**Course: Thinking About Technology**

**Instructor:**

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**Mode of Instruction: Online**

**Office Hours: Virtual and by Appointment**

1. **Catalog Course Description and Credit Hours of Course:  Provides philosophical and practical foundations in the social and ethical dimensions of educational technologies. Readings and activities are designed to help educators better understand issues in modern information technologies. Participants develop activities and identify issues for their own students to consider, debate, or research. Prerequisite: ED S628 and current teaching certificate, or instructor permission.**
2. **Prerequisite (s): ED S628, and current teaching certificate or instructor permission.**
3. **Textbook and/or Required Readings:**

Palfrey, J., & Gasser, U. (2010). *Born digital : Understanding the first generation of digital natives*. New York, NY, USA: Basic Books. (Available digitally in the UAS ebrary – linked in Resources)

Tapscott, D. (2008). *Grown up digital : How the net generation is changing your world*. New York, NY, USA: McGraw-Hill Professional Publishing. (Available digitally in the UAS ebrary – linked in Resources)

Companion Website for Born digital: <http://youthandmedia.org/videos/borndigital/>

**IV. Technology Needed**

• Computer with Microsoft Word or ability to save or print to PDF for submission of assignments



* Access to the internet for ease of downloading and uploading documents and creation of presentations
* Greater than average access to bandwidth for presentation creation demands

**V. Alignment Matrix**

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| **Course Objective**  ***The candidate will demonstrate the knowledge and skills necessary to:*** |  |  |  | **Assessment Ensuring that the Objective has been met** |
| Evaluate, recommend and provide professional development to facilitate online learning. | Goal 4. Educators possess current academic content knowledge. | 1.4 Candidates understand the role of technology and effectively use it for professional communication.  3.1 Candidates identify, analyze and conceptualize problems in their field.  3.2 Candidates evaluate and synthesize data, considering multiple perspectives. | 4.a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning  4.b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital- age best practices in teaching, learning, and assessment  4.c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning | Online Module of Instruction |
| Demonstrate an awareness of the changing needs of student learners. | Candidates develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. | 1.2 Candidates are effective in presentations and professional discourse  1.4 Candidates understand the role of technology and effectively use it for professional communication.  2.1 Candidates recognize ethical and professional responsibilities.  2.3 Candidates can.assume a leadership role, when necessary.  3.2 Candidates evaluate and synthesize data, considering multiple perspectives. | 3**b.** Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments | Digital Resource Repository |

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| Develop accessible online experiences to facilitate student learning | Goal 3. Candidates differentiate instruction with respect for individual and cultural characteristics.  Goal 5.Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice  Goal 9. Teachers use technology effectively, creatively, and wisely. | 2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals. | 3**g.** Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community  3**c.** Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators | Online Module of Instruction |

1. **Relationship of the Conceptual Framework to Standards  The purposes of this course are consistent with the School of Education’s Mission, *to identify, prepare and strengthen effective teachers who make sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally*. In addition, this course directly supports the Vision of the School of Education that our graduates will be *informed, reflective, and responsive teachers within diverse classroom, school, and community contexts*.**
2. **Basis for Evaluation:**

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| **Assignment** | **Points** | **Due Date** |
| **Discussion (10 pts. X 7 Weeks)** | **70** | Weekly Tues- Sunday |
| **Online Module of Instruction** | **100** | Week Eight |
| **Self-Study** | **100** | Last day of class |

**VIII. Explanation of Assignments Discussion**

Discussion is an important aspect of this course. Each week, candidates are expected to make an initial posting by Monday at midnight, and participate in a conversation with their colleagues until Sunday at midnight.

Requirements for the initial posting:

* Occurs before Monday at midnight each week.
* Accurately reflects reading assignment(s).
* Between 350 and 550 words in length.
* In-text citations in each initial posting are cited according to APA  formatting requirements.
* References are listed after the initial posting according to APA  formatting requirements.
* **Discussion is assessed with the Participation checklist: Participation Checklist**
* 2.0 Points - Candidate makes posts to the class at least three **days** during each week
* 1.5 Points - Candidate posts to Reading Group by Monday at midnight, so that the group may respond and interact in a timely manner
* 1.5 Points - Candidate’s posts accurately reflect reading and/or video materials
* 2.0 Points - Candidate builds on the responses of classmates in the Reading Group discussion
* 2.0 Points - The first posting of the week is between 350 and 550 words in length. This posting uses APA formatting to cite information discussed. Three to five in-text citations are provided in each initial posting. References are listed according to APA formatting requirements.
* 1.0 Points - Candidate was positive and professional during all interactions with classmates
* Total possible points per week - 10
* **Professional Development Presentation**  Candidates will create an online module using a tool such as Coursesites to provide professional development to educate faculty and staff concerning one of the technologies/concerns outlined in the 2014 NMC Horizon Project Short List.  This module will be assessed with the following rubric:

 

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| Rubric: Online Professional Development Modules | | | | |
|  | Target 20 PTS | Met 19-11 PTS | Needs Improvement 10-0 PTS |
| 3.a. Classroom Management | Candidate demonstrates exemplary classroom management during lessons. Activities are well sequenced; group activities are well planned and executed. Transitions from one medium or activity to another are seamless. If the activity is synchronous, there are no lags in presentation or instructional time. The interface works as expected, and students are well prepared for the activities to come. If presentation is asynchronous, instructor presence is well established and maintained. | Candidate demonstrates effective classroom management during lesson. Activities are well sequenced; group activities are effectively planned and executed. Transitions from one medium or activity are functional. If the activity is synchronous few noticeable lags in presentation or instructional time exist. The interface works as expected. When student confusion occurs, the candidate quickly clarifies and establishes stability in the environment. If presentation is asynchronous, instructor presence is well established and maintained. | Activities could be better sequenced. Transitions are time consuming and perhaps awkward. Group formation and organization occurs "on the fly". Some significant lags in instructional time exist. The interface does not perform as expected due to programming or planning deficits. Student confusion occurs, and is not quickly managed. If the presentation is asynchronous, instructor presence is not well established and/or maintained. |
| 3.a. Collaborative Learning | Learning environment is unquestionably collaborative. Opportunities for group synthesis in the form of a project and/or an extended social constructivist experience are aligned with NETS-T learning outcomes. | Learning environment is collaborative. Opportunities for group synthesis in the form of a project and/or an extended social constructivist experience is associated with NETS-T learning outcomes; however the activities do not lead to the expected or planned outcomes. | Learning environment includes opportunities for discussion or group activity; however, this activity is not associated with authentic learning outcomes aligned with NETS-T. |
| 3.c. Purpose | The outcomes of individual lessons are designed to assist teachers in learning and using digital-age technology. Pre-post assessment or student reflection indicates that the lesson was unquestionably effective. | The outcomes of individual lessons are designed to assist teachers in learning and using digital-age technology. Pre- post assessment or student reflection indicates that the lesson was effective. | Outcomes are not well matched with assisting teachers in learning and using digital-age technology. Pre-post assessment or student reflection indicates that the lesson was less than effective. |
| 4.a. Needs Assessment | Content and delivery of the lessons are clearly informed by the needs assessment. | The needs assessment documents some desire for the content and delivery of the lessons. | The analysis of the needs assessment does not inform the content or delivery of the lessons. |
| 4.c. Evaluating effectiveness | Pre and post evaluations, learner artifacts and/or learner reflections are utilized in evaluating the effectiveness of the lesson. | Pre and post evaluations and/or learner reflections are utilized in evaluating the effectiveness of the lesson | The effectiveness of the lesson is unsubstantiated by learner evidence. |

**Personal Journey**

Analyze your personal journey in the class. Reflect upon aspects of the material and/or the journey that you found particularly helpful or particularly challenging. Revisit discussions over the course and reflect upon your ideas and the resources that you added to the discussion. Identify your strategies for working through challenges, and your means of problem-solving issues as you went through the class. Cite any class reading or outside reading/resources that supported your development in the objectives of the course. Outline your next steps for professional growth and development as you move forward in exploration of issues concerning technology.

**Include a link to an online repository of information containing the resources that you added during the class. Good tools for creating this repository include Evernote or Scoopit.**

It is important that you maintain this resource throughout the program and continue to add to it and organize it. It will be an important artifact for the Professional Portfolio course to demonstrate your mastery of NETS-C 3b.

Self-Study Rubric

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| **Self Study Rubric** | | | |
|  | Target 25 PTS | Met 24-15 PTS | Needs Improvement 14-0 PTS |
| 3.b. Sharing Resources | The self-study includes a link to a repository of a wide variety of resources for teacher and student use, maintained and managed in an accessible digital format. Resources are well tagged or catalogued, and are easily retrieved for use by teacher or student. | The self-study includes a link to a repository of resources for teacher and student use, maintained and managed in an accessible digital format. Resources are accessible, and while organization could be better, the user may retrieve those resources sought. | The self-study includes a link to a repository of resources for teacher and student use. Resources may be maintained, but they do not represent a wide variety of topics, tools, or functions. Resources are managed in a digital format, however, tags or other organizational tools are not utilized well. Resources are difficult to retrieve. |
| 3.g. Digital Communication /Collaboration | The candidate outlines the digital communication/collaboration tools used to create and share resources. Persistence, quality interaction, and effective collaboration with the global community are clearly documented, and evidence is well presented. | The candidate outlines the digital communication/collaboration tools used to create and share resources. Interaction with the global community is clearly documented and evidence is well presented. | The candidate outlines general communication/collaboration tools used to create and share resources. Interaction with the global community is discussed but not documented, and evidence is poorly presented or is absent. |
| 6.a. Content and Pedagogical knowledge. | The candidate deeply examines and explains the content and pedagogical knowledge gained throughout the class, and predicts the value of this knowledge to current and future candidate practice. | The candidate outlines the content and pedagogical knowledge gained throughout the class, and examines the current and future value of this knowledge to candidate practice. | The candidate generally discusses some aspects of the course that were helpful; however, new content knowledge and new pedagogical knowledge are not clearly discernable. The value of this knowledge to current or future practice is unclear. |
| 6.c. Dispositions | The candidate reflects on the dispositions that led to the outcomes of this course. The candidate clearly understands his/her strengths, and identifies areas and plans for improvement. | The candidate reflects on the dispositions that led to the outcomes of this course. The candidate understands his/her strengths, and identifies areas for improvement. | The candidate reflects superficially on those dispositions that led to the outcomes of this course. The candidate does not identify areas of strength or does not recognize areas for improvement. |

**IX. Schedule**

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| **Week** | **Assignment Due** | **Material for Discussion** |
| Week 1 | Idea for Online Module/Draft Needs Assessment | Tapscott: Introduction and Chapter One Palfrey & Gasser: Introduction and Chapter One Video: Identity |
| Week 2 | Needs Assessment Analysis | Tapscott: Chapter Three Palfrey and Gasser: Chapter Five Video: Creators |
| Week 3 |  | Tapscott: Chapter Four Palfrey and Gasser: Chapter Eight Video: Overload |
| Week 4 |  | Tapscott: Chapter Five Palfrey and Gasser: Chapter Eleven Video: Learners |
| Week 5 | UBD Plan for Online Module of Instruction | Tapscott: Chapter Six Palfrey and Gasser: Chapter Ten Video: Innovators |
| Week 6 |  | Tapscott: Chapter Seven Palfrey and Gasser: Chapter Six Video: Pirates |
| Week 7 | Draft Module for Peer Review | Tapscott: Chapter Nine Palfrey and Gasser: Chapter Twelve Video: Activists |
| Week 8 | Online Module Self-Study | Conduct and participate in Online Modules of Instruction |

1. **Grading Scale**

**90 -100 A**

**80-89 B**

**70-79 C**

**60-69 D**

**Below 60 F**

1. **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.
2. **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). 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 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**
3. **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.**
4. **Dispositions for Professional Educators**

 

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.

1. Abidebyaphilosophyofeducationandremainflexibletorevisingitbasedon new research and teaching experience.
2. Appreciateuniquethinkingprocessesoflearnersatdifferentstagesof development.
3. Appreciatemultipleperspectivesandvalueindividualdifferences.
4. Committoprofessionaldiscourseaboutcontentknowledgeandstudent learning of content.
5. Valueassessmentandinstructionasintegratedprocesses.
6. Committoensuringstudentwellbeinganddevelopmentofself-regulation and group interaction skills.
7. Recognizetheschoolasanintegralpartofthecommunityandvalueparents as partners in promoting student learning.
8. Valueprofessionalethics,democraticprinciples,andcollaborativelearning communities.
9. Valuetechnologyasatoolforstudentandteacherlifelonglearning.