Computers in the classroom: Mindtools for critical thinking.* Columbus, OH: Merrill/Prentice Hall

Labbo, L. D. & Place, K. (2010). Fresh perspectives on new literacies and technology integration. *Voices from the Middle, 17*(3), 9-18.

McKenzie, J. (1999). *How teachers learn technology best.* Bellingham, WA: FNO Press.

McKenzie, W. (2002). *Multiple intelligences and instructional technology: A manual for every mind.* Eugene, OR: International Society for Technology in Education.

Prensky, M. (2013). Our brains extended. *Educational Leadership*, *70*(6), 22-27.

Provenzo, E. F. (1999). *The internet and the world wide web for preservice teachers.* Needham Heights, MA: Allyn & Bacon.

Ribble, M. (2011). *Digital citizenship in schools* (2nd ed.). Eugene, OR: International Society for Technology in Education.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms.* Thousand Oaks, CA: Corwin Press

Richardson, W. (2013). Students First, Not Stuff. *Educational Leadership*, *70*(6), 10-14.

Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching* (4th ed.). New York: McGraw-Hill.

*Slavin, R. (1994). *Cooperative learning: Theory, research, & practice.* New York:Allan & Bacon.

Standley, M. & Ormiston, M. (2003). *Digital storytelling with PowerPoint.* Eugene, OR: Visions Technology in Education.

Tapscott, D. (1999). *Growing up digital: The rise of the net generation,* New York, : McGraw-Hill.

Tiene, D., & Ingram, A. (2001). *Exploring current issues in educational technology.* New York, NY: McGraw-Hill.

Worchester, T. (2003). *50 quick & easy computer activities.* Eugene, OR: Visions Technology in Education.

Willard, N.E. (2002). *Computer ethics, etiquette, and safety for the 21st century student.* Eugene, OR: International Society for Technology in Education.

Helpful Websites:

The Horizon Report (current edition) http://www.nmc.org/pdf/2013-horizon-report-HE.pdf
EDUCAUSE http://www.educause.edu
ISTE http://www.iste.org
Thinkfinity http://www.thinkfinity.com
Kathy Schrock's Guide for Educators: http://www.kathyshrock.com
WebQuests http://webquest.org
Edutopia http://www.edutopia.org
SMART Exchange: http://www.smarttech.com/Home+Page/Resources/SMART+Exchange
Google Earth: http://www.google.com/earth/index.html
Learning in Hand: http://learninginhand.com/
Common Sense Media: http://www.commonsensemedia.org/educators
ITC: http://www.eiu.edu/itc/

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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Teaching with Technology
This course is predicated on the four purposes or uses of education technology and you will be expected to remember these (yes, they will be on the tests):
- *Investigate/Explore*
- *Collaborate/Communicate*
- *Create/Design*
- *Disseminate/Distribute*

Course Structure
Mondays (class discussions)
- Discuss chapter – discussion led by student team
- Discuss topics for day

Wednesdays (Lab time to work on technology assignments)
- Discuss approaches to implementing technology for learning
- Introduce new technology applications and practice
- Ongoing performance tasks

D2L
Online learning is a big part of the future of education, as well as subsequent teacher education classes. You must be proficient in using D2L, so all students are expected to attend one of the Orientation Sessions offered via the Gregg Technology Center.

Chapter Discussions
In order to give students practice leading discussions, each chapter discussion will be led by students. Students will sign up the first day of class and will post 2-3 questions on D2L Discussion Board related to their chapter the Wednesday before their class. Other students should read and reflect on these before class.

School-based Opportunities.
You are expected to work in schools with children and technology projects. These projects will provide great experiences working with students and may cover requirements in your programs for experiences. Depending on the scope of the project, you may be excused from class assignments and class meetings.

If you are unable to work in schools, you will participate in extra education technology training that relates to your major. You will identify and learn new technologies as a professional educator.

Extra Credit
Once the two required trainings are completed, students may earn extra credit for up to 4 more additional technology activities outside of class (@ 5 points per activity). You may also attend professional organization meetings that are sharing/discussing technology in particular or 21st Century Skills in general.

Documentation of Supplemental and Extra Credit
Please use the documentation form available online. Complete the form and print. Submit to instructor by due date.

Professional Organizations. All students are required to join a professional organization as a part of their program while on campus. The primary education technology organization for teachers is International Society for Technology in Education (ISTE). They have created the technology standards used by all states including Illinois. The state affiliate is Illinois Computer Educators (ICE). It is highly recommended that you join ICE this semester as your professional organization ($10 for a year – identify EIU in blank space as local chapter). You may join another organization, but you will need to locate specific technology resources within your professional organization.

Presentations
Each student will work in a small group (up to 4 students) to become an "expert" on several topics during the course and become proficient on the rest. Each group must sign up for one topic in each major category for presentations. Specific details will be provided in class. Peers will provide evaluation in addition to instructor.

Collaboration and Connections
For this class, you are expected to work together and share ideas and efforts. In addition, the content of some of the work you do will be from other classes. Please bring in the content from other courses to use as you develop technology proficiency.

Help Sessions
There will be a series of Help Sessions scheduled outside of class time to provide opportunities for students to get additional assistance with technology. These dates will be probably be on Friday mornings, but they may vary due to student schedules. You may also secure assistance at other times by appointment.

CLASSROOM DISCUSSIONS: Classroom discussions will be conducted with a 4A Framework. Pairs will discuss topic and then connect with other pairs and finally the whole group.
  a. Assumption – what is the underlying assumption of the author
  b. Agreement – what do you agree with and why (evidence?)
  c. Argument – what do you disagree with and why (evidence?)
  d. Aspiration – what idea(s) you would like to take with you into a classroom

Note on Written Material
The quality of written material produced by students should reflect the highest standards of scholarship. Please review the APA Manual and study the style of written material in that manual. Ask others to edit your "first draft" and proofread your final draft before turning the assignment in. ALL written work must be typed (double-spaced) on a computer (Word document) and submitted on time. Substandard written work (errors in spelling, grammar, sentence construction, etc.) will be returned for revision prior to evaluation. PLEASE SAVE ALL ASSIGNMENTS ELECTRONICALLY!! This will ease the revisions you will make.

Each student is expected to adhere to the University's policy and professional ethics concerning the use of copyrighted material and/or material created by fellow professionals, other students, or other individuals when she/he is completing assignments for the course.

Tentative Assignments
All assignments must be typed (standard 12 point font/ double-spaced) and submitted electronically. The only exception is Participation which may be handwritten.

1. PARTICIPATION: Each student is expected to attend every class in order to complete the work in class. Each student must bring 2 questions to class that they have generated from reading the text, other materials, or thought of that pertain to the topic for the day. Each student will be expected to come prepared to class on time. Before you leave, please submit:
    e. Questions you prepared in advance (up to 2 points)
    f. Circle the questions you asked in open class (up to 2 points)
    g. Bulleted summary of every class topic (1 point)
    h. Reflection: 1-2 sentences on the most important idea from class: most important to you, made you think, best/worst idea, etc.(1 point)
    i. You must bring your flash drive, name tag, and be on time (1 point)
    j. If you miss class, you cannot make these points up

2. TEXTBOOK CHAPTERS
    a. Each student will select a chapter to lead a discussion to elicit the most important idea from the chapter. This is NOT a presentation of all of the information via PowerPoint.
    b. The group will plan a series of 2-3 questions to post on the discussion board to elicit the most import idea from the chapter. All students must respond to at least one question for each chapter.

3. CURRICULUM INTEGRATION TOOL PRESENTATIONS (5 @ 25 pts. = 125): Each student will work in a group of 2-3 others to investigate and present on various topics (guidelines will be provided in class). The group will submit a one-page summary 2 days in advance to be posted on D2L as a resource for peers. The purpose is for each student to learn new tools and practice teaching them (DUE: Feb 3, Feb. 17, March 9, April 6, and April 27 (online).

4. PROFESSIONAL DEVELOPMENT (25 pts.):
   a. Each student will create a class Twitter account (@lastname2022) and follow Twitter feeds of technology experts and groups
   b. Four (4) times this semester (see Discussion dates) you will share one new idea or tool you found on the discussion board (D2L). Identify the expert by name and the idea or tool that was expressed.
   c. Each time you must also respond to another student's post (DUE: Jan 20, Feb 17, March 23, April 20)

5. ARTICLE REVIEW: Select one article from professional education journals (related to education technology) to review, write a one-page summary (address main idea and the implications for teachers) and share with class. (DUE: April 13).

6. SCHOOL-BASED PROJECT (50 points): Students are expected to participate in a school-based project using technology in local classrooms. This may subsume other assignments from this class depending on project.. This will be on Wednesday mornings (830-930) working with either a 4th grade group (web design and Scratch coding) or another opportunities that arise.

   ALTERNATIVE: If you have a scheduling conflict, you may choose to attend five (5) supplementary workshops related to technology tools and application in the classroom you intend to work in (minimum 60 minutes) and write 1-page summary (main ideas and application for your classroom). These may be webinars presented by ISTE, ICE or local ICE chapters (DUE: April 18).

7. DIGITAL MEDIA PROJECT (50 pts): Each student will work alone or in a small group to develop and present a digital media project (guidelines will be provided in class). This assignment will incorporate all previous technology skills into a PowerPoint Presentation that tells a story *(DUE: April 20).*

8. INDIVIDUAL WEB PAGES (100 pts): Each student will develop and share their personal web page, created on their EIU site based on guidelines provided in class (DUE: April 6)

9. OPTIONS/EXTRA CREDIT
   a. Participate in pre-approved events like professional organization meetings (5 points per hour): Each student may participate in extra credit related to technology.
   b. Attend a conference related to technology (5 points per hour)
   c. Participate in school-based projects as available (variable)
   d. Join Illinois Computer Educators (affiliate of International Society for Technology in Education)

10. EXAMS: There will be a midterm and final exams that cover the textbook content and skills such as identifying file extensions, downloading and installing applications, web page development, moving files to their server space, and other technology skills.

Grading Scale: A = 95%-100%, B= 85%-94%, C= 75%-84%, D= 65%-74%, F = Below 65%

Revisions of assignments
All assignments will be evaluated and returned to the student. Any student may choose to revise a completed assignment once and resubmit based on feedback for a new grade.

Posted Grades
All grades are posted on D2L. Please keep all returned assignments to document grades. If there is a conflict between what you were given on D2L and your actual grade, you need to provide the paper copy as documentation.

Communication Devices
You must silence your phones when in class and put them out of sight. If the instructor hears a phone ring in class, you will hand it to him and he will answer it. **Do not bring your phone out during class without permission of the instructor**. You may not check e-mail, texts, Facebook, or any other communication vehicles during class. The first infraction will be a warning to stop. The second offense will lead to the student being asked to leave for the period.

Flexibility
There will be some revision of assignments and topics based on the capability and relevance of topics to enrolled students. There may also be unique opportunities that arise during the course that necessitate revisions in course topics, schedules and assignments. This schedule is tentative. The official schedule and assignments are posted on D2L

Tentative Schedule – "official" schedule is posted on D2L Calendar and updated monthly

Date	Tentative Course Outline/Weekly Topics	DUE for this class
8/22	• Purpose of education • Mindstyles Inventory • Discuss syllabus, purpose, outline, assignments, D2L	Participation Video (Ken Robinson: https://www.youtube.com/watch?v=zDZFcDGpL4U
8/24	• D2L/Productivity • PD Twitter • Computer Science/Coding	Participation Daniel Pink video: Motivation https://www.youtube.com/watch?v=u6XAPnuFjJc
8/29	• Purpose of Ed Tech • Productivity/4 Good Purposes • ISTE Standards – teacher and student – what you should be able to do • Partnership for 21st Century Skills	**Twitter submission 1** Participation Carol Dweck video: Growth Mindsets: https://www.youtube.com/watch?v=_X0mgOOSpLU
8/31	• Discuss Chapter 1 • Engage in professional growth and leadership (ISTE T5) • Professional memberships • edTPA cycle (planning/instruction/assessment) • Every Student Succeeds Act (ESSA) • Discuss article: Education Technology in the Every Student Succeeds Act	Read Chapter 1 Read: Education Technology in the Every Student Succeeds Act (in D2L and at http://americanactionforum.org/insights/education-technology-in-the-every-student-succeeds-act Participation
9/5	**No Class – Labor Day**	
Jan 9/7	• Lab • Web...design, creation, and review	Participation
9/12	• Discuss Chapter 2 • Technology systems • Computational Thinking • View The 5 Keys to Educational Technology http://tinyurl.com/hd8d8td	Read Chapter 2 Participation
9/14	• Lab • Websites and design • Presentation 1 (Google)	Participation **Presentation 1 (Google)**
9/19	• Discuss Chapter 3 • Creativity and innovation (ISTE S1) • Papert (constructionism) •	Read Chapter 3 Participation

9/21	• Lab • Digital media production (audio)	Participation
9/26	• Discuss Chapter 4 • Communication and collaboration (ISTE S2)	Read Chapter 4 Participation
9/28	• Presentation 2 (Digital Media Tools) • lab	**Twitter submission 2** **Presentation 2 (Digital Media Tools)** Participation
10/3	• Discuss Chapter 5 • Research and information fluency (ISTE S3)	Read Chapter 5 Participation
10/5	• Lab • Digital media (video) • Video editing	Participation
10/10	• Discuss Chapter 6 • Critical thinking, problem solving, and decision making (ISTE S4)	Read Chapter 6 Participation
10/12	• Lab • Video editing	Participation
10/17	• Discuss Chapter 7 • Digital citizenship (ISTE S5)	Read Chapter 7 Participation
10/19	• Presentation 3 (Coding Tools)	**Presentation 3 (Coding Tools)** **Supplemental Activity 1** Participation
10/24	• Discuss Chapter 8 • Technology operations and concepts (ISTE S 6)	Read Chapter 8 Participation
10/26	• Lab • Webquests and curriculum design	**Twitter submission 3** Participation
10/31	• Discuss Chapter 9 • Growth Mindset	Read Chapter 9 Participation
11/2	• Lab (or Tech Conference?)	Participation
11/7	• Discuss Chapter 10 • SmartBoard	Read Chapter 10 Participation
11/9	• Presentation 4 (Communication Tools)	**Presentation 4 (Communication)** Participation **Web Site completed**
11/14	• Discuss Chapter 11 • Digital media projects	Read Chapter 11 Participation
11/16	• Discipline related technology • iPads	**Article Review** Participation
Nov. 21-25	**No Class – Thanksgiving Break**	
11/28	• Discuss Chapter 12 • Digital Media Project Presentations	Read Chapter 12 **Twitter Submission 4** **Digital Media Presentations** Participation

11/31	• Online learning • Flipped classrooms	ALL revised projects No assignments/revisions accepted after this date Participation
12/5	• Online Presentation 5 (Professional Resources)	Participation **Supplemental Activity 2** **Presentation 5 (Professional Resources)**
12/7	• Debrief • Review final	
Dec 14	• **Final Exam (10:30 am)**	

Tentative schedule and assignments - check D2L