EDU 490: Teaching in the Digital Age
(Fall syllabus)

Credits: 3 (Over 3 semesters, grade will be given Spring 2013)
Instructor: Liz Kolb
elikeren@umich.edu
Cell: 734-649-2563 (call or text)
Twitter: lkolb

Class Text Alert Updates:
Send a message to
23559
In message type:
elmac13

Socrative Account:
Login to http://socrative.com
Click on Student
Type in 42854

Course Format: Blended (virtual and face-to-face)
Course Website: http://schoology.com
Group Access Code on Schoology: 4GP32-FDK9K

Virtual Course Meeting Room: http://www.elluminate.com/

Fall Course Meeting Dates:
August 22nd: 9-12:00pm (Face to Face)
August 23rd 1-4:00pm (VIRTUAL MEETING)
August 28th 1-4:00pm (Face to Face)
September 11th 1-4:00pm (Face to Face)
September 18th 1-4:00pm (VIRTUAL MEETING)
September 27th 1-4:00pm (VIRTUAL MEETING)
November 30th 1-4:00pm (VIRTUAL MEETING)
December 7th 1-4:00pm (Face to Face in Brandon Center)

Course Description:
This is a course designed to bring together current understandings of digital technology and how it can be used for learning across the K-12 academic subjects: mathematics, science, language arts, social studies, and the arts. We will examine the complexities between technology, teaching and learning. We will look at technology from multiple perspectives to assess its potential benefits and challenges to different audiences. Given the speed of change in technology, we will emphasize the affordances of new and developing educational media, online learning, mobile learning, social networking, as well as more traditional classroom tools.
Objective:
A well-prepared teacher in the 21st century needs to know how to use a broad spectrum of technology resources. “Knowing” in this case includes: the ability to think about and integrate technology to assist in the teaching and learning process; the ability to collaborate with other educators in utilizing educational resources, participate in professional organizations, develop and teach units that leverage the culture and everyday tools and experiences of students; and most importantly, the ability to focus on how different technologies serve learning goals as opposed to narrow training on particular tools. In short, an approach to technology that puts learning first, in order to prepare new teachers who can think flexibly about how to achieve their goals with the help of technological tools.

You are invited to engage in a thoughtful exploration of some of the possibilities that exist for putting educational technologies in the service of your teaching and your students’ learning. I am interested in your thoughts, investigations, discoveries and concerns regarding these key questions:

Where do you see possible benefits from the use of technology in your teaching?
Where are you seeing potential sources of problems or concern as you contemplate integrating technology into your teaching?

What seem to be important questions to be asking yourself as you consider the place of technology in your teaching?

As you explore new technology tools, do design work, and explore the technology resources at your school and in your classroom (and see how they’re used), what educational purpose(s) do you see technology serving? Where are the missed opportunities? What is the use of technology enhancing? What is it making possible that might not otherwise be possible? Conversely, what is/might it be constraining or inhibiting? Do you see the use of technology creating problems or complications?

How might your use of technology as a learning tool offer your students ways of expressing themselves, making useful connections, or of expanding the learning space? Where are the dangers, limitations, or potential pitfalls?

To facilitate a rich engagement with questions like these, we are going to be learning about and using a variety of tools. Some of these tools are traditional technology learning tools, while others are more innovative and out-of-the-box. Each of you will create a web blog to chronicle your reflections on your work in Teaching with Technology. You’ll each have some in depth, hands-on experience in utilizing specific technology tools. In addition, you will also be introduced to some key professional organizations and resources, and you will be asked to get involved in these organizations via social media and other technology tools. Finally, as a result of the impact of digital tools on schooling, you will have opportunities to learn about and how to teach and learn in virtual schools. Ultimately gaining an appreciation for how technology tools can help generate opportunities for inclusion, expansion, access, and engagement in learning for students, parents, and the greater community.

It’s important that you understand that your instructor is exploring (and even experimenting) right along with you. These new tools offer exciting opportunities for educators, and we want you to be exposed to them, but I also want you to keep your eyes on the prize: your students. My sincere hope is not that you necessarily become an avid technology user, but that whatever you do with regard to educational technology, you make your decisions thoughtfully, and I hope to model that kind of engagement in Teaching with Technology.

Standards Met:
This course meets ALL the National Technology Standards for Teachers and Students, Michigan Seventh Standard, the Common Core Standards for Technology in Literacy Strand, and the Michigan GLCEs for Technology.

**Course Structure**

Thematic units in education technology structure the education technology curriculum at University of Michigan. Each unit has two to four activities that combine to meet the objectives for that particular unit. The units build on another over the course of two years. There are a total of 11 education technology units, 8 of which will be covered in the Winter term for this course (the other 3 will be covered in the Fall during your student teaching term). This course uses a blended learning approach, where half of the class sessions will meet face-to-face and half of the sessions will meet virtually (on Elluminate).

**Three Semester Learning Units:**

**Fall Units:**

- **Unit 8: Bring Your Own Technology (BYOT)**
  - What is BYOT?
  - Research on mobile devices, video games and social networking in learning

- **Unit 10: Placement Technology, Digital Divide and Digital Law**
  - Acceptable Use Policies
  - Fair use, Creative Commons and Copyright
  - CIPA, COPPA

- **Unit 6: Technology for Management, Communication and Assessment**
  - Course Management Systems

- **Unit 7: Virtual Teaching and Learning**
  - Overview of virtual schooling
  - Virtual teaching with synchronous tools

**Winter Units:**

- **Unit 9: Assistive Technology**
  - Technology tools for universal design for learning (UDL)
  - Differentiating learning with technology tools

- **Unit 11: Professional Development with Digital Resources**
  - Developing a PLN
  - Social Media for Teachers

**Fall Course Readings**


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<thead>
<tr>
<th>Date and Year</th>
<th>Technology Unit</th>
<th>MI 7th Standard</th>
<th>Class Activities</th>
<th>Homework</th>
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| Time       | Unit 4: Instructional Design with Technology: Engage, Enhance, and Extend Learning | 7d) Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan’s Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student | Participatory Lecture: Defining and understand technology to engage, enhance or extend learning.  
Introduction to TPACK  
Introduction to FALL Syllabus  
**PROJECT E:** Introduction to Tech in my placement project (Fall Project)  
Point/CounterPoint Work Time | READ  
Do Web2.0 Right  
**PROJECT A:**  
Prepare for Point/CounterPoint Project Presentation |
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<td>Aug 22nd 9-12:00</td>
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| Aug 23rd 1-4:00 | Unit 5: Web2.0, Web3.0, and Beyond  
7c) Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment | **VIRTUAL CLASS**  
Introduction to Web1.0, Web2.0, and Web3.0  
Introduction to Podcasting  
**PROJECT F** Introduction to Professional Podcasting project. | **PROJECT A:**  
Prepare for Point/CounterPoint Project Presentation  
**PROJECT F:** Sign up for professional podcast date: [http://www.signupgenius.com/go/4090D45ADA72EA64-professional](http://www.signupgenius.com/go/4090D45ADA72EA64-professional) |                                                   |
| Date       | Unit 1: Digital Citizenship | Project A DUE: All groups present their Point/CounterPoint Debate | Project G: Introduction to Game On! | Read: Valley Schools Telling Students to Bring Their Own Technology
How Teachers Make Cell Phones Work in the Classroom |
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<td>Aug 28th 1-4:00</td>
<td>7a) Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice</td>
<td>Prepare for Fall</td>
<td>Mobile Scavenger Hunt, Presidents with Edmodo and BYOT discussion</td>
<td>READ: Rural Districts Bolster Choice with Online Learning</td>
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<td>Sept 11 1-4:00</td>
<td>7f) Apply technology to facilitate a variety of effective assessment and evaluation strategies</td>
<td>Game On Sign Up <a href="http://www.signupgenius.com/go/4090D45ADA72EA64-game">http://www.signupgenius.com/go/4090D45ADA72EA64-game</a></td>
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<tr>
<td>Date</td>
<td>Unit</td>
<td>Topic</td>
<td>Virtual Class</td>
<td>READ:</td>
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<td>September 18th 1-4:00pm</td>
<td>Unit 7: Virtual Teaching and Learning</td>
<td>7b: Successfully complete and reflect upon collaborative online learning experiences</td>
<td>Lecture: The Rise of Virtual Teaching and Learning</td>
<td>From Fear to Facebook</td>
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<td>7c: Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment</td>
<td>Project H: Introduction to Professional Webinar</td>
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<td>September 27th 1-4:00pm</td>
<td>Unit 6: Technology for Management, Communication and Assessment</td>
<td>7e: Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning</td>
<td>Virtual Class</td>
<td>Evaluating Course Management Systems</td>
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<td>7f: Apply technology to facilitate a variety of effective assessment and evaluation strategies</td>
<td>Issues in Managing Classroom Technology</td>
<td>Sharing Made Easier with Creative Commons</td>
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**Assignments for Fall Semester 2**

**Fall Attendance (14 points)**
You are expected to be at every face to face and virtual class session. If you are unable to attend, you must contact Liz BEFORE the class session. You will receive 2 points for each class session (one for being present and one for participation).

**PROJECT E: Technology in my Placement Survey (15 points)**
Unit Link: 8
Due Date: November 28th
You will conduct a survey about the technology in your student teaching placement. The survey will focus on the technology resources available to you in your student teaching placement, legal issues with technology in schools, and guidelines for using technology in your teaching. You will be required to post the results via the Google survey and a reflection on the results in Schoology (when you click on Turn In post reflection in comment space). The reflection should include,

- What surprised you about working on the survey?
- How could you use this information to inform your teaching?
- What did you learn that you did not know before conducting this survey?

You are encouraged and welcome to work with other MACers in your placement (only hand in 1 Google survey for all but put each name on the survey who worked on it, each person should do their own reflection in Schoology). Link to Survey on Google Forms: https://docs.google.com/spreadsheet/viewform?formkey=dExwMDNOVE1MWW5hdGdPdDVRQWVOU3c6MA#gid=0

**PROJECT F: Professional Podcast (20 points)**

**Unit Link:**

**Due Date: January 30th**

Congratulations! Interns have our own class Internet radio show. The show is titled “This Week in Preservice Education”. The purpose of the podcast is to discuss professional issue in teaching and learning that do not get enough attention and are interesting to preservice teachers. This is a podcast for professional development, but these podcasting tools can also be used for K12 learning. The Intern’s podcast will be produced by 2 different interns each week during the semester. The podcast will be 30 minutes each week and it will be LIVE (Sunday nights at 6:00pm EST). Interns will be paired up in groups of 2 or 3. When it is the group’s week to be in charge of the podcast, the intern in the group will be able to select ANY educational topic of their choice (it does not have to be related to technology) for the 30 minute broadcast. The podcast will be conducted via BlogTalkRadio.com.

**Requirements for the podcast:**

- Produce ONE podcast during this semester
- Select a theme related to teaching and learning (does not have to be technology)
- The podcast should stay on theme and be conducted in a professional manner
- Podcast should involve the chat room, bring in possible guest speakers, and be engaging
- Post a link to the group’s podcast and a short reflection in Kidblog
- Listen to and participate in the live chat for at least 2 other intern group podcasts

Sign up for professional podcast: [http://www.signupgenius.com/go/4090D45ADA72EA64-professional](http://www.signupgenius.com/go/4090D45ADA72EA64-professional)

*Tutorial on “how to create podcast” is on Schoology. Please use this tutorial and check it ONE week before you are supposed to conduct your podcast.*

**PROJECT G: GAME ON! (30 points)**

**Unit Link:** 8

**Due Date: December 7th & December 15th**

Many schools are starting to use students’ own technology devices (BYOD or BYOT). Many of these technologies were not developed for K-12 learning but could be used in K-12 learning. Your assignment will be to develop a lesson plan where students will be using a common everyday gaming system/tool in K-8 learning. You and a partner will be exploring an everyday video gaming system as a potential tool for K-8 learning. You will be blogging about your experience throughout this semester. In addition, you will ultimately develop one lesson plan that utilizing the gaming system which you could integrate in your student teaching (during Winter term). You will present your lesson plan and a demonstration of your activity in a video game “salon” on December 7th in the Brandon Center. You will be able to select any of the following everyday gaming systems (if you do not own the technology, Liz will lend it to you)...

- Nintendo DS
- Nintendo Wii
- Xbox
- Minecraft
- Leapad
Games for iPod/iPad (not made for education)
Games for Smartphones
Online Games (not made for education such as “words with friends”)
Other (approved by Liz)

**Rules of Game ON!**
You may earn up to 32 XP points (note that this is 2 more points than the assignment is worth—thus extra credit!) AND 3 BONUS POINTS!!
XP Points will be awarded every Friday beginning on September 21st

**Earning XP Points via BLOG POSTS**
+1 for each blog post about your experiences and experiments with the tool
  +1 for including pictures in each blog post
  +1 for including video in each blog post
+1 for each blog post about educators using the tool in their teaching
  +1 for including pictures in each blog post
  +1 for including video in each blog post
+2 for an interview with an educator using the tool
  +1 for including pictures in each blog post
  +1 for including video in each blog post
  +1 for including video/audio in each blog post
+1 for each blog post about research in learning on the tool
+1 for each blog post related to policies, management and procedures using the tool
+1 for each lesson plan that you develop based on the tool
  +3 for “teaching” with the gaming system in your placement
+1 for each blog post about “lessons learned” with the tool
+1 for commenting on at least 3 other blogs (thoughtful responses)
+1 BONUS point for getting your first blog post done by the end of September (thus you could get 33 points total)
+1 BONUS point for getting your second blog post done by the end of October (thus you could get 34 points total)
+1 BONUS point for getting your third blog post done by the end of October (thus you could get 35 points total)

**Earning XP Points via SALON**
+1 for setting up your equipment in Brandon center (without help)
+1 Share your lesson plan via Handout
  +1 for sharing your lesson plan via mobile devices
  +1 for including video or pictures related to your lesson plan (eg you demoing the project)
  +2 for having videos of students demo the project
+1 Have a short demo (5 minutes) of how the tool can be used for learning and let participants “try it”
  +1 Create a survey for feedback from participants
  +1 Set up survey so it can work on mobile devices
+2 Participate in at least 3 other showcases that day

**PROJECT H: Professional Webinar (25 points)**
Unit Link: 7
Due Date: **Before December 15th**
Virtual K12 schooling is on the rise, and there is a very good chance that you will have opportunities throughout your teaching career to teach with virtual and blended resources. To prepare for virtual teaching, you and a partner (up to 3 people in a group) will create a live webinar on a web resource for teaching and learning in social studies, math, science or literacy. Webinars are synchronous and interactive online learning sessions. Your webinar is expected to last between 20 and 30 minutes.
Requirements:
  Create and conduct a virtual webinar in Elluminate between Oct 1st and December 15th
  Participate in 2 other LIVE webinars (watching a recording does not count)
The webinar should be interactive (participants should have a role, not just a static lecture). Brief discussion time should be included in the webinar. The webinar should highlight the website but NOT be a “how to” tutorial. Rather you should focus on using the website to teach (such as having the participants build a collaborative timeline or “try” a game and give feedback). You should include why you selected the website and how it could engage, enhance or extend the content learning.

**Internet Posting Guidelines:**

1. Only post things that you would want everyone (in school, at home, in other countries) to know.

2. Do not share personal information. Ask yourself: Could someone find me or the person I am posting about (in real life) based on this information?

3. Think before you post. Ask yourself: What could be the consequences of this post?

4. Know who you’re communicating with. Ask yourself: Who is going to look at this, and how are they going to interpret my words?

5. Consider your audience and that you’re representing Michigan and your own placement schools, and your professional self.

6. Treat other people the way you want to be treated. When you post a comment, make sure you are respectful.

7. Use appropriate language and proper grammar and spelling.

8. Only post information that you can verify is true (no gossiping).

9. Anytime you use media from another source, be sure to properly cite the creator of the original work. Ask yourself: Who is the original creator of this work?

10. You may not post any media (photos, audio, video, school work) of ANYONE without their WRITTEN or RECORDED VERBAL permission (this includes your students, colleagues, friends, other teachers... etc).