



**The Citadel
School of Education**

| EDUC 543- Teaching, Learning, and Assessing with Technology | |
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| Instructor: Dr. Renee Jefferson, Ms. Nichelle Middleton, Ms. Chrysoula Malogianni | Class Meetings: Online |
| Office: Citlearn Virtual Chat Room | Class Hours: N/A |
| Telephone: N/A | Meeting Room: Citlearn |
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| Credit Hours: 3 | |

PREREQUISITES: None

REQUIRED TEXTBOOK:

No traditional textbook is required for this course. Reading materials or references will be provided via Citlearn. You are encouraged to obtain a copy of the 6th edition of the APA style manual--and study it.

COURSE DESCRIPTION:

This course provides an overview of new and emerging technologies and how they are changing the way educators teach and students learn. These new advances enable students to engage in authentic learning by leveraging technology for problem solving, discovery and exploratory learning situated in a real-world context. In this course, educators will identify, explore and evaluate new and emerging technologies and their potential impact on instructional practices in integrative/interdisciplinary STEM education. Theories underlining these technological advancements and their implications for effective implementation are discussed.

CONCEPTUAL BASE: THE CITADEL’S SCHOOL OF EDUCATION’S CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-12 Schools

The Citadel’s Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Align theoretical frameworks, current research and pedagogical approaches with facilitating students' learning through the use of technology.
- Identify and evaluate an emerging technology for its potential use in STEM disciplines.
- Utilize technology to solve instructional real-world problems
- Design, develop and evaluate technology enhanced, PBL lesson plans
- Apply the TPACK framework in their instruction
- Describe strategies for ensuring sustainability of an emerging technology.
- Connect with colleagues and share resources through the use of collaborative tools and technologies.
- Analyze, critique and reflect on article related to new and emerging technology, theories and practices.

STUDENT RESPONSIBILITIES:

CLASS EXPECTATIONS:

This is an online course. There are no lectures, no classes to attend. You will work independently all semester, but there will be many opportunities for interaction with other students in the course and with the instructors; they just won't be face to face. Expect to put in 9 – 12 hours a week working on this course, just as you would for a traditional three-credit course (including class time). In this course, you will have readings, assignments, discussions, and projects. This course is not self-paced; you will be working on more than one of these each week and, for each topic we cover. It will be your responsibility to keep up with the due dates, manage your time, identify areas where you are having problems, and contact us for help if you need it.

CLASS ATTENDANCE:

This course is highly interactive and thus we have high expectations regarding your participation in the class. This not only means participating in online course activities but being prepared in all formats for in-depth discussions of the topics at hand. If participation drops below the expected levels, we reserve the right to adjust assignments/expectations accordingly. You will be informed if anything changes in that regard.

Guidelines for Meeting Online

Here are the discussion forum guidelines for meeting online. You are required to spend an equivalent amount of instructional time (3 hrs/week) on the boards that you would spend in class (this can include reading/lurking so we will trust y'all).

Here's how these weeks will work.

There will be discussion forum(s) for each Module/Week. They will be identified by the "Module " number and they will be accessible both by each Module page and by the "Discuss it!" button on the left column. Some of these Discussion Forums are going to be generated by the instructors and some (most) are going to be generated by you (details will be provided under Module 1 "Discussion Lead Assignment").

NOTE: There will be more than one forum per week.

You are required to make at least **ONE** meaningful comment (**per week, per question**) by Wednesday at 11:59pm of that week and **ONE** meaningful response (**per week, per question**) by the end of that week/Module (Sunday at 11:59pm). We understand that there is a lot going on in one week but please try to contribute as much as possible.

Discussions will be assessed as **class participation** and are based on your contributions to weekly discussions and the quality of your comments. You must make it apparent that you have read and reflected on the readings.

Here is a rubric explaining our expectations on discussion participation.

| Low | Medium | High |
|---|---|--|
| <ul style="list-style-type: none">• Student does not exhibit knowledge of assigned readings• Posts are not elaborative, no comments and no supporting statements | <ul style="list-style-type: none">• Student exhibits a small amount of knowledge of assigned readings• Posts are somewhat elaborative, short comments and no supporting statements | <ul style="list-style-type: none">• Student exhibits deep knowledge of assigned readings• Posts are elaborative, including thought out comments and supporting statements |

COMMUNICATION:

All official electronic communication will be conducted via Citlearn and email utilizing students' Citadel email account. As per University policy, no non-Citadel email addresses will be used. However, if you wish to use your non-Citadel email, you can set your Citadel account to automatically forward to a different account. We will not keep track of non-Citadel accounts, thus should reply with your Citadel account.

ASSIGNMENT CRITERIA:

Criteria for each assignment will be distributed as assignments are generated. Points awarded will be based on fulfilling the specific criteria for each assignment. Details for each assignment are located under the correspondent Module on Citlearn. Assignments should be turned in through Citlearn only. All assignments are due at 11:59 pm on the due date specified in the Assignment.

ALL assignments will require the following:

- Correct grammar and spelling
- Word processed, in APA 6.0 format unless noted otherwise
- Received by instructor on or before due date before the beginning of class (unless otherwise arranged with instructor)

LATE WORK:

No credit will be given for an assignment that is more than one week late unless arrangements have been made prior to the assignment due date. Any assignment received after the due date will have the points received reduced by 15%. Late Wiki and Discussion Board entries WILL NOT receive credit.

GRADING:

| Assignments | Total Points |
|-------------------------------|---------------------|
| Discussions | 20 |
| Discussion Lead | 10 |
| Rubric | 10 |
| Midterm/Lesson Plan | 20 |
| Wiki | 15 |
| Problems of Practice- Project | 25 |
| Total | 100 |

Grade Scale

| | |
|-----------|-----------------|
| A | 90-100 points |
| B+ | 85-89.0 points |
| B | 80-84.9 points |
| C+ | 75-79.9 points |
| C | 70-74.9 points |
| 0 | Below 70 points |

HONOR STATEMENT:

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at: <http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow **The Citadel Honor Manual** regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources."

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

DISABILITY DISCLOSURE:

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

CLASS SCHEDULE:

| Date | Module-Topic | Assignments Due |
|---------------|---|---|
| 8/25 – 8/31 | Module 1- Technology in teaching and Learning | Survey Introduction Discussion 1 |
| 9/1 - 9/7 | Module 2- Building a Foundation for Technology Enhanced Learning Environments | Discussion 2 |
| 9/8 - 14/9 | Module 3- Wicked problems in Practice | Discussion 3 |
| 9/15 - 9/21 | Module 4- Models, processes, and methods for integrative STEM | Discussion 4 |
| 9/22 – 9/28 | Module 5- Emerging Technologies in integrative STEM Education | Discussion 5 |
| 9/29 – 10/5 | Module 6- More Emerging Technologies in integrative STEM Education | Discussion 6 Wiki activity 1 |
| 10/6 – 10/12 | Module 7- Assessing with technology | Discussion 7 Rubric Assignment |
| 10/13 – 10/19 | Module 8- Mid -Term | Lesson Plan |
| 10/20 – 10/26 | Module 9- Diffusion and Adoption of Technology in education | Discussion 9 Wiki Activity 2 |
| 10/27 – 11/2 | Module 10- Game-based learning | Discussion 10 |
| 11/3 – 11/9 | Module 11- Collaborative Learning Environments | Discussion 11 Wiki Activity 3 |
| 11/10 – 11/16 | Module 12- Critical issues related to Technology in Education | Discussion 12 |
| 11/17- 11/23 | Module 13- Peer Review of Problem of Practice Project | Discussion 13 Peer review |
| 12/1 – 12/ 8 | Module 14- Course reflections | Discussion 14 Final Project (Problem of Practice |