

LITE 550 Emerging Technology in Education

Winter 2023 Syllabus

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Prerequisite: LITE 535 or permission of instructor

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 missed class. Usually gives reason for planned absence.	g. Values diversity	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 questions. Participates in discussions.	h. Values collaboration	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 thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	i. Values professionalism: Respect for school rules, policies, and norms	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 offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	j. Values professionalism: Commitment to self-reflection and growth	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.
e. Values personal integrity: Emotional control	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	k. Values professionalism: Professional development and involvement	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	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	l. Values professionalism: Professional responsibility	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>)
 EPSB Themes: Diversity, Closing Achievement Gap

Course Schedule for Winter 2023 Semester:

Link to WKU Academic Calendar: https://www.wku.edu/regISTRATIONguide/academic_calendar_dates/2022_23_acad_cal_final.pdf

All assignments are submitted under Assignments on BlackBoard with the exception of the Orientation Activity (which is emailed to instructor) and IDP (which is uploaded to EPS).

*All assignments are due at **midnight** on the due date.*

Week of:	WKU Calendar Events You Should Know	Assignment Due Dates
W 1/3	1/4– Last day of drop/add	<ul style="list-style-type: none"> Add your information in the Welcome Blog in BB to include: (due Wednesday 1/4) <ul style="list-style-type: none"> Information about yourself Your picture on blog Three interesting websites you would like to share with your classmates Orientation email with all four paragraphs sent to your instructor and Orientation Activity attached to the email. (due Wednesday 1/4) Review some TED Talk videos (https://www.ted.com) and email your authentic curriculum topic and link to your TED Talk to your instructor by Thursday 1/5; you will use this authentic topic for all of your Web 2.0 projects and your flipped lesson at the end of the course; What to email your instructor: <ul style="list-style-type: none"> Authentic curriculum topic TED video link that you propose to use Grade level your activities will address Flipped Lesson Discussion board first post by Friday 1/6 Submit first 100 points of projects (including Project Description Form) for TS-16 on Sunday, 1/8
M 1/10	1/10 60% point, any student who does no class work at after this point will receive a grade of FN 1/11 Last day to withdraw from any class with a "W"	<ul style="list-style-type: none"> Submit second 100 points of projects (including Project Description Form) for TS-16 on Tuesday 1/10 Submit third 100 points of projects (including Project Description Form) for TS-16 on Thursday 1/12 TED-Ed Flipped Lesson; Due on Saturday 1/14; Submit to BlackBoard
M 1/17		<ul style="list-style-type: none"> Grades due to Registrar on Tuesday 1/17/22

Course Evaluation: (based on accumulated points)

Evaluation

Web 2.0 projects	300
Discussion Board	50
CPI: TED-ED Flipped lesson	200
Orientation Activity	25
Participation	<u>25</u>
TOTAL	600

Grading Scale:

A= 90% = 540-600 points
B= 80% = 480-539 points
C= 70% = 420-479 points

Grades and Student Feedback: Your instructor will keep grades in BlackBoard for this short winter session.

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.

- View the assignment description under Assignments in our BlackBoard course.
- Click on the link "View/Complete Assignment: AssignmentName" under the assignment description.
- 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 flash drive.

- 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.

Naming Files: In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, “Logsdon.TS-6.Database.doc”.

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. (25 points)

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| 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 (25 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: (50 points)

Participate in a discussion board about flipped classrooms.

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?

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>. APA citations and references are added for further information located by student.• <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.• Discussion postings are <u>respectful and courteous</u>.• 2 thought provoking comments to other students' posts; each post adds one reference.
20-39	<ul style="list-style-type: none">• Postings are submitted on time.• Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic.• 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.• Discussion postings are respectful and courteous.
1-19	<ul style="list-style-type: none">• Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post."• 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.