

University of Alaska Fairbanks
School of Education
Proposed Course Syllabus EDSC 442(stacked 642)

EDSC 442 Technology Applications in Education I

1 credit
Fall 2013

Location: Old University Park Elementary School, Computer Lab

Meeting Time: Tuesday, 5:00 -6:00
Dates TBA

Instructor Info: Don Peterson
email: dtpeterson@alaska.edu
Office Hours: Tues, Thurs 10 am – 1 pm

Course Description:

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

Course Goals and Student Learner Outcomes:

The goal of this course is to introduce participants to educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will be able to implement at an initial level, technology tools to assist in instruction.

- Participants will set up a media-rich electronic portfolio utilizing Live Text.

- Participants will consider their places as instructional facilitators in technology rich classroom classrooms

Instruction Methods:

Instruction methods used in this course include lecture, small group discussion and application of instructional technology, Elluminate, LiveText and reflective writing.

Student Resources/ Course Materials:

Participants will need a laptop computer with wireless capability and a LiveText account. (Student membership is \$99.) No course texts will be required, as the majority of resources will be found online.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the [Office of Disability Services](#) (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF Center for Distance Education

Attendance Policy:

Attendance is an essential requirement of this course and is the responsibility of the student. Class begins promptly and students are expected to be present at the beginning and at the end of each class session to receive full credit for attendance. Students are responsible for all class work and assignments. Inform the instructor if you have to be absent.

Academic Integrity:

High ethical Standards are essential for maintaining credibility. Every course at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to cheating, plagiarism collusion and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations).

Student Support Services:

Support Services

For assistance, tutoring services and other student support resources please visit the website <http://www.uaf.edu/catalog/current/academics/regs1.html>.

Required Readings/Texts/Software

The readings for this course are meant to be as current as possible. Therefore instead of a text book we will utilize research based Journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

Required Readings

Ayan, D., & Seferoğlu, G. (2011). Using electronic portfolios to promote reflective thinking in language teacher education. *Educational Studies (03055698)*, 37(5), 513-521. doi:10.1080/03055698.2010.539782

Torras, M. Eulalia, and Rosa Mayordomo. 2011. "Teaching presence and regulation in an electronic portfolio." *Computers In Human Behavior* 27, no. 6: 2284-2291

Grading:

Grading follows UAF academic regulations which can be found at <http://www.uaf.edu/catalog/current/academics/regs1.html>

Grade	%
A	100-90
B	89-80
C	79-70
D	69-60

Assignments:

Assignment	Description																		
1 (15%)	Create an electronic portfolio utilizing LiveText. Post an appropriate photo and create an introduction. Submit the portfolio to the instructor for review.																		
2 (25%)	Manipulate 3 photos (may be the same photo or different photos) for print, monitor display and web publication. Create an online photo album (Flickr, Picasa, etc.) with a specific theme (this is my classroom, here's a class project we did, here's my community, etc.). Paste the album URL into your portfolio and send for review. Paste the album URL onto the Google doc provided.																		
3 (30%)	View "Denali One-to-One" or read the blog "One Transformed Classroom." Be prepared to discuss the content during the second class meeting. Assume you are entering a classroom in which each student has a laptop or tablet. Write a paper describing three potential opportunities and three potential challenges and how you would deal with each.																		
4 (30%)	Post three of the following five assignments for other secondary program classes and write reflections. Submit the portfolio to the instructor and your UAF supervisor for feedback. <table><tr><th>Assignment</th><th>Class</th><th>AK Standard</th></tr><tr><td>SPED Case Study</td><td>EDSC 471</td><td>Two</td></tr><tr><td>Differentiated Lesson</td><td>Content Methods</td><td>Two</td></tr><tr><td>Place-Based Lesson</td><td>EDSC 402</td><td>Three</td></tr><tr><td>Comprehensive Management Plan</td><td>EDSC 458/658</td><td>Six</td></tr><tr><td>Education Research Paper</td><td>Content Methods</td><td>Eight</td></tr></table>	Assignment	Class	AK Standard	SPED Case Study	EDSC 471	Two	Differentiated Lesson	Content Methods	Two	Place-Based Lesson	EDSC 402	Three	Comprehensive Management Plan	EDSC 458/658	Six	Education Research Paper	Content Methods	Eight
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Additional information, resources and rubrics can be found at:

<https://sites.google.com/a/alaska.edu/dtpeterson/home>

EDSC 442 Calendar, Fall 2013

1 hour classes

9/10

Introductions

Course syllabus

Create LiveText account

Develop skeleton of electronic portfolio

Send portfolio to instructor for review

Homework: Study photography terms and concepts as noted on the class web site

9/17

Discuss camera attributes (ISO, aperture, shutter speed, etc.)

Discuss photography terms and concepts

Examine graphic editing software

Homework: Create six well composed photographs

9/24

Discuss web hosting of images

Use graphic editing software to adjust photos

Create photo formats for a variety of purposes

Homework: Develop a web album

10/1

View web albums

Examine/solve problems associated with the albums

Homework: Read Ayan & Seferoglu article: Using Electronic Portfolios to Promote Reflective Thinking.

10/8

Discuss above article

Continue exploring graphic editing software

10/15

Peer review of current electronic portfolios

Read Torras and Mayordomo article: Teaching Presence and Regulation in an Electronic Portfolio

10/22

Discuss above article

Homework: View "Denali One-to-One" or read the blog "One Transformed Classroom"

10/29

Discuss "Denali One-to-One" or "One Transformed Classroom"

Homework: 1. Address three possibilities and three potential problems of a one-to-one setting

11/5

Continue discussion of "Denali One-to-One and "One Transformed Classroom"

Discuss student reactions to potential possibilities and problems of a one-to-one setting

11/12

Begin posting assignments on the electronic portfolio

Discuss correct formatting of documents and graphics

11/19

Continue posting assignments on electronic portfolio

Discuss attributes of Student Selection sections and reflections on electronic portfolio

11/26

Final assignment posting as outlined in Assignment 4

12/3

Peer review of electronic portfolio

12/10

Send electronic portfolio to instructor for final review