

Syllabus

TEL 71710: Educational Technology

Course Information

Term and Year:

Class Location:

Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

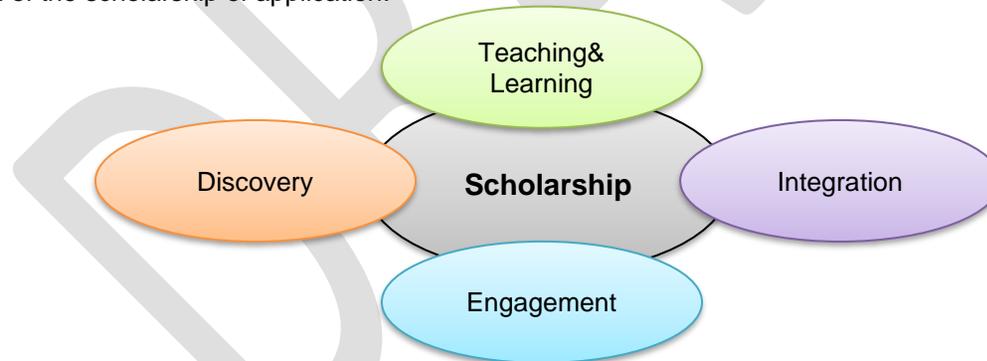
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

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Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

California Teaching Performance Expectations (TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

Retrieved from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_26

Course Description

This course examines educational technology as it relates to instruction, assessment, professional development, and student engagement. You will create content that will be aligned to the current International Standards for Technology in Education (ISTE). This course is intended to engage you in improving accessibility to curriculum, individualizing instructional materials and practices, implementing and modeling digital citizenship, and enhancing communication between students, parents, and colleagues.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
CLO1: Apply technology-based tools to enhance instructional and assessment practices.	<ul style="list-style-type: none"> PO1, PO2, PO3, PO4, PO5 	Standard 1-8	Standard 1-5	TPE 1-6
CLO2: Implement technology rich instructional activities, aligned to Universal Design for Learning (UDL) guidelines that promote student engagement.	<ul style="list-style-type: none"> PO1, PO2, PO3, PO4, PO5, PO6 	Standard 1-8	Standard 1-5	TPE 1-6
CLO3: Demonstrate proficiency in promoting and modeling exemplary digital citizenship and ethics in relation to the use of technology and information.	<ul style="list-style-type: none"> PO3, PO4, PO6 	Standard 9 &10	Standard 3	TPE 1-6
CLO4: Demonstrate fluency with the ever-changing landscape of educational technology tools.	<ul style="list-style-type: none"> PO1, PO2, PO3 	Standard 1-10	Standard 1-5	TPE 1-6

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	1.5 hours	2 hours
Week 2	1.5 hours	2 hours
Week 3	1.5 hours	3 hours
Week 4	1.5 hours	3 hours
Week 5	1.5 hours	2 hours
Week 6	1.5 hours	1 hour
Week 7	1.5 hours	1 hour
Week 8	1.5 hours	1 hour

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time: $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

Required Course Materials

Kolb, L. (2017). *Learning first, technology second: The Educator's guide to designing authentic lessons*. International Society for Technology in Education. ISBN: 9781564843890.

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ProQuest Ebook Central.

Conrad, D., & Openo, J. (2018). *Assessment strategies for online learning: Engagement and authenticity*. ProQuest Ebook Central.

Instructor Policies

Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful

discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

Technology Requirements and Support

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

Course Overview

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RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Signature Assignment: Training Seminar – Presentation

Record yourself presenting the training seminar you created in Week 7 to administrators or the school board.

Submit the recording by Friday.

Review the videos presented by your classmates and provide constructive feedback by Sunday.

Submit the completed paper by Sunday.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 25 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Outline 125 points	Outline is clear and follows a logical order. Outline contains detailed information on what takes place each day.	Outline has an order and contains enough information on what takes place each day.	Outline is vague and provides limited information on what takes place each day.	Outline is incomplete or does not provide enough information.

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<p>Format 50 points</p>	<p>Format, citations, and references are consistent with APA style guidelines. There are no errors made. Follows proper structure, grammar, and spelling. Little to no errors throughout the work product.</p>	<p>Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made. Follows proper structure, grammar, and spelling. Few errors are shown.</p>	<p>Format, citations, and references are consistent with APA style guidelines; however, there are a few errors. Contains a few errors in structure, grammar, and spelling.</p>	<p>Minimal sources used and inconsistently follows APA style guidelines required by the college. Follows some proper structure, grammar, and spelling but contains enough errors to distract.</p>
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	<p>Exceeds Requirements 100%</p>	<p>Meets Requirements 88%</p>	<p>Approaches Requirements 75%</p>	<p>Below Requirements 68%</p>
<p>Video 75 points</p>	<p>Video is well organized and professional. Video incorporates several visuals</p>	<p>Video is organized and incorporates visuals.</p>	<p>Video is somewhat disorganized and has minimal visuals.</p>	<p>Video is lacking organization and is difficult to follow.</p>
<p>Professionalism 25 points</p>	<p>Candidate's dress is business professional and speaks in a clear, professional manner without grammatical errors.</p>	<p>Candidate is dressed professionally, speaks with clarity and minimal grammatical errors.</p>	<p>Candidate has minimal professional attire, speech is unclear or contains grammatical errors.</p>	<p>Candidate is not dressed professionally, speech is difficult to understand and contains grammatical errors.</p>

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	22
Assignment	58
Signature Assignment	20

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Experience with EdTech		Discussion	2
Discussion: Best Practices of Digital Citizenship		Discussion	2
Assignment: ISTE Standards and UDL Guidelines Analysis		Assignment	5
Week 2			
Discussion: Formative Assessment and Summative Evaluations		Discussion	2
Discussion: Lesson Planning		Discussion	2
Assignment: UDL Lesson Plan		Assignment	10
Week 3			
Discussion: Technological Tools in Your School or District		Discussion	2

Assignment: UDL Lesson Plan-Peer Review	Assignment	3
Assignment: Technology-Based Tools Presentation	Assignment	5
Week 4		
Discussion: Enhancing your Classroom	Discussion	2
Discussion: Assistive Technology	Discussion	2
Assignment: EdTech Tool Lesson Plan	Assignment	10
Week 5		
Discussion: Rubrics	Discussion	2
Assignment: EdTech Tool Lesson Plan-Evaluation	Assignment	5
Week 6		
Discussion: Blended Learning	Discussion	2
Assignment: Blended Learning Lesson Plan	Assignment	10
Week 7		
Discussion: Professional Development Needs	Discussion	2
Assignment: EdTech Management and Professional Organizations Paper	Assignment	5
Signature Assignment: Training Seminar – Outline	Signature Assignment	10
Week 8		
Discussion: FERPA and Cyber Security	Discussion	2
Assignment: Implications of Technology Paper	Assignment	5
Signature Assignment: Training Seminar – Presentation	Signature Assignment:	10
Total Points		100

***Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Week 1: Introduction to EdTech

Learning Objectives

1.1 Interpret the ISTE standards and UDL guidelines.	CLO1, CLO2
1.2 Determine best practices in digital citizenship.	CLO1, CLO2
1.3 Analyze the various approaches to learning and teaching online.	CLO3

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i></p> <ul style="list-style-type: none"> • Ch. 1 • Ch. 2 	
<p><i>Understanding by Design</i></p> <ul style="list-style-type: none"> • Ch. 1 • Ch. 2 	
<p>Web Resources</p> <ul style="list-style-type: none"> • https://udlguidelines.cast.org/ • https://www.iste.org/standards/for-educators • https://www.teachwriting.org/612th/2017/7/14/the-best-first-writing-lesson-of-the-year-email-etiquette-101 	

Assignments

Discussion: Experience with EdTech	1.3
<p>Respond to the following prompts in the Experience with EdTech discussion forum by Wednesday:</p>	

- Discuss your current teaching experience, your school placement (current or upcoming) and specify your experience with educational technology.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Best Practices of Digital Citizenship

1.2

Respond to the following prompts in the Best Practices of Digital Citizenship discussion forum by Friday:

- Research digital citizenship and discuss the importance and best practices of digital citizenship and etiquette in the digital space. Cite sources to support your response.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: ISTE Standards and UDL Guidelines Analysis

1.1, 1.3

Research the ISTE standards for educators and UDL guidelines.

Write a 3–5-page paper that outlines their importance and application in educational technology. Be sure to include an analysis of the various approaches to learning and teaching online.

Format your paper consistent with APA style guidelines.

Submit the completed paper by Sunday.

Week 2: Using Technology in Instruction and Assessment

Learning Objectives

<p>2.1 Determine the effective use of different types of formative assessments and summative evaluations.</p>	<p>CLO1</p>
<p>2.2 Interpret various ways to implement technologically based formative assessment and summative evaluation tools.</p>	<p>CLO1</p>
<p>2.3 Determine the effective application of UDL guidelines in lesson planning.</p>	<p>CLO1, CLO2</p>

Activities and Resources

<p>Readings</p>	<p>2.1, 2.2, 2.3</p>
<p><i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i></p> <ul style="list-style-type: none"> • Ch. 7 • Ch. 9 • Ch. 10 • Appendix A 	
<p><i>Understanding by Design</i></p> <ul style="list-style-type: none"> • Ch. 3 • Ch. 4 • Ch. 7 	
<p><i>Assessment Strategies for Online Learning</i></p> <ul style="list-style-type: none"> • Ch. 1 • Ch. 3 • Ch. 4 • Ch. 8 	
<p><i>Web Resources</i></p>	

- <https://www.iste.org/standards/for-students>,
- <https://www.iste.org/standards/for-educators>,
- <https://udlguidelines.cast.org/>

Assignments

Discussion: Formative Assessment and Summative Evaluations	2.1, 2.2
<p>Respond to the following prompts in the Formative Assessment and Summative Evaluations discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • Compare and contrast formative assessment and summative evaluations and how you can implement them. What are some of the formative assessments and summative evaluation tools you have used in the past, or hope to use in the future? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Lesson Planning	2.1, 2.2
<p>Respond to the following prompts in the Lesson Planning discussion forum by Friday:</p> <p>Discuss your experience with lesson planning. How have you or would you approach lesson planning? Would your approach change if you were integrating a technologically based formative assessment and summative evaluation tools in your lesson plan? Why or why not? How might the UDL guidelines help you become more effective when planning a lesson?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: UDL Lesson Plan	2.1, 2.2, 2.3

Create a lesson within the grade level and content area you will be teaching.

Include the effective application of UDL guideline as well as a technologically based formative assessment and summative evaluation tool.

Use the *CSOE Lesson Plan Template* to document your lesson plan.

Submit the completed lesson plan by Sunday.

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Week 3: Technological Tools Research

Learning Objectives

3.1 Evaluate assessment protocols from an existing lesson plan.	CLO1, CLO2
3.2 Analyze various technology-based tools for enhancing instructional practices.	CLO1, CLO2, CLO3, CLO4
3.3 Determine your local school or districts approved list of e-learning and digital tools.	CLO1

Activities and Resources

Readings	3.1, 3.2, 3.3
<i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i>	
Ch. 4	
<i>Assessment Strategies for Online Learning</i>	
<ul style="list-style-type: none"> • Ch. 7 • Ch. 9 	

Assignments

Discussion: Technological Tools in Your School or District	3.3
<p>Respond to the following prompts in the Technological Tools in Your School or District discussion forum by Friday:</p> <ul style="list-style-type: none"> • What steps has your school or district taken to implement technological tools? What tools have they implemented? How would you assess the effectiveness of those implementations? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: UDL Lesson Plan-Peer Review	3.1
<p>In groups conduct a peer review of the UDL Lesson Plan you created in Week 2.</p> <p>Consider the following questions as you review your classmate’s lesson plans:</p> <ul style="list-style-type: none">• What did you like, or dislike, about the assessments from your classmates?• Do you think they will be effective in gathering the data that you had hoped?• In what ways might you improve them?• Are there other assessments may be more accurate? If so, what are they? <p>Revise your UDL Lesson Plan based on the feedback you receive from your small group and faculty member.</p> <p>Write a 1-2 page reflection on the peer review process.</p> <p>Submit your revised UDL Lesson Plan and reflection by Sunday.</p>	

Assignment: Technology-Based Tools Presentation	3.2
<p>Create a professional development opportunity for your colleagues by researching and showcasing 7-10 technology-based tools for enhancing instructional practices.</p> <p>Address the following questions in your presentation:</p> <ul style="list-style-type: none">• How would the tools you selected enhance instructional practices?• What ISTE Educator standards do 2 of the tools support?• What ISTE Student standards do 2 of the tools support? <p>Include audio in your presentation to support the different visual or auditory limitations of your audience?</p> <p>Ensure your presentation follows UDL guidelines.</p> <p>Consider using other options outside of Google Slides or PowerPoint, such as Prezi, Near Pod, Canva, PowToons, Doodle or Haiku Deck.</p> <p>Submit your presentation by Sunday.</p>	

Week 4: Best Practices for Teaching & Learning, Part I

Learning Objectives

4.1 Determine how to effectively integrate ISTE Standards and UDL guidelines in lesson planning.	CLO1, CLO2
4.2 Analyze various frameworks for implementing technology to enhance teaching and learning.	CLO1, CLO2
4.3 Determine how to effectively integrate Assistive Technology in lesson planning.	CLO1, CLO2, CLO4

Activities and Resources

Readings	4.1, 4.2, 4.3
<p><i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i></p> <ul style="list-style-type: none"> • Ch. 7 • Ch. 9 • Ch. 10 • Appendix A 	
<p><i>Understanding by Design</i></p> <ul style="list-style-type: none"> • Ch. 9 • Ch. 10 	
<p><i>Web Resources</i></p> <ul style="list-style-type: none"> • https://www.iste.org/standards/for-students • https://www.iste.org/standards/for-educators • https://udlguidelines.cast.org/ 	

Assignments

Discussion: Enhancing your Classroom	4.2
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Respond to the following prompts in the Enhancing your Classroom discussion forum by Wednesday:

- How can EdTech enhance what you are already doing in the classroom? How can EdTech expand your capacity to implement new teaching practices?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Assistive Technology

4.3

Respond to the following prompts in the Assistive Technology discussion forum by Friday:

- What is assistive technology? Who is it used for? How is it different or similar to EdTech? Who decides what is the appropriate choice of assistive technology for a student?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: EdTech Tool Lesson Plan

4.1, 4.2, 4.3

Create a lesson within the grade level and content area you will be teaching.

Include an EdTech tool that will enhance the learning of the lesson's topic as well as a technologically based formative assessment and summative evaluation tool.

Use the Classroom Profile document to customize the lesson plan specific to the students in the classroom.

Use the *CSOE Lesson Plan Template* to document your lesson plan.

Use Lesson Reflection portion of the *CSOE Lesson Plan Template* to explain the level of ADA compliance associated with any EdTech tools and Assistive Technologies used in your lesson plan.

Submit the completed lesson plan by Sunday.

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Week 5: Technology Evaluation

Learning Objectives

5.1 Analyze methods to develop measurement tools for evaluating e-learning and digital tools.	CLO1, CLO4
5.2 Evaluate the effectiveness of e-learning and digital tools using a measurement tool.	CLO1, CLO4

Activities and Resources

Readings	5.1, 5.2
<i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i>	
Ch. 10	
<i>Understanding by Design</i>	
Ch. 12	
Web Resources	
https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education	

Assignments

Discussion: Rubrics	5.1, 5.2
<p>Respond to the following prompts in the Rubrics discussion forum by Wednesday:</p> <ul style="list-style-type: none"> What factors should be considered when developing a rubric? Discuss the importance of developing and implementing rubrics. What are some key questions to ask when evaluating an e-learning/digital tools? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them	

to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: EdTech Tool Lesson Plan-Evaluation

5.1, 5.2

Create a rubric designed to evaluate e-learning and digital tools based on standards

Include the following elements in your rubric:

- Functionality
- Accessibility
- Technicality
- Facilitation
- Promotes Higher Order Thinking

Use your rubric to evaluate the effectiveness of the tool you used in your EdTech Tool Lesson Plan completed in Week 4.

Create a 1-page a reflection of the tool based on the information from the rubric. Is it a strong tool, average tool?

Revise your EdTech Tool Lesson Plan based on instructor feedback from Week 4 and the results of your evaluation rubric.

Submit the revised lesson plan by Sunday.

Week 6: Best Practices for Teaching & Learning, Part II

Learning Objectives

6.1 Apply blended learning principles in lesson planning.	CLO1, CLO2
6.2 Integrate assessment protocols and rubrics in lesson planning.	CLO1, CLO2

Activities and Resources

Readings	6.1, 6.2
<p><i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i></p> <ul style="list-style-type: none"> • Ch. 7 • Ch. 9 • Ch. 10 • Appendix A 	
<p><i>Understanding by Design</i></p> <ul style="list-style-type: none"> • Ch. 6 • Ch. 8 • Ch. 11 	

Assignments

Discussion: Blended Learning	6.1
<p>Respond to the following prompts in the Blended Learning discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What does blended learning mean to you? Include examples in your response. <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Blended Learning Lesson Plan

6.1, 6.2

Create a blended learning lesson plan on a topic of your choice

Integrate assessment protocols, including a rubric. Include targeted skill instruction in small groups.

Incorporate differentiated instruction through digital content to address the needs of the targeted small groups.

Use the *CSOE Lesson Plan Template* to document your lesson plan.

Submit the completed lesson plan by Sunday.

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Week 7: Evolution of EdTech

Learning Objectives

7.1 Analyze methods to manage resources that support student learning in technologically integrated environment.	CLO4
7.2 Assess your professional development needs to remain current with technological trends and changes.	CLO4
7.3 Analyze the evolution of technological knowledge and skills in education.	CLO4

Activities and Resources

Readings	7.1, 7.2, 7.3
<p><i>Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons</i></p> <ul style="list-style-type: none"> Ch. 8 	

Assignments

Discussion: Professional Development Needs	7.2
<p>Respond to the following prompts in the Professional Development Needs discussion forum by Wednesday:</p> <ul style="list-style-type: none"> What are your professional development needs as you enter the new school year to remain up to date with technological trends and changes within education? Consider how your perspective may have changed after taking this course. <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	
Assignment: EdTech Management and Professional Organizations Paper	7.1, 7.3

Write a 3–5-page paper that analyzes methods to manage and maintain technological resources as they evolve. Investigate a minimum of three professional organizations which provide membership and professional development opportunities for EdTech professionals. Be sure to showcase what each organization has to offer.

Format your paper consistent with APA style guidelines.

Submit the completed paper by Sunday.

Signature Assignment: Training Seminar – Outline

7.1, 7.3

Develop an outline for a one-to two-day training seminar built for teachers of your organization. The materials for the training do not have to be fully flushed out, but your outline needs to contain sufficient information for someone to understand what will occur during the professional development.

Please note: You will record yourself delivering the training in Week 8.

Focus the training seminar on the integration of EdTech tools to improve student learning.

Address the following in your outline:

- What technology tools are you proposing your school or district adopt?
- How would you train faculty on those tools?
- How will the tools promote student engagement and improve student learning?
- How did you assess the viability of the tools you selected?
- Address any financial impact adopting the tools would have on the school.
- Address any concerns around digital citizenship and ethics.

Format your outline consistent with APA style guidelines.

Submit the completed outline by Sunday.

Week 8: Legal, Ethical, Social Implications in EdTech

Learning Objectives

<p>8.1 Interpret the implications of legal, ethical, and social issues around information technology, including but not limited to privacy, freedom of speech, special education, harassment, bullying/cyber-bullying, plagiarism, etc.</p>	<p>CLO3, CLO4</p>
<p>8.2 Determine the role of FERPA in a technologically integrated classroom.</p>	<p>CLO3, CLO4</p>

Activities and Resources

<p>Readings</p>	<p>8.1, 8.2</p>
<p>Web Resources</p> <ul style="list-style-type: none"> • https://rems.ed.gov/docs/Cybersecurity_K-12_Fact_Sheet_508C.PDF • https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html • https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Student%20Privacy%20and%20Online%20Educational%20Services%20%28February%202014%29_0.pdf 	
<p>YouTube</p> <p>View the following video:</p> <p>https://www.youtube.com/watch?v=nhlDkS8hvMU</p>	

Assignments

<p>Discussion: FERPA and Cyber Security</p>	<p>8.2</p>
<p>Respond to the following prompts in the FERPA and Cyber Security discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • How has FERPA affected your work in an educational setting? How would you describe the cyber security strategies at your school and district? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Implications of Technology Paper

8.1

Write a 3–5-page paper that interprets the implications of legal, ethical, and social issues around information technology in the school environment. Consider how privacy, freedom of speech, special education, harassment, bullying/cyber-bullying and/or academic dishonesty are impacted by technology.

Format your paper consistent with APA style guidelines.

Submit the completed paper by Sunday.

Signature Assignment: Training Seminar – Presentation

8.1, 8.2

Record yourself presenting the training seminar you created in Week 7 to administrators or the school board.

Submit the recording by Friday.

Review the videos presented by your classmates and provide constructive feedback by Sunday.

Submit the completed paper by Sunday.

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 1 point	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 1 point	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric–Generic

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 3 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.