YukonCollege

COURSE OUTLINE

EDTC 300

Introduction to Educational Technology and Media

45 **HOURS**
3 **CREDITS**

PREPARED BY: Mark Connell   DATE: May 2017

APPROVED BY: Dr Andrew Richardson   DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

Introduction to Educational Technology and Media

INSTRUCTOR: Mark Connell Hon B.A., B.Ed., M. Ed. OISE - U of Toronto

OFFICE HOURS: M-W: 1pm to 3pm
or by appointment

OFFICE LOCATION: A 2911 C

CLASSROOM: A 2101

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TIME: Wednesdays, 9am – 10:30am
Fridays, 9:00 am to 11:30 pm

TELEPHONE: 867.668.8837

DATES: Sept. 6th – Dec. 21st, 2017

COURSE DESCRIPTION

This course is designed to introduce undergraduate students to the appropriate and innovative use of technology in K-12 classrooms. Students will learn new and emerging technology tools, explore and critique emerging forms of media, and engage in alternate pedagogies appropriate for learning in the digital age. Social learning, especially forms mediated through technology, is a course focus. Through the use of distributed connections between peers and other trusted educators, students will come to better understand the power of collective constructionism for problem-solving, resource-sharing, critical thinking, and personal learning. The skills and connections gained from this course will allow students to better understand technology integration in education, and become better equipped to critically interpret contemporary issues in schools that are in part a result of emerging technologies and societal trends.

The course will also introduce students to tools relevant to the Yukon school system including the use of interactive whiteboards, the applications supported by Yukon Education and YSIS - the Yukon Student Information System.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of the course students will:
- Develop knowledge, skills and confidence in using technology appropriate to K-12 classrooms.
- Develop awareness of technology-based learning resources available in Yukon schools and strategies to increase student learning.

- Explore educational theories relating to emerging trends for technology integration, including digital literacy and digital citizenship.
- Develop an understanding of basic terms and concepts relating to technology in the classroom.
- Explore, in depth, computer/mobile applications in areas of specific relevance to individual teaching area and level.
- Become familiar with and develop competence in using digital applications and tools for learning environments (Blogs, Twitter, Google Apps, etc.).
- Become familiar with safety and security issues surrounding the use of the Internet in the classroom and strategies to integrate skills relating to digital literacy and citizenship across the curriculum.

COURSE FORMAT
Wednesday mornings (10:30 am to 12:00pm) will consist of a lecture style presentation. Friday (9:00am to 11:30am) is structured as an applied lab, where students can have direct support in developing competency and skills utilizing various applications and hardware.

Depending on a student's level of technological competency, Friday's lab can be completed remotely or in person. More detail will be provided during the first week of class. Some Friday labs will be mandated as 'in person' to facilitate in-services. See the syllabus for specific information.

Responsibility for Learning Environment
A YNTEP student's attitude and behaviour must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment Policy', Yukon Teachers Associations 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP handbook for more details.

Late Assignments
As YNTEP is a professional program, due dates are strongly enforced. Weekly tech tasks that are not completed on time will not be graded. Major projects that are handed in late will receive a penalty of 10% per day. A student may be granted an extension on a particular assignment if they make arrangements prior to the deadline. Extenuating circumstances may be considered at the discretion of the instructor.

Submission of Assignments
All assignments are to be posted on your personal 'Wordpress' site or on the course site at yntepecmp355.com. See syllabus for specific information.

Each YNTEP student is responsible for:
- Contacting your instructor prior to a class to report your absence. In an urgent situation students can contact the YNTEP reception at 668.8781.
- Catching up on missed material and any incomplete assignments.
- Obtain proper documentation (e.g., doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
- Familiarizing oneself with the YNTEP Handbook and the regulations relating to

attendance and punctuality.

ASSESSMENTS
A more comprehensive overview and assessment rubric for each component can be found on the course website.

Weekly Article Responses / Blog Responses:
On a weekly basis students will be required to post insights gained from assigned readings and / or lectures. These submissions must be made before midnight on Monday evening. Submissions received after Tuesday will not be considered for evaluation.

The length of post will vary week to week and will be specified in the specific assignment description. Within each post, students should reference and make connections to readings and lecture content.

While not a formal 'essay', posts should be proof read and meet basic requirements relating to grammar/spelling/structure. In the first class we will collectively create a marking criteria for these posts.

Students will also be required to respond to the posts of your classmates on their own blogs. A schedule for these will be provided in the second week of school.

Tech Tasks:
Tech Task 1:   Creating a Wordpress Blog
Tech Task 2:   Using Google Apps (Forms, Docs, Calendar, etc.)
Tech Task 3:   Social Networks as a teaching tool
Tech Task 4:   Interactive Whiteboard Lesson
Tech Task 5:   Digital Citizenship Collaborative Task
Tech Task 6:   Yukon Education Application Assignment

Final Project (adapted from U of R Instructor, Milissa Gavel)
The goal of the major project is to create a useful tool that you can use during your teaching. Students will develop a major Internet-based project with a focus on integrating technologies learned throughout the course. This assignment is developmental, and thought should be given to this project early in the course. This project could serve as a resource for students or teachers.

Projects will be shared during the last lab of the semester.

Task:

Option 1: Create a five-lesson unit (or 5 modules) that can be taught completely online (independent of you) through interactive activities, simulations, videos, social media etc. Think of it as a week of work you could give to an absent student or a substitute teacher. (Your own online mini course) All instructions, learning, activities and rubrics and work are completed and submitted on line.

Option 2: Choose something significant that you would like to learn, and would be willing to share your progress openly in an online space. The 'something' might be an instrument, a language, a sport or almost anything that requires more than a few hours of effort. Students should be prepared to spend 50-100 hours on this project. Regular documentation of the learning, including a before and after assessment, and a summary of learning will comprise the assessment of this task.

An example from one of Millissa Gavel's students can be found here:
  ahoggerproject.wordpress.com

This could also be related to developing skills relating to future teaching including:
- Learning how to build and program a Robot
- Learning some ways to utilize an Ipad / Tablet to enhance student learning.

EVALUATION

Reading Responses and Blog Posts	30
Tech Tasks	40
Final Project	30
Total	**100%**

REQUIRED TEXTBOOKS AND/OR MATERIALS
All weekly readings will be available on the course Wordpress site.
Laptop / Computer required
Twitter Account
Google Account
Word Press Account
Internet Access

ACADEMIC AND STUDENT CONDUCT
Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Students Services/ Admissions & Regulations web page.

PLAGIARISM
Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the

assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY
Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION
Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

University of Regina & Faculty of Education
Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at http://www.uregina.ca/student/registrar/calendars-schedule.html. Please pay particular attention to "Responsibilities of Students" (§5.1), "Student Behaviour" (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs -** Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.

2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.

3. **Attendance & Punctuality (§5.3)** - *Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.*

4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.

5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
   - The University of Regina Academic Regulations
   - The Canadian Teachers' Federation Code of Ethics
   - The Saskatchewan Teachers' Federation Code of Ethics
   - The Education Act, 1995, Saskatchewan
   - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
   - Student Review Policy, Faculty of Education.

6. **Progress in the Program (§11.5.2)** - *Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.*

   Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.

7. **Student Behaviour** *(§5.13)* - *Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.*

8. **Academic Misconduct** *(§5.13.2.2)* - *Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.*

   Cheating *- Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:*

   - *unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;*
   - *copying from the work of other students;*
   - *communicating with others during an examination to give or receive information, either in the examination room or outside it;*
   - *consulting others on a take-home examination (unless authorized by the course instructor);*
   - *commissioning or allowing another person to write an examination on one's behalf;*
   - *not following the rules of an examination;*
   - *using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);*
   - *altering answers on an assignment or examination that has been returned;*
   - *taking an examination out of the examination room if this has been forbidden.*

   Plagiarism *- Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.*

   Plagiarism includes the following practices:

   - *not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);*
   - *presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.*

   Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

   Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

9. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration

requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.

10. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.

11. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

12. **Harassment & Discrimination Prevention Policy (*§*8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.

13. **U of R Email** (https://webmail.uregina.ca/) -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**

14. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS
5.9.1.1 Percentage grades

90-100
An outstanding performance with very strong evidence of:
- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89
Very good performance with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79
Above average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69
A generally satisfactory and intellectually adequate performance with evidence of:
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59
A barely acceptable performance with evidence of:
- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49
Unacceptable performance.

5.9.1.2 Alphabetical grades
With the exception of the grades of NP and XF (see "Calculation of Grade Point Averages," below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.