**University of North Alabama**

**College of Education and Human Sciences**

**Department of Elementary Education**

**Course Number: EDT 602**

**Course Title: Current and Emerging Technologies**

**Course Term: SPRING 2017**

**INSTRUCTOR:** Dr. Barry Wiginton

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**OFFICE HOURS:** Mondays by appointment only

**Semester Hours:** 3

**Textbook: None**

**Prerequisites: None**

**Revised: January 2017**

**Course Description**

This is the second course, in a series of three, to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore opportunities to incorporate current and emerging technologies/instructional strategies in the classroom.

**COURSE OBJECTIVES**

Candidates will:

* Re-write Alabama College and Career Ready standards into Learning Targets and document using Learning Targets in their classroom.
* Learn about the importance of formative assessment and how technology can make the use of formative assessment tools more efficient and effective. Candidates will participate in formative assessment activities and utilize formative assessment tools in their classroom.
* Learn about the concept of Teacher Agency and explore steps teachers can take to become more informed about emerging technologies and new instructional strategies. Candidates will also be encouraged to attend an EdCamp conference and communicate their experience to the class.
* Learn about the essential elements of learner-centered instruction and how these elements can be integrated into instructional practices to meet the individual learning needs of students.
* Learn about the elements of digital citizenship and apply their understanding to multimedia projects.
* Learn about the use of technology in digital storytelling and create student projects using a variety of technologies.
* Summarize and reflect on all modular assignments using an online journal tool. Candidates are expected to follow the prescribed format and make postings as each module is completed. Candidates are expected to revise their postings according to suggestions and feedback from instructor.

**COURSE CONTENT**

* Detailed understanding of the state and international standards for the use of technology in Pre K – 12 classrooms.
* Extensive understanding of the role of technology in promoting an individualized approach to instruction in a blended learning environment.
* Understanding of how to manage a blended learning environment through the creation of policies and procedures designed to protect students, yet provide the least restrictive learning environment.

**COURSE ACTIVITIES**

Candidates will:

* Participate in individual and collaborative activities within each module. The purpose of each activity will be twofold:
  + To extend the learning opportunities by having participants actively participate in the application of pedagogical and instructional technology information.
  + To introduce participants to existing and emerging technology tools that can be used to demonstrate understanding and proficiency.
* Participants will apply pedagogical and instructional strategies to actual classroom situations whenever there is an obvious benefit to both the participant and their students.

**PROFESSIONAL STANDARDS AND ASSESSMENT**

Material presented in this course has been designed to comply with the Alabama State Department of Education Administrative Code 290-3-3.42(b) and the International Society for Technology in Education Standards for Teachers. Specific standards addressed in this course are as follows:

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| --- | --- | --- | --- |
| **Standard Code** | **Standard** | **Assessment** | **Instrument** |
| 290-3-3-.42(4)(b).1 | Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources | Digital Storytelling | Variety of emerging technology to demonstrate understanding |
| 290-3-3-.42(4)(b).2 | Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the Alabama Course of Study: Technology Education to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. | Aligning CCRS to Learning Targets  Formative Assessment | Using Learning Targets to introduce classroom lessons. Submitted documentation  Variety of Formative Assessment Tools |
| 290-3-3-.42(4)(b).3 | Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. | All Assignments in all modules | Google Docs  Google Slides  Google Sites  Google Sheets  Padlet  Flip Grid |
| 290-3-3-.42(4)(b).4 | Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet use protection policies. | Digital Citizenship Project | Digital Storytelling Infographic |
| 290-3-3-.42(4)(b).5 | Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. | Teacher Agency and EdCamp  Course Summary and Reflection | EdCamp Presentation  Course Summary and Reflection Google Site |

Material presented in this course affirms proficiencies in Alabama Early Childhood Education Standards/Rule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Key indicators addressed in this course are as follows:

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| --- | --- | --- |
| **Key indicators** | **Assessment** | **Instrument** |
| NA |  |  |
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**GRADING PROCEDURE**

A (100 - 93%)

B (92 - 84%)

C (83 - 75%)

D (74 - 65%)

F (64% and below)

A professional subjective judgment will be made on all work attempted in this class.

**MAKE-UP POLICY**

Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment to discuss next steps when an assignment is missed.

**ACCOMMODATION STATEMENT**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**TITLE IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**TK20 STATEMENT**

Tk20 is the official assessment management system of the University of North Alabama’s College of Education and Human Sciences. All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system. It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student’s University account. The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.

**EMERGENCY PROCEDURES**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**ACADEMIC HONESTY**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.