

**Course:**EDET 628
**Instructor:** Dr. Lee Graham
**Mode of Instruction:** Online/Asynchronous
**Office Hours:** 3:00 – 5:00 Monday - Friday via Skype (username lamonilee)

**Catalog Course Description and Credit Hours of Course:**The focus of this course is to build on basic computing skills and their use within current educational practice of meaningful integration of technology into the classroom environment. Students will create a standards-based instructional unit modeling appropriate uses of technology to support learning, develop a variety of techniques to use technology to assess student learning of subject matter, and research best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. 3 S.H. Credit

**Prerequisite (s): None**

**Textbook and/or Required Readings:**

Howland, J., Jonassen, D., & Marra, R. (2012). Meaningful Learning with Technology. Pearson: Boston.

Wiggins, G. & McTighe, J. (2005). Understanding by Design. ASCD: Alexandria.

Wiggins, G. & McTighe, J. (2004). Understanding by Design Professional Development Workbook. ASCD: Alexandria.

**Livetext:**

**At the end of this course, you will upload your final project to Livetext. This must be accomplished prior to grades being posted.**

**Technology Needed**

* Microsoft Word
* Dependable and consistent access to the internet
* Internal web cam or digital video camera
* Microphone for digital audio recording (internal computer mic or external computer mic)
* Internet Browser (Firefox, Chrome or I.E.)

**Alignment Matrix**

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| --- | --- | --- | --- | --- |
| **Course Objective*****The candidate will demonstrate the knowledge and skills necessary to:*** | **SOE*****(Conceptual Framework)*****Standard Met** | **Grad****Competencies** | **NETS-TD** | **Assessment Ensuring that the Objective has been met** |
| Apply instructional design principles to create a unit of instruction which integrates technology and enhances student understanding | Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.Goal 9: Educators use technology effectively, creatively, and wisely in their practice.  | 2.2 Candidates can work effectively in various roleswith diverse individuals and groups to achieve common goals. | 2.**f.** Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences. | UbD Unit  |
| Demonstrate purposeful alignment of state competencies and standards with all activities and assessments.  | Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice | 3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments. | 2. **a.** Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards  | UbD Unit |
| Demonstrate the ability to anticipate needs and create instructional supports which assist in the implementation of technology in the classroom | Goal 4: Educators possess current academic content knowledgeGoal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively. | 3.1    Candidates identify, analyze and conceptualize problems in their field. | 3. a.Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments | UbD Unit |

**Relationship of the Conceptual Framework to Standards**

In this course, students practice technology integration through insuring that activities contribute to the learning outcomes specified in a larger unit of instruction. Emphasis is placed on engaging the learner in authentic experiences, allowing for individual expression in learning experiences, maximizing collaborative learning experiences, and providing multiple access points for learning within a single content standard, directly relating to Goal 6 and Goal 9 of the School of Education Conceptual Framework.

**Basis for Evaluation**

**Grades are posted in the UAS Online Interface in the Progress Report, and are emailed to you as a response to your assignments.**

Participation 80 Points (10 pts per week)

Journaling 40 Points (5 pts per week)
Assignment One:       10 Points
Assignment Two:       50 Points
Assignment Three:    50 Points
Assignment Four:      50 Points
Assignment Five:       100 Points

90%-100% A

89% - 80% B

79% - 70% C

69% - 60% D

Under 59% F

You are provided an opportunity to resubmit assignments after feedback (if you wish) in order to achieve at a higher level. In this case, the grade you receive after re-submission is the grade that is awarded for the assignment.

Grading is done on a very firm schedule every week. If your paper is submitted late, please expect that grading will not be complete until the next week.

**Academic Policy Statement:**

Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. *Refer to the UAS Student Handbook for more details.* Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior.

**Student with Disabilities:**

To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses.  The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: [www.alaska.edu/bor/policy/policy.xml](http://www.alaska.edu/bor/policy/policy.xml)).   For further information on disability support services and guidelines about documentation please visit our website at www.uas.alaska.edu/dss [www.uas.alaska.edu/dss](http://www.uas.alaska.edu/dss)  or:

**In Juneau:**

(907)796-6000

**In Ketchikan:**

(907) 228-4505

**In Sitka:**

(907) 747-7716

Early contact with this program promotes a positive educational experience

**Civility and Harassment**

Intellectual honesty, mutual respect, and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged within our academic community.

UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid, and characterized by mutual respect and dignity.

It is the goal of the University to foster a campus climate which promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

**Dispositions for Professional Educators**

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.
8. Value professional ethics, democratic principles, and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning.