TE 831
Teaching School Subject Matter with Technology
Spring Semester 2018 Syllabus

Instructor: Douglas K. Hartman, Ph.D.
Email: dhartman@d2l.msu.edu
Zoom: https://msu.zoom.us/j/938624534
Office Hours: By appointment (via Skype, Google Hangout, or cell phone)
Learning Management System (LMS): D2L Website

“And then there’s now, our very own information age, the fastest and most global of all the four great epochs in the history of human communication. It’s a bit startling and perhaps humbling to consider that one of the greatest transformations in human interaction is playing out across our everyday lives.”
- Cathy N. Davidson (2011)

Course Rationale and Objectives
The principal aim of this online course is to develop strategies and methods for teaching school subject matter with digital technology. The course offers a perspective for integrating educational technology with content and pedagogical practice. Among the topics which the course explores are the National Educational Technology Standards for Teachers (NETS*T), Technological Pedagogical and Content Knowledge Theory (i.e., TPACK), digital literacy, digital citizenship, Universal Design for Learning (UDL), 21st Century Skills, digital storytelling (e.g., podcasts and vodcasts), and using digital technologies for purposeful educational outcomes.

To some degree, this course will also examine the “great debate” in the field of educational technology. This debate is largely about universal access to and the affordances and constraints of utilizing educational technology in schools. The main purpose of the course is to provide you with ways to think about how to integrate digital technologies in school subject matter and offering ideas, discussions, opportunities, and tools for how to do it. In that vein, one of the primary objectives of this course is to provide authentic learning experiences with using educational technology to teach various subject matter (and grade levels). In this course, there is a high priority placed on doing as a pathway to understanding.

NOTE: You do not have to be currently teaching in a K-12 classroom to take this course, but you will need access to a K-12 classroom and students for some of the course projects.

MSU College of Education’s Twitter Link
Students in this course will
● Examine conceptual frameworks for integrating educational technology in school subject matters
● Examine and become familiar with issues and terminology related to the field of educational technology
● Discuss and collaborate with classmates to foster an interactive online community
● Apply technological knowledge and pedagogical knowledge to construct technology-rich lessons
● Create digital media to utilize in one’s teaching, learning, and reflection

Format
In order to meet these goals, the course follows a modular format. Each module builds on previous work, which means you must complete each module’s work before moving to the next module. The course begins with Conceptual and Theoretical Frameworks, which provide a foundational understanding for teaching with digital technologies. Throughout the semester, you will also explore Tech Tools, in which you identify, examine and try out new hardware, software, and digital technologies that have the possibility of enhancing teaching and learning, focusing on the affordances and constraints of integrating digital technologies in teaching. Moreover, during the semester, you will consider Metacognitive Tools, which includes your reflections on your learning and growth throughout the course.

This course is structured to keep you on schedule and prevent a backup of assignments due at the end of the semester. There will be online responses to each module that are asynchronous (i.e., you need not be online at the same time, nor are these “online chats”), which require you to respond to classmate module’s readings and viewings in a few hundred words. MSU’s Desire 2 Learn (D2L) is the primary learning management system (LMS).

Reading and Viewing Materials
There is no core book to read for this course. The online readings will be provided on D2L. Each module’s lesson contains materials for reading and viewing. For some modules you will post a response to the reading/viewing on the D2L discussion board for that module’s lesson.

Required Text
There is no required textbook for this course. Links to readings and viewings are provided in D2L.

Using the MSU Library: To gain access to resources available through the MSU Library, click on this MSU Library link.

Assignments (there are four components)

1. Participation (20% of course grade) - Participation will be evaluated on two elements listed below. Due dates for participation assignments will be Sundays before 11:59 pm ET.

   1. Responses to module readings and viewings. Online asynchronous responses (200-300 words) will focus on readings and viewings. These are “open-ended” responses and intended to provide a way for you to formulate your thinking on the module’s viewings/readings. You should connect your responses to the materials in the module’s lesson; these responses may also have applications to your classroom practices. Responses for Modules 2-11 will be made through D2L’s blog tool; responses for weeks 12-15 will be made via Twitter at: #TE831HartmanMSU

   2. Tech Tools assignments. Practicum assignments provide you opportunities to try out and reflect on your use of a digital technologies. Practicum assignments include three “Tech Tools” activities.
II. Vodcast Project (aka: vlog, vidcast, digital story) (20% of course grade) - One way to integrate educational technology into school subject matter is with vodcasts, often referred to as vlogs, vidcasts, or video podcasts, video/audio projects. Vodcasts enable authors to take content, blend it together, and share it with others. Podcasts are audio recordings shared with other via the Internet, whereas vodcasts are audio AND video recordings combined, shared with others via the Internet. Vodcasts may be utilized with any subject matter and allow users to shape and craft content in powerful and purposeful ways. Vodcast creation is a digital literacy that blends images, text, first-person narration, and (often) music.

The purpose of this assignment is for you to create your own vodcasts for a particular educational purpose. While the particular topic for the vodcast is open, you must construct a project that will be used as part of a lesson or unit you teach; if you are not currently teaching, then you must create a vodcast for a subject/topic that you are certified to teach. The vodcast should be 4-5 minutes in length. You can use iMovie, PhotoStory 3, and/or Windows Moviemaker. You will upload your vodcast to Vimeo (sign up for a free account, if you don’t already have one) to share your digital story with me and classmates.

III. Repurposed Lesson Plan (20% of course grade) - Part of knowing is doing. Most digital technologies are not designed for educational purposes. This means is that technologies have to be creatively repurposed to make them fulfill their educational potential. This is as true of PowerPoint as of the iPad. In this assignment, you will identify an Internet technology (i.e., website or online program, etc.) or digital hardware (cell phone, Flip camera, iPad, etc.) – or both – with which they have limited use and experience (you may choose to integrate more than one for this project). You will then craft a lesson around that piece of digital technology.

The lesson must be connected to subject matter you teach. Likewise, the lesson plan should be implemented and taught in your classroom with your students prior to the due date for this assignment. However, if you are not currently teaching, in lieu of teaching the actual lesson, you will create a short video or PowerPoint presentation to demonstrate your lesson plan (5-7 minutes). The written portion for this assignment includes a 2-3 page lesson plan (following the format provided) and a reflection paper (1,000–1,200 words). The reflection paper should connect course readings and themes along with reflections on the actual integration of technology in the lesson plan. You will create both the lesson plan and reflection paper in Google Docs (more information on D2L) and invite Doug to the gDoc at his course email address: te831hartman@gmail.com by the due date. A lesson plan template and further guidelines for the reflection paper are available in D2L.

IV. Multimodal Projects (20% of course grade) - See D2L for the description & directions.

V. Voice Thread Project (20% of course grade) - For the final project, you will use Voice Thread to reflect on what you learned throughout the course. You will create your own Voice Thread project, which will include audio and visual presentation materials. A Voice Thread is a collaborative, multimedia slideshow that holds images, documents, and videos and allows people to navigate pages and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). More details related to this assignment are located on D2L. As part of this project, during the final module, you will also review and comment on your peers’ Voice Thread reflections.
Schedule
The scope and sequence for the course’s modules may be found in D2L, which provides relevant course content, assignments, projects, and due dates. A summary schedule follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Major Assignments/Projects</th>
<th>Module Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8-14</td>
<td>1</td>
<td>Tech Tool 1</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Jan 15-21</td>
<td>2</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Jan 22-28</td>
<td>3</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Jan 29-Feb 4</td>
<td>4</td>
<td>Vodcast Project</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Feb 5-11</td>
<td>5</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Feb 12-18</td>
<td>6</td>
<td>Multimodal Project 1</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Feb 19-25</td>
<td>7</td>
<td>Tech Tool 2</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Feb 26-Mar 4</td>
<td>8</td>
<td></td>
<td>Yes</td>
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<tr>
<td>9</td>
<td>Mar 12-18</td>
<td>9</td>
<td></td>
<td>Yes</td>
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<tr>
<td>10</td>
<td>Mar 19-25</td>
<td>10</td>
<td>Re-Purposed Lesson</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Mar 26-Apr 1</td>
<td>11</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Apr 2-8</td>
<td>12</td>
<td>Multimodal Project 2</td>
<td>Yes*</td>
</tr>
<tr>
<td>13</td>
<td>Apr 9-15</td>
<td>13</td>
<td>Tech Tool 3</td>
<td>Yes*</td>
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<tr>
<td>14</td>
<td>Apr 16-22</td>
<td>14</td>
<td></td>
<td>Yes*</td>
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<tr>
<td>15</td>
<td>Apr 23-29</td>
<td>15</td>
<td></td>
<td>Yes*</td>
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<tr>
<td>16</td>
<td>Apr 30-May 4</td>
<td>16</td>
<td>VoiceThread Project</td>
<td>No</td>
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</table>

*Use Twitter for Module Response
Communication
Throughout the semester, students must frequently check for AND respond to e-mail messages from the instructor and classmates. I check my email regularly and expect you to engage in timely and respectful dialogue using digital technologies. As a guideline, you can expect a response from me to your email within 48 hours.

When communicating with me and classmates, be sure to practice proper email etiquette. If you have specific questions, please communicate directly with me via email. Failure to communicate regularly and/or effectively with me or classmates throughout the semester may result in an overall participation grade deduction.

Late Policy
All work must be turned in on time, by the specified due date and time. If you need to submit a late assignment, you must contact the instructor ahead of time and make alternative submission arrangements. NOTE: If you submit an assignment after the deadline, you will not receive any points for that assignment unless otherwise determined by the instructor. Deadlines are in place to ensure your success and continued progress. No deferred grades or incompletes will be given, unless there are extenuating circumstances.

Academic Honesty
I assume that (a) you are honest and ethical, and (b) all completed course work represents your own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University’s student conduct code.

The principles of truth and honesty are recognized as fundamental to the MSU educational community, which includes students, teachers and scholars. This means that all academic work is to be prepared by you, without unauthorized aid of any kind. Incidents of plagiarism are serious and will be pursued. Punishment can result in automatic failure of the course. You should not use any text verbatim on any class assignment without quotation marks and source citations. Warning: Do not go to a website such as Wikipedia or use an article or book and copy and paste text, and then “rearrange” words or sentences, or replace a few words here and there – this constitutes plagiarism. Always cite your source(s). For further information, see MSU’s regulations on academic dishonesty and plagiarism. If you have questions, please ask.

APA Citations
The educational community uses APA formatting, which you need to use for this course. Directions for APA style for references and citations are available HERE. There are additional resources on the web. You may also wish to purchase the Publication Manual of the American Psychological Association (6th ed. American Psychological Association: New York, 2008).

Program Requirements
No matter where you are in your graduate program, it is important that you regularly attend to the MATC program requirements (or whatever requirements exist for the program in which you are enrolled). For MATC students, visit the MATC website to check for informational updates, including program and graduation requirements.

Course Questions/Concerns
If you have concerns or complaints about the course or my conduct of it, bring them to me first. Alternatively, or if I am not sufficiently responsive, you may then take them to the MATC coordinator, Dr. Janine Certo, or the MSU Ombudsman.

Accommodations for Students With Disabilities
It is MSU’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, please contact me AND the Resource Center for Persons with Disabilities. *I should be notified BEFORE the semester starts.* For an appointment with a counselor, call 517-353-9642 (voice) or 517-355-1293 (TTY). MSU Instructors may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

**Social Media**
Regarding the use of social media derived from this classroom/course:

As members of a learning community, you are expected to respect the intellectual property of the course instructor. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may not record or re-record any materials or activity related to the course.
2. Students may not post any recordings, materials, or other classroom activity online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
3. Any student violating the conditions described above may face academic disciplinary sanctions.

**Helpful Resources**
- Off Campus Library Services: [http://libguides.lib.msu.edu/twominutetips/offcampus](http://libguides.lib.msu.edu/twominutetips/offcampus)

**Responsible Conduct of Research Requirement**
MSU now has new Responsible Conduct of Research (RCR) requirements for graduate students. All new MATC students will complete 4 Collaborative Institutional Training Initiative (CITI) online modules. Some of you may have completed these modules already; but, if not, below is a reminder of the required modules and deadlines for completion.

CITI modules:
- Introduction to the Responsible Conduct of Research (RCR)
- Authorship
- Plagiarism
- Research Misconduct

Please visit the MSU Office of Regulatory Training site ([http://ora.msu.edu/train](http://ora.msu.edu/train)) and login to complete the modules. You are responsible to complete these on-line modules on your own by the end of the first year in the program.
MATC Program Standards & Goals
For those taking this course who are admitted to the MATC Program, elements of the MATC Program Standards & Goals are woven into course activities, assignments, and projects. These standards and goals are referenced at the point of use and are intended to provide coherence and continuity to the overall MATC learning experience. Click on the following title to read a document that explains How the MATC Program Standards & Goals are Addressed in TE 831.
General Grading Rubric & Grade Book

The grading scale below will be used to assess and assign students’ individual and course grades. For specific assignments, different versions of this rubric may be employed (see D2L for details). Points for each assignment, project or posting will be recorded in the grade book of MSU’s Desire2Learn course management system for students to access at any time: [https://d2l.msu.edu](https://d2l.msu.edu)

<table>
<thead>
<tr>
<th>Points</th>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>4.0</td>
<td>This represents outstanding and exemplary work. The student uses and integrates readings, online discussions, and personal experiences (where appropriate) to inform his/her writing and the production of assignments. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The assignment contains no errors in grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>90-94</td>
<td>3.5</td>
<td>This represents high quality work. The student uses many readings, online discussions, and personal experiences (where appropriate) to inform the writing and completed assignments. The student meets all the requirements of the assignment, is thoughtful and provides some details and examples to support ideas. The assignment contains very few errors in grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>85-89</td>
<td>3.0</td>
<td>This represents good quality work, performed at the expected level for graduate study. The student uses some readings, online discussions, and/or personal experiences to inform the completed assignment. The student meets all the requirements of the assignment, attempts to engage with the purposes of the assignment, and provides details and examples to support ideas. The completed work contains few errors in grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>80-84</td>
<td>2.5</td>
<td>This represents work below the expected level of quality for the TE program. The student does not include appropriate (or enough) references to relevant readings, online discussions, and/or personal experiences to inform the assignment and its purpose(s). The student does not meet all requirements of assignment. The student’s work represents a limited attempt to engage with the purposes of the assignment. There are few details and examples to support writing. The assignment includes errors in grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>75-79</td>
<td>2.0</td>
<td>This represents work significantly below the expected level of quality for graduate work. The student demonstrates a minimal attempt to engage with the purposes of the assignment, with little or no details or examples to support the ideas. The work shows little evidence of having read/viewed course materials and/or integrating online discussions. The writing meets few of the assignment’s requirements. The student’s assignment includes errors in grammar, punctuation, and spelling.</td>
</tr>
</tbody>
</table>

If you have a concern about the evaluation of an assignment, contact the instructor immediately about the concern. If a grade change is warranted, it can only be made within one week after the assignment is due (i.e., the following Sunday at 11:59pm). No grade changes are possible after one week of the assignment’s due date.