DESCRIPTION

This course addresses integration of educational technology into the classroom. Participants will explore and evaluate some best practices on how, when, and why technology might be infused into education. Hands-on experiences and interaction with instructional technology will help teachers, educational leaders and other interested participants to select, evaluate, and use appropriate technologies in the instructional setting. Topics to be covered include instructional design, web-based tools, communication media, devices, telecommunication and social interactivity.

Participants will develop a personalized set of technology resources that are meaningful and valuable to them and incorporate these in a project that responds to a personal area of concern or interest.

OBJECTIVES

The goals of this course are to:

a) Experience a variety of technology tools useful in your areas of interest.
b) Understand how technology can influence teaching and learning.
c) Consider how the principles of Universal Design for Learning (UDL) and National Educational Standards for Students (NETS*S) can be achieved through web-based resources.
d) Explore how technology can be integrated, utilized, and evaluated within the classroom.

COURSE MATERIALS

Materials used in this course include print books, articles, and multi-media products. The readings are provided under each topic on the course website.
COURSE STRUCTURE

The course is entirely online. The major activities consist of a combination of video lectures, group discussions, and online activities. The video lectures include opportunities for students to interact with a variety of tools. Although Group discussions will be carried out in online small groups. During the weekly online meetings, students will discuss the topics from that week, including their personal interaction and experience with them. Students are also required to post weekly on the course blog site. The final project will be presented using the VoiceThread format and all students are expected to view their colleague’s work and provide thoughtful and practical feedback.

TEXTBOOKS, READING MATERIALS & OTHER RESOURCES

This class does not have a required text. However, research articles and other readings will be assigned. These will be available electronically. A suggested resource text is: Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms by Will Richardson. Recommended but not required.

ASSIGNMENTS, GRADING POLICY

Grading will be based on session participation in discussion of hands-on learning sessions and the completion of a final project.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Session activities</td>
<td>40</td>
</tr>
<tr>
<td>Technology Integration Project/Problem of Practice</td>
<td>50</td>
</tr>
<tr>
<td>Evaluation Matrix</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
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SCHEDULE OF TOPICS AND ASSIGNMENTS (tentative and subject to change)

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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| 1   | Foundation ISTE's National Educational Technology Standards for Students and Teachers  
     Universal Design for Learning  
     SAMR  
     Technology I, II, and III | Create evaluation matrix and post.  
                                  Choose an instructional focus.  
                                  Read: Technology I, II, and III |
<table>
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<tr>
<th></th>
<th>Wikis, websites, blogs and RSS</th>
<th>Evaluate at least 5 blogs, 5 wikis and 5 websites that are related to your problem of practice. Post evaluation on Obaverse</th>
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<tbody>
<tr>
<td>3</td>
<td>Communication and Collaboration Chatzy, Skype, ePals, Skrble, Bubbl, LiveBinder, del.icio.us, Remind, Padlet</td>
<td>Describe how you might use these tools to address your project. Post your ideas on Obaverse.</td>
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<tr>
<td>4</td>
<td>Research and Resources Classroom 2.0, Merlot, Edutopia, iTunesU, Google Scholar</td>
<td>Search for resources that address your project’s focus. Report on your findings from these sources on VoiceThread.</td>
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<tr>
<td>5</td>
<td>Presentation Options Slideshows, SlideShare, Glogster, Animoto, Prezi, VoiceThread, YouTube/Teacher Tube, podcasts</td>
<td>Using one of the tools or formats you explored briefly during this session, (i.e., glogster, prezi, VoiceThread, etc.), create a short introduction to your project. Upload to Obaverse.</td>
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<tr>
<td>6</td>
<td>Google Tools (1) Docs, Forms, Presentations, Spreadsheets</td>
<td>How could these resources be used for your project? Post on Obaverse.</td>
</tr>
<tr>
<td>7</td>
<td>Google Tools (2) News, Books, Reader, Earth, Lit Trips</td>
<td>Consider how you might use Google tools in your project.</td>
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<tr>
<td>8</td>
<td>Social Media/Online Instruction FaceBook, Twitter, Instagram LMS (EdModo, Schoology, etc.) MOOCs (Coursera, edX)</td>
<td>Readings on using Social media.</td>
</tr>
<tr>
<td>9</td>
<td>Assessment Poll Everywhere, Kahoot, Class Dojo…</td>
<td>Go to: <a href="http://evscicats.com/blog/web-tools-for-teachers-assessment/">http://evscicats.com/blog/web-tools-for-teachers-assessment/</a> Choose 3 applications and create something you could use in your project.</td>
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<tr>
<td>10</td>
<td>Hardware Student Response Systems Mobile Devices Document Cameras Interactive whiteboards</td>
<td>Watch:</td>
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<td></td>
<td>iPad accessibility options (<a href="http://ilearnipad.weebly.com/1/post/2013/03/universal-design-for-learning-ipad-strategies-text-accessibility.html">http://ilearnipad.weebly.com/1/post/2013/03/universal-design-for-learning-ipad-strategies-text-accessibility.html</a>)</td>
<td>Consider how these devices could be useful in your project. Consider UDL principles and SAMR level</td>
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<tr>
<td>11</td>
<td>Future of Instructional Technology</td>
<td>Horizon Report jigsaw activity.</td>
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<td></td>
<td>VoiceThread Presentations</td>
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**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](http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf). Course incompletes will be offered only when there is a documented medical or similar unforeseen emergency that prevents a student from completing the course work.

**Attendance at all class and discussion groups is required.**

**ABSENCE POLICY**

Students must contact the instructor in case of illness or emergencies that preclude participating in projects as scheduled or 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.
If you are unable to take a quiz or exam 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 you can contact Edward J. Kame‘enui, Associate Dean for Curriculum and Academic Programs, at 346-1644 or ekamee@uoregon.edu or 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
• 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.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP AREA INFORMATION
For information on the Educational Methodology, Policy, and Leadership program, please see http://education.uoregon.edu/edld.