Technology Foundations

EDLD 656 – 4 Credits
University of Oregon – College of Education - Educational Leadership

2013 FALL Term Syllabus
Rev. Date 27 September 2013 – Subject to Change

Meeting Days/Time: M 4-4:50 p.m.AND Studio Hour (opt) TBA
Location: 115 ED

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DESCRIPTION
Note: This is a hybrid class, which means it has both in-person (face-to-face) meetings and online meetings and activities. It will meet in these three ways, and all three are required:

• face-to-face meetings as specified MOST Mondays, with a Schedule of Activities table to be provided listing exceptions
• synchronously (together) online on those Mondays without face-to-face sessions (see above)
• asynchronously (time of your own choice) online during additional hours, directions for this will be provided in class

Explore the fundamentals of computational thinking, computer science and programming from an educational perspective, for the purpose of designing and developing instructional materials, decision-making in technology practices, and establishing a basis of understanding for technology leadership in schools. This course will explore some novel technology products now being used in schools and higher education, including Kodu Game Lab, Scratch and Alice. These hands-on products turn children (and adults!) into entrepreneurial creators of technology, and help to unleash the potential of creative energies throughout our schools. Establish yourself as a knowledgeable technology decision-maker and gain programming skills as we segue into building our own objects, while looking behind the scene at robust principles of technology. The goal of the course is to help all learners establish useful and applied technology foundations, of interest in classrooms and schools. Activities will familiarize course participants with recent empirical research. Discussions will emphasize what is known about educational policies and practices that either advance or inhibit increased student achievement, engagement, and computational thinking practices. The course will also help to inform on how to build teacher expertise in this area, along with adding to your own teaching strategies.

Who Should Take This Course: This course is appropriate for both experienced educators and those entering the profession. Educational leadership, teacher education and other students are welcome.
OBJECTIVES

In this course, you will:

(i) establish a basis for computational thinking, (ii) build understanding of what a variety of K-12 software products in computer programming do and how they work, (ii) inform what is easy and hard for decision-making from a leadership perspective, (iii) begin to build or extend your own programming toolkit to create and to encourage creation in others.

These objectives will help the student to become knowledgeable about K-12 technology-creation products. Goals include to help students build expertise, understanding and skills in areas that employers are seeking; to add engaging strategies to teaching practice; and to help build strong foundations for current and future technology leadership.

TEXTBOOKS & READING MATERIALS

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<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
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<tr>
<td>Required: EDLD 610 Reading Materials linked on the class Blackboard website (process to download will be discussed first day of class). Will include readings such as “Agents for Games and Simulations,” “The Systematic Design of Instruction,” “Assessing Learners Online,” “Growing Up Programming,” “Let the Players Play!” and “Can Computational Thinking Reduce Marginalization in the Future Internet?”</td>
<td>Various</td>
<td>Various</td>
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<tr>
<td>Required: A variety of online course materials at other websites, information to be provided in class.</td>
<td>Various</td>
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COURSE STRUCTURE

See the Course Description above.

QUIZZES AND EXAMS

There will be quizzes in class. Grading will be based on quizzes, class projects, leading discussions, and class participation in reflection sessions.

PAPERS

This course is intended to develop skills and understanding in technology-creation. With regard to communication skills, the focus will be on informing about the intent, design, structure and content of software created. Short writings will be generated as part of project assignments.

GRADING POLICY

Your final grade for this course will be determined based on attendance/participation in class reflection sessions, projects, and technology assignments:

- Attendance/Participation in Class Face-to-Face and Online Sessions/Activities, and Reciprocal Teaching Assignment = 10%
- Online Weekly Assignments and Quizzes = 40%
- Tiny-Games Lit Review and Storyboards = 25%
Collaborative Programming Project = 25%

COURSE INCOMPLETES
Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf.

SCHEDULE OF TOPICS AND ASSIGNMENTS
You will also complete:
• Weekly online programming assignments, due by 4 pm of the next class session. These can be completed with the instructor or other students in the optional Studio hour or on your own. More information on how to access these assignments will be provided in class.
• Weekly readings and/or other materials to study (see below).
• One reciprocal teaching assignment to present in class (signup with instructor).
• One “Tiny Games” Literature Review and Storyboards project (due Nov. 11)
• One Collaborative Programming Project (due Dec. 2)

READINGS:
You will have approximately three readings, videos, podcasts or other supporting materials assigned for study each week. These will be made available in Blackboard>Course Documents>Readings folder.

ATTENDANCE POLICY
Attendance at all class sessions is required. See below for Absence Policy. Procedures for Make-Up Assignments will be discussed in class.

ABSENCE POLICY
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused. Excused absences will involve makeup assignments, with makeup assignment procedures to be discussed in class on the first day.

If you are unable to complete an assignment due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education OR you can contact Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
• UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
• Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
• Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• respect the dignity and essential worth of all individuals.
• promote a culture of respect throughout the University community.
• respect the privacy, property, and freedom of others.
• reject bigotry, discrimination, violence, or intimidation of any kind.
• practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/.

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
  • Participating in class activities
  • Respecting the diversity of cultures, opinions, viewpoints in the classroom
  • Listening to fellow students, professors, and lecturers with respect
  • Arriving on time, prepared for class – INCLUDING BRINGING READINGS to class
  • Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information. (updated info)

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP INFORMATION
For information on the Educational Leadership program, please see http://education.uoregon.edu/field.htm?id=78.