

LITE 550 Emerging Technology in Education

Winter 2022 Syllabus

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Prerequisite: LITE 535 or permission of instructor Bowling Green, KY 42101-1030

Email: andrea.paganelli@wku.edu

Course Websites: <http://blackboard.wku.edu>

Required Text: none; all course material will be posted on BlackBoard. **However, you may need to spend a small amount at some of the better Web 2.0 tools. For example, the Screencast-o-matic Pro version is \$20.00. So you could spend up to \$35 -\$40 on cool Internet tools.**

Required Special Instructional Materials Needed:

Required Hardware, Software, and File Formats:

Internet access: preferably DSL or cable

Hardware:

- PC/Windows-based computer with Internet Access *OR*
- Macintosh with OS 10
- Headset with microphone
- Webcam

Software:

- Microsoft Word for Windows or Mac
- Internet Browser such as Internet Explorer or Safari

Media: USB Drive (flash drive) highly recommended or Cloud storage. Since many students work on more than one computer, a flash drive or cloud storage makes it more convenient to transport files you are working on.

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

Course Rationale:

This LITE 550 course is designed for any graduate students interested in learning about emerging technologies in education. The content of the proposed course emphasizes current technology and implications for education. Course content will change each time it is offered due to the changing nature of technology.

Course Description:

This course provides a survey of new and significant technology developments and integration strategies in education; research of applications and effectiveness on K-12 pupil learning; and application of various new technologies to design, produce, and assess P-12 learning.

Course Objectives:

1. Graduate students will create three or more original technology products using Web 2.0 tools scoring 3 or higher on the rubric.
2. Graduate students will create a TED-Ed Flipped lesson on an authentic topic, requires a pupil technology product, meets the Create Excellence Framework level 3 (or higher) requirements, and scores 3 or higher on the rubric.

Instructional Methods:

Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos, field experience, teaching P-12 pupils

Course Topics:

Emerging Technology; Social Networking; Educational Technology: definition and origin; Overview of current technology systems and applications in education; Issues in educational technology; Productivity tools: definitions, characteristics, issues, assessment, integration strategies, lesson activities; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with other educators; Diverse needs of pupils; Assessment of instructional technology and strategies.

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

Level 1 Level 2		
Indicator	Description of Target Level 5 Indicator	Description of Target Level 5
a. Values learning: Attendance	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a g. Values diversity missed class. Usually gives reason for planned absence.	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
b. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to h. Values collaboration questions. Participates in discussions.	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
c. Values learning: Class preparation	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of i. Values professionalism: thoughtful analysis of the assignment. Work Respect for school rules, policies, and norms shows that adequate time and planning were allocated. Consistently comes to class well prepared.	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
d. Values learning: Communication	Uses correct grammar in oral and/or written communication. Communication is free of j. Values professionalism:	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.

	<p>offensive or inappropriate language. Uses</p> <p>Commitment to self</p> <p>language to express ideas very effectively</p> <p>reflection and growth</p> <p>regardless of the age of the listener.</p>	
e. Values personal integrity: Emotional control	<p>Displays steady emotional temperament. Is receptive to viewpoints of others and their</p> <p>k. Values professionalism:</p> <p>suggestions. Holds self accountable for</p> <p>Professional development</p> <p>emotions and behaviors. Displays a sense of</p> <p>and involvement</p> <p>humor and/or willingness to get along with others.</p>	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
f. Values personal integrity: Ethical behavior	<p>Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and</p> <p>l. Values professionalism:</p> <p>professional confidences. Can be counted on</p> <p>Professional responsibility</p> <p>to follow through and keep word. Shows self to be a person of strong character.</p>	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

Standards addressed in this course and Critical Performance Indicator:

KTS Standard I: Content Knowledge
KTS Standard III: Creates/Maintains Learning Climate
KTS Standard IV: Implements/Manages Instruction
KTS Standard V: Assesses and Communicates Learning Results KTS Standard VI: Demonstrates Implementation of Technology KTS Standard VIII: Collaborates with Colleagues/Parents/Others KTS Standard X: Provides Leadership Within School/Community/Education
ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments
ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility *EPSB's code of ethics* ([url: http://www.kyepsb.net/legal/ethics.asp](http://www.kyepsb.net/legal/ethics.asp)) *EPSB Themes: Diversity, Closing Achievement Gap*

Course Evaluation: (based on accumulated points)

Evaluation Grading Scale:

Web 2.0 projects 300 A= 90% = 540-600 points
Discussion Board 75 B= 80% = 480-539 points
CPI: TED-ED Flipped lesson 200 C= 70% = 420-479 points

TOTAL 600

Grades and Student Feedback: Your instructor keeps grades on an MS Excel spreadsheet, **not** in BlackBoard's grade book. You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.)

Submission of Assignments:

The preferred method for submission of your assignments (except final CPI) is to upload your assignment file through BlackBoard.

- a. View the assignment description under Assignments in our BlackBoard course.
 - b. Click on the link "View/Complete Assignment: AssignmentName" under the assignment description.
 - c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
 - d. Click "Browse" and locate your assignment file on your hard drive or diskette.
 - e. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
 - f. Click "Submit" to send your file to your instructor.
2. Your final CPI must be submitted to the Electronic Portfolio System.

Emails to Instructor:

1. ALL emails to your instructor **MUST** be in the following format:
LME 550, Last Name, Topic
Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the course number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help me with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software (Entourage) will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Please avoid emails with "humorous" attachments or emoticons, texting abbreviations, viruses by using virus-checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor. Remember that your emails are professional communication with your instructor.

Late Assignments: Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date** (see course calendar) will result in a **20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

Plagiarism: To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes**

submission of the same assignment for more than one class. Plagiarism could result in a grade of an “F” for the assignment and /or the course.

WKU subscribes to TurnItIn, a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

Participation and Communication: Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students’ participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior:

<http://www.albion.com/netiquette/index.html>.

Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC, A-200. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

Definition of Key Terms used in this course:

Difference and “Student” and “Pupil”: In this course and all course documents, the term “student” refers to YOU—students in WKU courses. The term “pupil” refers to children or students in grades preschool through twelfth grade (P-12). CPI - Critical Performance Indicator: A critical performance is a multi-task, learning-centered project which is critical to the academic standards and goals of a program area (in this case, the LME program). In most cases, it is the culmination of semester long activities into one final multifaceted demonstration of mastery of the course objectives.

Course Assignments, Projects, and Evaluation

Orientation Activity (10 points)

1. Posting information on Welcome Blog 5 points
2. Picture on Welcome Blog 3 points
2. Orientation email with all components to instructor 5 points
3. Completed, signed Orientation Activity 7 points
4. Email authentic topic to instructor by due date 5 points

Participation (15 points given at the end of the course)

1. Participation in Discussion boards including the Q & A Discussion Board.
2. Attendance and participation in online webinars
3. Participation in course assignments
4. Completing and turning in assignments on time.
5. Maintaining contact with the instructor.
6. Maintaining positive professional attitude. (No derogatory comments concerning other students or the instructor will be tolerated on the public discussion board. This type of comment should be addressed privately to the individual in concern only.)

Discussion Board: (75 points: 50 pts for part 1 and 25 pts for part 2)

Participate in a discussion board about flipped classrooms.

Part 1: Answer the following questions in your first post by the due date. In your initial post answering the questions below, be sure to put your last name followed by the title of your post. Be sure to use credible sources, write in APA format, and give APA references.

1. In your own words, what is a flipped classroom?

2. What are the pros and cons of a flipped classroom?
3. Describe three resources about implementing a flipped classroom.
4. How could you implement a flipped classroom at your school?
5. What ideas are you considering for your TED-ED flipped lesson?

Part 2: Reply to two other students post by the due date.

Points	Quality of Participation
40-50	<ul style="list-style-type: none">• Postings are submitted <u>on time</u>.• Contributions are meaningful and demonstrate understanding and <u>synthesis of ideas</u>.• In-depth thought and contributions that <u>encourage intellectual growth of other participants</u>. <p>APA citations and references are added for further information located by student.</p> <p><u>Adds 2 or more significant additional resources</u> such as links to articles, websites, videos, blogs, podcasts, etc. (other than assigned resources) that contribute to the week's topics and ties them into your discussion even if the questions do not ask for extra resources.</p> <ul style="list-style-type: none">• Discussion postings are <u>respectful and courteous</u>.• 2 thought provoking comments to other students' posts.
20-39	<ul style="list-style-type: none">• Postings are submitted on time. <p>Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic.</p> <p>Adds <u>one additional resource</u> that does not significantly contribute to the week's topics or does not really tie them into the discussion. One APA reference added.</p> <ul style="list-style-type: none">• Discussion postings are respectful and courteous.
1-19	<p>Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post."</p> <ul style="list-style-type: none">• Very little evidence of having read about the topic or giving any in-depth thought to the topic.• No additional resources or comments added.
0	<ul style="list-style-type: none">• No response.

TS-16: Web 2.0 Tools (300 pts) See the module in BlackBoard. *Be sure to submit the Project Description Form with each project you complete.*

LME 550 Critical Performance

CPI: TED-ED Flipped Lesson (200 points)

Task:

You will develop your own TED-ED Flipped lesson on the TED-Ed website. Is there some technology project that you have wanted to do with your class but have not had the time? Or have you wanted to try the “Flipped” idea with your students? Well, this is your chance to plan that idea. You must use a real TED Talk in your flipped lesson.

You will select an authentic, real-world topic for your project. Email your proposed project to your instructor by the due date (see course schedule). You are planning this lesson—you are not required to teach it in this class. You should review several TED talks and TED Flipped lessons before you select your topic. Send the authentic topic, TED video link that you may use, and grade level your activities will target.

See the CPI: TED-ED Flipped Lesson Assignment File posted on BlackBoard.