

## **EPL 6273 - Improving Professional Practice of Teaching with Technology Autumn 2012 syllabus**

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Carmen (Course Management System): <http://carmen.osu.edu>

### **INTRODUCTION**

Welcome to Improving Professional Practice of Teaching with Technology (ED P&L 6273). This is a fully web-based course and is the first course in the OSU Computer/Technology Endorsement. We will use synchronous and asynchronous interactions, including email, synchronous meetings using Adobe Connect, threaded discussions and various other applications this semester. You will read different articles, complete projects, interact with one another, lead online sessions, post (upload) completed work, and reflect on your projects, within Carmen, the OSU course management system.

This course will provide you with the foundation needed to complete the computer/technology endorsement at OSU. You will begin by assessing the Technological Pedagogical Content Knowledge (TPACK) that you will need in order to be technology leaders in classroom, school, and district contexts. Next you will understand how the history of educational technology has impacted the ways that technology is currently used in the schools. Instructional design (ID) skills will be relevant throughout the program. In this course you will learn the basics of instructional design and study some of the ways that ID can be scaled to different contexts. Another important theme that will be found throughout the program is diversity and technology. You will begin to explore the relevant issues in this course. Next you will gain a basic understanding of how technology can help to teach students with cognitive and physical disabilities. Finally, we will begin to look at teaching K12 courses exclusively online and in a hybrid format (e.g., the flipped classroom).

### **TO COMPLETE THIS COURSE YOU WILL NEED:**

- Regular access to a computer with high speed Internet access
- An up-to-date web browser (e.g. Internet Explorer, Mozilla Firefox, Google Chrome, Apple Safari)
- An office suite (e.g., word processor, presentation software)
- Backup media such as a flash drive or cloud storage – Since you will be uploading course projects into the electronic portfolio that you will complete for the endorsement, we highly recommend that you backup all the files that you create for your courses either on a flash drive, external hard drive, or on a cloud storage site like [dropbox](#), [icloud](#), [sugarsync](#), [google drive](#) or [live.com](#) (or both). At least one student last year had a catastrophic crash and lost multiple documents that were not backed up.
- A USB headset with a microphone

## **COURSE OBJECTIVES/LEARNING OUTCOMES**

After the course you will be able to:

- Assess your level of Technological Pedagogical Content Knowledge (TPACK) knowledge and skills in the areas of content knowledge, pedagogy knowledge, and knowledge of operating systems, productivity tools, multimedia (e.g., video, audio, etc.), and educational technology tools
- Develop a plan to improve your TPACK knowledge and skills
- Identify the components and essential conditions of the ISTE Technology Leadership / Facilitator standards
- Understand the history of educational technology, relate that history to the current state of technology in the schools, and project future technology trends in the schools.
- Apply the basic components of instructional design to the integration of technology in classroom, school, and district contexts
- Understand the characteristics of a well-designed and taught online course
- Outline the process of developing an effective, fully online course
- Recount the different ways that technology intersects with diversity
- Understand the different ways that technology can affirm diversity
- Have a basic understanding of adaptive and accessibility hardware and software and how they can aid students with different types of cognitive and physical disabilities

## **SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Description</b>	<b>Project Due</b>
Week 1 (8/22)	Course Introduction	Complete four introductory activities	Complete week one activities by 8/26
Week 2 (Starting 8/27)	TPACK Introduction	TPACK Self Assessment, Technology Self Assessment and develop PD plan	TPACK Self Assessment and PD plan.  Due 9/2 at midnight
Week 3 (9/3)	History of Educational Technology in the schools	The readings and activities for this week will give you a sense of the history of how technology has been used to teach and future educational technology trends.	Adobe Connect Session #1
Week 4 9/10	Instructional Design Basics	We will be spending three weeks studying the process of instructional design and developing a technology	History of Technology in the Schools

		enhanced lesson using the ID process.  Adobe Connect Session	Due 9/16 at midnight
Week 5 9/17	Instructional Design Steps	This week we will look more closely at the instructional design process.	Adobe Connect Session #2
Week 6 9/24	Scaling Instructional Design for different contexts	Instructional design has been used on various scales from a single classroom lesson to a district wide curriculum. This week we will look at the factors to take into consideration when scaling the ID process.	Instructional Design  Due 9/30 at midnight
Week 7 10/1	Introduction to TK20	During this week, you will sign up for TK20 the portfolio system that you will use throughout the endorsement. You will also be introduced to the ISTE technology leadership / facilitator rubric.	Adobe Connect Session #3
Week 8 10/8	Intersection of Technology and Diversity	An important quality of educational technology is its capacity to differentiate instruction for students with different learning and cultural backgrounds. This week we will begin to discuss some of these capacities.	Post to Discussion Board
Week 8 10/15	Using Technology to Affirm Diversity	This week we will focus on the different ways that technology can affirm social and cultural diversity.	Adobe Connect Session #4
Week 9 10/22	Understanding Disability	There are a variety of ways that technology can be used to help teach students with physical, emotional, and cognitive disabilities. We will begin looking at the possibilities.	Legal, Ethical, and Human Issues  Due 10/28 at midnight
Week 10 10/29	Accessibility Hardware and Software	We will look a little more closely at some of the hardware and software that can be used to teach students with disabilities.	Adobe Connect Session #5
Week 12 11/5	Online Teaching Introduction	In the final four weeks of the syllabus we will look at online K12 teaching including basics and best practices	Post to Discussion Board
Week 13 11/12	Online Teaching Best Practices and Examples	One of the best ways to understand what is entailed in online teaching is being examining existing classes and class sessions.	Post to Discussion Board

Week 14 11/19	Community of Inquiry Model	The community of inquiry model provides a set of guidelines with which to approach the development and teaching of an online course.	Thanksgiving Week – Nothing Due – Please complete assigned readings
Week 15 11/26	Hybrid Course / Flipped Classroom	During this week you learn about teaching a hybrid online and in-person class. You will develop a lesson using a flipped classroom model.	Adobe Connect Session #6
Week 16 12/3	Course summary	During the final week of the course we will tie the different themes of the course together and prepare your artifacts to be uploaded to TK20.	Learning Online Due 12/9 at midnight

**PROJECTS**– A detailed description of each project will be provided in Carmen.

#### TPACK Self Assessment

**Project 1:** Complete a TPACK self-assessment and note strengths and weaknesses. Major areas of self-assessment include: content knowledge, pedagogy knowledge, basic hardware and software and operating system knowledge, Productivity Tools, multimedia knowledge (e.g., video, audio, etc), educational technology tools knowledge. Write a report about self-assessment that will be utilized to develop an individual professional development plan. (TL- 1-A1).

#### History of Technology in the Schools

**Project 2:** Review the history of educational technology in schools. Develop a visual timeline of educational technology in the schools. In the timeline, you will project what technologies you believe schools should adopt in the next 10 years. You will justify projections with current data. You will complete this project with a partner. (TL-VIII -B1).

#### Instructional Design

**Project 3:** After reviewing the different components of instructional design (e.g., Needs Assessment, Learner Analysis, Developing Objectives/Goals, Evaluating Learning Environments, Learning Strategies, Assessment), you will take a lesson plan previously taught or one you plan to teach that uses TPACK principles and redesign it using a systematic ID process.” (TL-II –F1).

#### Legal, Ethical, and Human Issues

**Project 4:** Review the literature on the different ways that technology can be used to differentiate instruction and affirm diversity. Analyze the two case studies provided in the activity and develop a plan that would differentiate instruction and affirm diversity in these classes using technology. You will complete this project with a partner. (TL-VI - B1, TL-VI - C1, TL-VI - E1).

## Technology and Students with Special Needs

**Project 5:** After reviewing the materials on using different technologies to help you with special needs, develop a plan for how to use accessibility and adaptive technologies for five different students with different physical, emotional, and learning abilities. Specific profiles for each student, including the assessments that were undertaken for each student, will be provided. What technology interventions should be suggested and why (TL-II –A3, TL-VI - B2)?

- Student 1 - Hearing impairment
- Student 2 - Visual impairment
- Student 3 - Learning Disability 1
- Student 4 - Learning Disability 2
- Student 5 - Psychomotor impairment

## Teaching Online

**Project 6:** In the final portion of the class you will be introduced to teaching online. After some introductory activities and readings, you will take a lesson that you ordinarily teach face-to-face and develop a lesson plan to teach it online or as a hybrid. In your lesson, you will be asked to attend to the whole community of inquiry model and address cognitive, pedagogical, and social presence.

## Adobe Connect Online Session

Project 7: Beginning in the third week we will have periodic one-hour online sessions using Adobe Connect (see schedule). We will do our best to schedule this evening session on a day that meets everyone's schedule. On **one** (1) of those sessions you will be required to facilitate a discussion about that week's topics with 5 or 6 other classmates. You should plan to facilitate for 30-45 minutes of the 1-hour session. In Carmen you will be provided with specific suggestions for how to facilitate the session in the Course Resources section under Content. Attendance is required for all sessions and will be factored into your participation grade. In case you can't make one, all connect sessions will be recorded so that you can review them. The recordings will be located in the Course Resources area.

## Evaluation

Course grades will be calculated as follows:

<b>Grade Component</b>	<b>Percentage</b>
Projects (x7)	12 % each
Class participation	16 %
<b>TOTAL:</b>	<b>100%</b>

You are welcome to resubmit a project once for a new grade after receiving feedback. You have a week after receiving feedback to resubmit it.

**GRADING SCALE:**

94-100	A	87-89	B+	80-84	B-	75-76	C	67-69	D+	
90-93	A-	85-86	B	77-79	C+	70-74	C-	60-66	D	<59 E

**SAMPLE READINGS – All readings will be provided in Carmen**

- 1) Major Developments in Instructional Technology: Prior to the 20th Century.  
<http://www.indiana.edu/~idt/shortpapers/documents/ITprior20.html>
- 2) Seattler, P. (2004), The Evolution of American Educational Technology 2nd ed. Information Age Publishing.
- 3) Carr-Chellman. (2009). Instructional Design for Teachers: Improving Classroom Practice. Routledge: London
- 4) Mehra, B. Merkel, C. Ann Peterson Bishop. .A.P. (2004 )The internet for empowerment of minority and marginalized users New Media Society. 6( 6) 781-802.
- 5) Vie, S.. (2008). Digital Divide 2.0: 'Generation M' and Online Social Networking Sites in the Composition Classroom. Computers and Composition, 25(1), 9-23
- 6) Warschauer, M. (2003). “Demystifying the Digital Divide”. In Scientific American, Inc., ScientificAmerican.com,  
<http://www.sciam.com/article.cfm?chanID=sa006&colID=1&articleID=000112F0-AB93-1F09-97AE80A84189EEDF>
- 7) The Digital Divide in Students' Usage of Technology Tools: A Multilevel Analysis of the Role of Teacher Practices and Classroom Characteristics,  
<http://citejournal.org/vol5/iss3/currentpractice/article1.cfm>
- 8) Marri, A. (2005). Educational technology as a tool for multicultural democratic education: The case of one US history teacher in an under-resourced high school. Contemporary Issues in Technology and Teacher Education, 4 (4), 395-409. Available: <http://www.citejournal.org/>
- 9) Carroll, D. & Carney, J. (2005 ) Personal Perspectives: Using Multimedia to Express Cultural Identity, Available:  
<http://citejournal.org/vol4/iss4/currentpractice/article2.cfm>
- 10) Gorski, P. (1999) Toward a Multicultural Approach for Evaluating Educational Web Sites Available: <http://www.edchange.org/multicultural/net/comps/eval.html>
- 11) A Long Way to Go: Minorities and the Media,  
[http://www.medialit.org/reading\\_room/article231.html](http://www.medialit.org/reading_room/article231.html)

- 12) Culturally Situated Design Tools: <http://www.rpi.edu/%7Eeglash/csdt.html>
- 13) The Assistive Technology Training Online Project (ATTO), <http://atto.buffalo.edu/>
- 14) Sharon Judge, S, Floyd, K., Jeffs, T. (2008) Using an Assistive Technology Toolkit to Promote Inclusion, *Early Childhood Education Journal* 36, 121–126.
- 15) Assistive Technology Glossary
- 16) Technology Tips for Differentiated Instruction: Available:  
<http://www.westedrtec.org/techtips>

### **Online Safety**

For information regarding protecting your privacy and computer as well as copyright issues see <http://safecomputing.osu.edu/>.

### **Policy on Responsible Use of University Computing and Network Resources**

You are subject to this policy anytime you use a university resource - this includes using Carmen, email, or university computers - therefore please read the "Policy on Responsible Use of University Computing and Network Resources" available at [http://cio.osu.edu/policies/responsible\\_use.html](http://cio.osu.edu/policies/responsible_use.html)

### **POLICIES FOR STUDENT CONDUCT AND PARTICIPATION**

This is an exclusively online course. There are a number of activities that you must turn in on time to successfully complete the course. Please do not work ahead more than a week, as this will not give you sufficient time to reflect on and assimilate course content. It is important that you contribute to all online discussions, chats, and white board sessions. The success of the course is dependent on your individual participation in all activities.

### **ACADEMIC MISCONDUCT**

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

## ODS STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

## GRIEVANCES AND SOLVING PROBLEMS

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant’s department. “

## STATEMENT ON DIVERSITY

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## TECHNOLOGY

Basic technology competencies are central to the successful completion of this course. Students should be competent in using basic office applications, utilizing the web, email, and a course management system like Carmen. More specifically students will utilize an online discussion board, synchronous communication (e.g., white board or Adobe Connect), submit projects through an electronic drop box, and complete course activities using a combination of these competencies.