

**NEWMAN UNIVERSITY**  
**EDUC 3162 – TECHNOLOGY IN THE CLASSROOM**  
**FALL 2020**

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**OPTIONAL TEXTBOOK:** Empowering Students With Technology 2<sup>nd</sup> edition by A. November, © 2010 – ISBN 978-1-4129-7425-7

**Health and Covid-19 Protocols and Directives**

Due to Covid-19, Newman University will be observing the guidelines of the Kansas Department of Health and Environment (KDHE) and the Center for Disease Control (CDC) will be followed by all members of our campus community. These orders are not optional and apply to all academic offerings beginning Fall 2020 as long as public health mandates allow. The following will be observed:

- a) All students, faculty, and staff on campus will sign the Newman University Social Contract and be accountable.
- b) All students, faculty, and staff will observe a physical distance of 6 ft. in the classroom and on campus.
- c) All students, faculty, and staff will wear masks in the classrooms as well as in all public locations on campus at all times. (Note: Masks may be removed out of doors when you are more than six feet apart.)
- d) All faculty will suspend mandatory attendance policies for classes and activities.
- e) All students, faculty, and staff will remain at home if feeling ill or if asked to quarantine. No doctor's note is required to prove illness or quarantine, and students should contact their faculty immediately to report their absence.
- f) Students should proactively communicate with faculty regarding potential extended absences. Students may request accommodations for extended illnesses. All faculty will provide their own guidelines regarding make-up work for the student.
- g) All faculty have a coverage plan for their classes in the event they become ill themselves or they are forced to quarantine for fourteen (14) days.
- h) In the event the University must discontinue face to face instruction, this course will resume normal activities via Zoom.
- i) This course will be conducted via distance learning using Zoom beginning November 23rd.

**School of Education Mission Statement:** The School of Education seeks to educate and inspire students to become competent, caring, reflective practitioners who are intellectually and spiritually motivated to transform self, schools, and society.

**School Program Goals:** Undergraduate programs in the School of Education reflect what is fundamental in the Conceptual framework of Newman University. This is to provide preparation that will enable education students to assume leadership roles. This means developing knowledgeable educators who are leaders and educational leaders who understand curriculum, students, and teaching methods. Helping students prepare for teaching necessitates program attention to the following six areas:

**Conceptual Framework:**

In fulfilling the mission of educating caring, reflective practitioners, the School of Education expects graduates, initial and advanced, to be educators who are knowledgeable, caring, reflective, visionary, collaborative, and ethical. Our graduates will be:

**Knowledgeable educators** who engage in critical thinking, possess basic quantitative skills, and communicate effectively. Graduates will also be acquainted with the major concepts and structures of their disciplines, with how individuals learn, with instructional and assessment strategies that ensure continual development of learners, and with the integration across content areas and technology to enrich curriculum and enhance instructional practices.

**Caring educators** who are concerned about the whole person, in self and in others; who demonstrate responsibility to the community and society; who respect the dignity of every person by creating instructional opportunities that are equitable for all learners; who listen carefully and seek to understand and do what is just; and who make ethical decisions.

**Reflective educators** who are perceptive, curious, discerning and who use good judgment; who evaluate the effects of their choices; who understand the historical, philosophical, and social foundations of education that guide educational practices; who exhibit life-long learning.

**Visionary educators** who collaborate with others to transform; who use data, research and best instructional practices to achieve a virtuous learning community; and who use assessment strategies to ensure the continual development of all learners.

**Collaborative educators** who value collegial relationships as well as the knowledge and insights acquired from them; who respectfully listen to others; who seek to join others in fostering active inquiry and supportive interaction in the classroom; who work to transform and to improve schools through instructional strategies focusing upon improved learning for all students.

**Ethical educators** who embody goodness, integrity, truth, justice, and compassion as well as employ a moral and ethical framework in decision-making; and whose decisions are crafted in the pursuit of the common good, which includes advancing the causes of peace and justice.

## **COURSE DESCRIPTION**

This course is designed to explore the use of technology in the classroom. Students will use a variety of classroom-appropriate hardware and software to develop and use technology for the skills and content they plan to teach. **Prerequisite: Admission to TEP and concurrent enrollment in EDUC 3123.**

### **Knowledge Base:**

The knowledge base upon which the course was designed comes from past and current theory, best practice, and research embodied in guidelines from: AERA, ASCD, and Brain-compatible Learning Consortiums.

## **COURSE OBJECTIVES**

Candidates will:

1. Explore, evaluate and use a variety of technology tools and resources;
2. Develop an understanding of the impact of technology and inherent issues in a school setting;
3. Use and apply a variety of applications to enhance personal and professional information gathering and productivity;
4. Use technology to enhance information access, management, communication, and presentations;
5. Design and deliver instructional materials and presentations that integrate technology and the content area of study;
6. Demonstrate responsible, ethical, and legal use of technology, information and application resources.

## **COURSE ASSESSMENT ITEMS**

1. Chapter Reading Responses/Flipgrid
2. Unit Diagram Project
3. Creativity with Presentation Slides Project
4. Classroom Newsletter using Wakelet Project
5. Inquiry Based Learning Project
6. Record Keeping and Data Analysis Activity
7. Reading Reflection Essays

**Instructional Strategies:** Lecture, discussion, reflective dialogue, video, presentations, PowerPoint, and small group collaboration.

**Technology Use:** Word, Excel, PowerPoint, Publisher, Canvas, and Internet based resources.

**Newman e-mail accounts:** All students should check their Newman University e-mail account daily. **ALL** messages to the course instructor **must** be sent using your Newman account. Messages sent to you from the instructor will be sent **only** to your Newman University e-mail address. The university network screens and filters e-mail from outside e-mail systems. Delivery of messages from other accounts may be blocked and attachments sent from outside are seldom delivered. If you are experiencing problems in accessing your NU e-mail account, please contact the instructor for assistance.

**Diversity:** Diversity in all aspects will be encouraged.

**Evaluative Criteria:**

**Coursework will be evaluated on the following:**

- a. Evidence of adequate thought
- b. Attention to course requirements
- c. Participation
- d. Quality of completed activities and written work

**Special Education Strand:**

Students are encouraged to discuss the accommodations provided for special needs students and the variety of teaching methods used by the teachers they have observed.

**University and Teacher Education Grading Policy**

**Grading:**

**A** = The student

1. gives consistent evidence of initiative, originality, intellectual curiosity, and critical interpretation;
2. manifests a wide acquaintance beyond the text with literature relevant to the subject;
3. demonstrates scholarly achievement as measured by papers, examinations, projects, presentations, and intelligent participation in class; and
4. comprehends, integrates, and applies principles of the course.

**B** = The student

1. performs with consistent effort and unusually high interest in the course;
2. shows an understanding beyond that required by the course;
3. communicates with better than average literary style; and
4. contributes critical and interpretative insights.

**C** = The student

1. participates in the work of the class;
2. demonstrates familiarity with the content material of the course and completes and comprehends assignments;
3. uses proper style, form, logical structure, and evidence of research in verbal and written communication; and
4. demonstrates intelligent inquiries.

**D** = The student

1. participates in the work of the class;
2. demonstrates marginal comprehension of course content in the completion of all assignments;
3. is able to communicate with marginal style, form and logical structure; and
4. makes genuine and serious efforts to achieve course objectives

### **IN = Incomplete**

An Incomplete grade may be given only under extenuating circumstances, when failure to complete a course is due to no fault of the student. Extenuating circumstances may include current illness, serious personal problems, an accident, a recent death in the immediate family, a large and necessary increase in working hours, or other situations of equal gravity. The 'IN' should not be based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the course has ended. The student and instructor shall agree to a plan of study and a timeline to complete the course requirements. The course work must be completed no later than the end of the next regular semester. After this time, the 'IN' automatically becomes an 'F' (or other grade as indicated by the professor at the time of application) and is included in the computation of the GPA. At the time of graduation, any remaining 'IN' grades automatically change to an F and are including in the computation of the GPA.

### **Ethical Code:**

Integrity in the classroom is a definite expectation and is not to be violated in any manner. Violation of academic integrity includes:

1. Cheating on examinations, written quizzes, and other written work;
2. Plagiarism defined as:
  1. the use of another's written work without appropriate citation
  2. the use of another student's work
  3. the purchase and/or use of an already prepared paper
  4. the use of Intellectual Properties (ideas and materials) from an author without proper documentation
  5. downloading of materials from the Internet or World Wide Web and submitting them for credit (or partial credit) as one's own work;
3. Any violation of state or federal fair use;
4. Giving assistance to another person during an examination;
5. Falsification or changing of any academic record;
6. Falsification of research or clinical data;
7. Obtaining, attempting to obtain, or distributing unauthorized examinations or examination questions;
8. Use of a paper prepared for one course in another course without the evaluating professor's knowledge and permission.

An infraction of this ethical code by any student will result in an F for that examination, written work, or quiz. An individual faculty member has the right to impose more severe penalties. Infractions of this code may be referred to the Academic Review Board. (Newman University Catalog)

### **Special Accommodation for Students:**

If any member of this class feels that he/she has a disability of any nature whatever, the instructor will work with the student and the Office of Disabled Student Services to provide reasonable accommodations to ensure a fair opportunity to perform in this class. Please advise

the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

The School of Education is committed to the belief that every teacher has a responsibility to focus upon and develop communication skills. It is not just the English teacher's responsibility. Therefore, all assignments involving written composition, unless noted otherwise by the instructor, will be evaluated in a manner that considers correct grammatical construction, usage, coherence and other standards related to good writing.

The School of Education also believes that attendance, participation, and punctuality are important in the learning process. Our attendance policy reflects this belief. Students and faculty share responsibility for attendance and participation. Clearly, it is the student's responsibility to be present, on time, and to participate. As faculty, we commit to creating meaningful learning experiences for each of our students.

### **Referral Policy:**

The Newman University community is committed to your academic success. As part of that commitment, you may be referred to an early intervention program, Project Care, if your engagement in this class alters (examples, absenteeism, falling behind on your assignments, or a drastic change in your work.) The Project Care Coordinator will contact you to determine if assistance is needed. ***AT ANY TIME THAT YOU FEEL A NEED, YOU MAY ALSO ACCESS ANY OF THE FOLLOWING SUPPORT SERVICES DIRECTLY:***

- **Runway Learning Center, 301 SHH, Ext. 2318**
  1. Resources such as software, calculators, reference manuals, etc.
  2. Math & Writing -- assistance with writing and/or math assignments.
  3. Tutoring is available 24/7/365 to students through an online format. Contact the Runway Learning Center with questions.
  4. Disability Services assists students requesting accommodations through the Americans with Disabilities Act (ADA/Section 504).
- For career development (career/major exploration, current job opportunities, job shadowing, cooperative education, internships) contact the **Career Services Center, 301 SHH, Ext. 2234.**
- If you know another student who is having difficulty with their courses, please refer them in confidence to **Project Care, 301 SHH, Ext. 2234.**
- If you are experiencing personal problems, you can get a referral for up to 6 counseling sessions per year from **Personal Counseling, 301 SHH, Ext. 2234 or 2318.**

To make an appointment to take a make-up exam, contact **Testing Services, 301 SHH, Make your appointment online at [newmanu.mywconline.com](http://newmanu.mywconline.com)**

### **University and Teacher Education Attendance Policy**

#### **Attendance:**

1. Students should arrive at class on time. Students arriving after the official class start time will automatically lose attendance and participation credit for the week.
2. If a student will be absent from class, they should notify the instructor in advance by phone or e-mail.

## EDUC 3162 – Technology in the Classroom

### MATRIX: Course Alignment/Outcomes with CAEP/KSDE Standard

**CAEP STANDARD 1:** The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Course Objectives	KSDE Professional Standard	Conceptual Framework	Assessment
Demonstrate responsible, ethical and legal use of technology, information and software resources	Standard 13, Knowledge Indicator 6	Knowledge Ethics	<ul style="list-style-type: none"> <li>Technology policy activity</li> <li>Copyright quiz and related activities</li> </ul>
Use and apply a variety of computer applications to enhance personal and professional productivity	Standard 12, Performance Indicator 1 Indicator 2	Knowledge	<ul style="list-style-type: none"> <li>Creative presentation slides project</li> <li>Unit Diagram project</li> </ul>
Design and deliver instructional presentations that integrate computers/technology and content area of study	Standard 4, Knowledge Indicator 3	Knowledge Vision	<ul style="list-style-type: none"> <li>Creative presentation slides project</li> <li>Inquiry Based Learning Project</li> </ul>
Use computers to support information access, information management, communications and presentations	Standard 11, Performance Indicator 1	Knowledge Vision Reflection	<ul style="list-style-type: none"> <li>Inquiry Based Learning Project</li> </ul>
Develop an understanding of the impact of technology and inherent issues in a school setting	Standard 12, Knowledge Indicator 1	Knowledge Reflection	<ul style="list-style-type: none"> <li>Reading reflection essays</li> <li>Chapter reading responses/Flipgrid</li> <li>Final exam</li> </ul>
Explore, evaluate and use a variety of hardware and software resources	Standard 10, Performance Indicator 4	Knowledge Caring Collaboration	<ul style="list-style-type: none"> <li>Classroom newsletter project/Wakelet</li> <li>Creative presentation slides project</li> <li>Record Keeping &amp; Data analysis activity</li> </ul>

## Assignment Point Values

*Late work: all assignments must be submitted by the due date listed in the course schedule. A minimum penalty of 10% is subtracted (before grading) from all assignments submitted after the due date specified.*

Categories	Points Possible	Your Score
<b><u>Activities &amp; Projects = 45% of grade</u></b>		
Creativity with Presentation Slides Project	40	_____
Acceptable Use Policy/Technology Policy	20	_____
Classroom Newsletter using Wakelet Project	40	_____
Unit Diagram Project	25	_____
Inquiry Based Learning Project	50	_____
Record Keeping and Data Analysis Activity	20	_____
Website Evaluation #1	15	_____
Website Evaluation #2	15	_____
<b><u>Reflection Essays = 15% of grade</u></b>		
Reflections on Teachers as Digital Immigrants Activity	25	_____
Reflection Essay on Copyrights	25	_____
Reflection Essay on Fostering Creativity and Innovation through Technology	25	_____
<b><u>Discussion Prompts/Responses = 20% of grade</u></b>		
Discussion – Information Literacy	20	_____
Discussion – Importance of Effective Communication (via Flipgrid)	20	_____
Discussion – Using Primary Sources in the Classroom	20	_____
Discussion – Online Learning Resources (via Flipgrid)	20	_____
Discussion – Fostering Creativity and Innovation through Technology	20	_____
<b><u>Participation &amp; Final = 20% of grade</u></b>		
Participation	35	_____
Copyright & Piracy Quiz	30	_____
Final Exam	40	_____
<b>Total Points Possible</b>	<b>505</b>	_____

### Grading Scale

90 – 100%	<b>A</b>
80 – 89%	<b>B</b>
70 – 79%	<b>C</b>
60 – 69%	<b>D</b>
59% or less	<b>F</b>



## Technology in the Classroom – Schedule – Fall 2020

	Topics	Due Date	Assignment Due	Points
Week One	Getting Acquainted – Syllabus – Requirements – Course Overview	10/21	Virtual “in-class” discussion via Zoom 5:30 PM Central	5
	Technology Policies	10/25	Acceptable Use Policy / Technology Policy Assignment	20
	Information Literacy	10/25	DISCUSSION POST: <i>Answer the question/Reply to 2 other students’ responses for full credit</i>	20
Total				45
Week Two	Effective Internet Searching – Tips for Using Google	10/28	Virtual “in-class” discussion via Big Blue Button 5:30 PM Central	5
	Importance of Effective communication	11/1	DISCUSSION POST: Answer the question(s) posted in Flipgrid	20
	Teachers as Digital Immigrants	11/1	Teachers as Digital Immigrants reflection activity	25
Total				50
Week Three	Technology Issues, Technology Standards, Website Standards	11/4	Virtual “in-class” discussion via Google Meet 5:30 PM Central	5
		11/8	Website Evaluation #1	15
		11/8	Website Evaluation #2	15
	Using Primary Sources in the Classroom	11/8	DISCUSSION POST: <i>Answer the question/Reply to 2 other students’ responses for full credit</i>	20
Total				55
Week Four	Using Primary Sources in the Classroom	11/11	Virtual “in-class” discussion via Zoom 5:30 PM Central	5
		11/15	Reflection Essay	25
		11/15	Copyright and Piracy Quiz	30
Total				60

Week Five	The Problem with PowerPoint – Evaluating Presentations	11/18	Virtual “in-class” discussion via Zoom 5:30 PM Central	5
	Using Presentation Tools for Creative Projects	11/22	Creativity with Presentation Slides Project	40
		11/22	Class Newsletter using Wakelet	40
	Online Learning Resources	11/22	DISCUSSION POST: Answer the question(s) posted in Flipgrid	20
	Digital Citizenship & Copyright Issues for Teachers Review: Inquiry Based Learning Project	11/29		
Total				105
Week Six	Fostering Creativity and Innovation through Technology	11/25	Virtual “in-class” discussion via Zoom 5:30 PM Central	5
	Digital Citizenship & Copyright Issues for Teachers	11/29	Inquiry Based Learning Project	50
	Fostering Creativity and Innovation through Technology	11/29	Reflection Essay	25
		11/29	DISCUSSION POST: <i>Answer the question/Reply to 2 other students’ responses for full credit</i>	20
Total				100
Week Seven	Online Tools and Resources	12/2	Virtual “in-class” discussion via Zoom 5:30 PM Central	5
		12/6	Unit Diagram Project	25
	Record Keeping and Data Analysis	12/6	Record Keeping & Data Analysis Activity	20
Total				50
Week Eight	Final Exam	12/11	Final Exam Essay	40
Course Total				505