EDU 290WI

Technology in Education (Writing Intensive)

https://sites.google.com/view/edu-290-fall-2019

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Office Hours
M/W 12:30 to 1:30
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Photo by Samuel Zeller on Unsplash

Educational technology, according to Australian researcher and theorist Neil Selwyn, "needs to be understood as a profoundly political affair – a site of constant conflict and struggle between different interests and groups" (viii). In his book, *Distrusting Educational Technology* (2013), he describes many of the common ways in which educators use technology, outlining the many corporate and bureaucratic interests that drive their choices, often invisibly. He goes on to argue that "the educational use of digital technology has no one 'true' meaning or inherent 'potential' that some people are more able to see than others. Instead, the educational use of digital technology needs to be seen as an ideologically driven concern" (viii).

It is with this critical perspective that we begin our exploration of educational technology. You – as a graduate of K-12 schools and as a current CMU student – are well aware of the many ways in which technology can be used to distribute assignments, collect performance data on students, and, sometimes, even invite students into their own creative expression. Our goal this semester will be to ask about those common practices – as well as to imagine new possibilities – thinking about when, how, and why we might use technology in our own classrooms, while also interrogating, as Selwyn notes, the "ideologically driven concern[s]" that often go unexamined.

Pathway Work and Topical Papers

Throughout the semester, we will explore each of the seven standards that the International Society for Technology in Education (ISTE) has outlined for educators, considering practical applications in the classrooms as well as the theoretical underpinnings of those standards. This semester, I am innovating in my own practice, too, employing elements of Universal Design for Learning, a topic we will explore in and through our coursework.

Each pathway (unit) will have a number of smaller assignments and deadlines – of which you will be able to make choices about the specific tasks you want to pursue – and will also include "topical paper" (which you could transform into a blog post). These papers will be approximately 500-600 words (2 double spaced pages), and can go through a process of peer review and revision. For these papers, I expect that you will follow APA style. More details about the topics/structure of the papers will be made available as each pathway opens.

Course Texts/Required Purchases

- International Society for Technology in Education (Ed.). (2018). *Edtech for the K-12 Classroom: ISTE Readings on How, When and Why to Use Technology*. Portland, OR: ISTE. (ISBN-13: 978-1564846938)
    - ISTE Membership (1 year included with course textbook)
- MACUL Membership (Free). Create an account: https://macul.org/membership/

Course Objectives

1. Use tools to locate and organize online resources and structure learning, communicate with others, curate information, collaborate synchronously and asynchronously, and create artifacts.
2. Use tools to evaluate the accuracy of information on the Internet and in print by selecting, analyzing, and evaluating information/data from sources.
3. Create digital artifacts for artistic purposes, to convey information, or communicate a viewpoint and draw valid conclusions from information through writing.
4. Discuss changes and issues in ethical practices, digital citizenship, and global citizenship related to technology use by engaging in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
5. Explain uses of technology to enhance life-long learning and communication with other learners and the larger community by using writing as a tool for learning course content.
6. Document personal growth and reflection utilizing technology.
7. Demonstrate a basic understanding of how data is used in the analysis of educational initiatives driven by technology.
8. Describe the structure, functioning, and patterns of change involved in implementation of technology within educational systems.
9. Explain the process by which technology can be used to support opportunities, access, equity, and diversity within educational settings.
10. Apply comparative education concepts to analyze the use of educational technology for learning within the student's own educational contexts and across local, state, national, or global contexts.

WI Requirements

Students in University Program WI courses will be able to:
- Use writing as a tool for learning course content.
- Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
- Select, analyze, and evaluate information/data from sources.
- Draw valid conclusions from information.

Grading

As noted above, our section of EDU 290 will be exploratory in nature, in the sense that we will use principles of Universal Design for Learning through pathways.

You will have opportunity to earn up to 1000 points in the course (through some specific assignments required of everyone, as well as some flexible assignments, in which you can choose different options from a number of learning options).

Assignments submitted on or before the deadline will receive feedback from the instructor and are eligible to be revised and resubmitted.

Assignments submitted after the deadline will receive feedback, but will not be eligible for revision and resubmission.

The scale for the final course grade is as follows:

- 960 – 1000 = A
- 920 – 959 = A-
- 880 – 919 = B+
- 840 – 879 = B
- 800 – 839 = B-
- 760 - 799 / C+
- 730 - 759 / C
- 700 - 729 / C-
- 660 - 699 / D+
- 630 - 659 / D
- 600 - 629 / D-
- 599 or below / E

Assignment Overviews

Though we will use our course Google Site as a space for much of our work, I do require that you submit all assignments – even if it is just a link to a digital artifact – in Bb as well for my recordkeeping. You are encouraged to submit work as you complete it, though all assignments will be due by 11:59 AM EST on the Monday after the pathway (unit) ends in order to be considered as submitted "on time" and eligible for revision and resubmission.

Introduction Pathway (50 Points)
In our first week, we will engage in some introductory activities and you will write a brief essay, documenting your "Relationship with Ed Tech" paper (50 points). In this informal paper (no APA style required), you will reflect on your own K-12 (and college/university) learning experiences with technology, considering the following:

- What technologies have my teachers used the most? In what ways were those technologies used? What pedagogical rationale did my teachers have for using them in this manner?
- What technologies have I used, largely on my own, to augment my own experiences as a learner? What other devices, software, apps, and websites do I use often? Why do I use them? How did I learn to use them?
- In reviewing the ISTE Standards for Students and Educators, what are my initial impressions of these documents? How do the skills outlined in these standards align with (or differ from) what I learned to do in my own K-12 schooling?
- Finally, what do I want to learn this semester? What is my driving question about educational technology and how I might learn more in EDU 290?

Subsequent Pathways (750 Points)
Then, in subsequent pathways (Learner, Leader, Citizen, Collaborator, Designer, and Facilitator), we will explore the ISTE standards in detail. For each pathway, you will be given a variety of options for smaller assignments you can complete (four assignments at 25 points each, 100 total per pathway) and the topical paper (50 points). In sum: 6 pathways @ 150 points each = 750 points.

Pathway work is graded on a pass/fail basis. Much of the work that you complete will be your best attempt at learning and, as such, a good effort will earn a passing grade. If something more in terms of effort is needed, I will ask you to redo the work.

Topical papers will be graded by rubric and will receive substantive feedback. I strongly encourage use of the CMU Writing Center as you draft your papers. If you are unsatisfied with your grade, you can revise, so long as you have met the original deadline.

Final Paper and Presentation (200 points)
The final paper and presentation will invite you to demonstrate your knowledge and understanding of at least 3 educational technology tools, as well as proficiency in at least 3 of the ISTE sub-standards for educators.

To allow you adequate time for preparation, further instructions for the final paper and presentation will be shared no later than the end of Week 11 of the semester.

Tentative Schedule

Subject to change, this schedule outlines textbook readings. Additional materials will be provided in the course website as learning pathways are opened. Please have reading, viewing, or listening completed before class.

	Wk	Monday	Wednesday	Major Assignments Due (By Following Monday)
Intro	1	8/26 – Selwyn article (in-class reading)	8/28 – Chapter 1, "ISTE Standards" (pp. 1-18)	"My Relationship with Ed Tech" (2 pages) due by **Tuesday, September 3rd at 11:59 AM**
Learner Pathway (Opens on 9/4)	2	**9/2 – No Class/Labor Day**	9/4 – Ch 3, "Personalized Learning" (pp. 35-58)	Continue work on "Learner" pathway
	3	9/9 – Additional materials based on pathway chosen	9/11 – Additional materials based on pathway chosen	Continue work on "Learner" pathway
	4	9/16 – Additional materials based on pathway chosen	9/18 – Additional materials based on pathway chosen	All "Learner" work and topical paper (2 pages) due by **Monday, September 23rd at 11:59 AM**
Leader Pathway (Opens on 9/23)	5	9/23 – Chapter 6, "Digital Equity" (pp. 81-96)	9/25 – No regular class session; attend Dr. Jean Twenge's talk (7:00 PM in French Auditorium)	Continue work on "Leader" pathway
	6	9/30 – Additional materials based on pathway chosen	10/2 – Additional materials based on pathway chosen	All "Leader" work and topical paper (2 pages) due by **Monday, October 7th at 11:59 AM**
Citizen Pathway (Opens on 10/7)	7	10/7 – Chapter 4, "Digital Citizenship" (pp. 59-70)	10/9 – Attend virtual session via Zoom during regular class time	Continue work on "Citizen" pathway
	8	10/14 – Additional materials based on pathway chosen	10/16 – Additional materials based on pathway chosen	All "Citizen" work and topical paper (2 pages) due by **Monday, October 21st at 11:59 AM**
Collaborator Pathway (Opens on 10/21)	9	10/21– Chapter 2, "Support and Community" (pp. 19-34)	10/23 – Additional materials based on pathway chosen	Continue work on "Collaborator" pathway
	10	10/28 – Additional materials based on pathway chosen	10/30 – Additional materials based on pathway chosen (Possible virtual session)	All "Collaborator" work and topical paper (2 pages) due by **Monday, Nov. 4th at 11:59 AM**
Designer Pathway (Opens on 11/4)	11	11/4 – Ch 7, "Digital Learning Lessons …" (pp. 97-122)	11/6 – Additional materials based on pathway chosen (Possible virtual session)	Continue work on "Designer" pathway
	12	11/11 – Additional materials based on pathway chosen	11/13 – Additional materials based on pathway chosen	All "Designer" work and topical paper (2 pages) due by **Monday, November 18th at 11:59 AM**
Facilitator Pathway (Opens on 11/18)	13	11/18 – Ch 5, "Digital and Media Literacy" (pp. 71-80)	11/20 – Additional materials based on pathway chosen	Continue work on "Facilitator" pathway
	14	11/25 – Additional materials based on pathway chosen	11/27 – Attend virtual session via Zoom during regular class time	All "Facilitator" work and topical paper (2 pp) due by **Monday, December 2nd at 11:59 AM**
Analyst (Mini Pathway)	15	12/2 – Materials TBD; pathway work in class	12/4 – Materials TBD; pathway work in class	Continue work on final paper and presentation
Final	16	12/9 – 2:00 to 3:50 PM (Final Exam Period)		Final Paper (4 pages) and Presentation due by **Monday, December 9th at 4:00 PM**

Additional Policies and Procedures

Attendance
Up to two absences, excused or unexcused, are acceptable. For the third (and each subsequent) absence, 25 points will be deducted from your final grade (for each absence). No make-up opportunities will be provided for missing the final exam, unless prior arrangements have been made with the instructor.

Writing Center
The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information, visit www.cmich.edu/colleges/class/Centers/WritingCenter/Pages/default.aspx

Americans with Disabilities Act
CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or emailsds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Academic Integrity
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin: bulletins.cmich.edu/

Student Rights and Responsibilities
Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx

CMU Cares
CMU adheres to Core Values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation. We deeply care about the health, well-being, safety, and success of our students and our employees. The CARE Team is a small group of CMU staff and faculty who meet weekly during the academic year and at other times as needed to develop individualized plans to support students who are struggling or having a difficult time. The information shared in this group is confidential and is used for the purpose of determining the best approach to reach out to the student in distress. CARE Report information is shared in this meeting along with selected information available from the team members' respective offices. The CARE Team Coordinator convenes the CARE Team meetings and assigns a CARE Situation Manager to specific situations. Find out more: https://www.cmich.edu/ess/studentaffairs/CMUCares/Pages/default.aspx