



Course: ED 230

Instructor: Amanda Hartman

Mode of Instruction: Online/Asynchronous

Office Hours: Available anytime by email or blackboard

Catalog Course Description and Credit Hours of Course: Provides an overview of applied technology in K-12 education. Topics include the use of tool software, telecommunications, computer-assisted instruction, and multimedia in the classroom. Also addresses classroom management technology. Concepts learned in class will be applied in practice.

Prerequisite (s): None

Textbook and/or Required Readings:

No textbook required. Readings are located on the course web site.

Technology Needed

- Microsoft Word
- Dependable and consistent access to the internet

- Internal web cam or digital video camera
- Microphone for digital audio recording (internal computer mic or external computer mic)
- Internet Browser (Firefox, Chrome or I.E.)

Alignment Matrix

Course Objective <i>The candidate will demonstrate the knowledge and skills necessary to:</i>	SOE (Conceptual Framework) Standard Met	Grad Competencies	NETS-T	Assessment Ensuring that the Objective has been met
Effectively communicate information using digital-age formats	Goal 9: Educators use technology effectively, creatively, and wisely in their practice.	1.2 Candidates are effective in presentations and professional discourse.	3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats 4.a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources 5.d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	Web Page
Collaborate effectively toward a common goal.	Goal 9: Educators use technology effectively, creatively, and wisely in their practice	Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.	3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	Wiki
Transfer current technology skills to new and unfamiliar tasks.	Goal 9: Educators use technology effectively, creatively, and wisely in their practice	1.4 Candidates understand the role of technology and effectively use it for professional communication.	3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	Diigo Bookmarks Concept Map Wiki Voicethread Web Page
Contribute to a learning community in an informed and effective manner.	Goal 9: Educators use technology effectively, creatively, and wisely in their practice	2.3 Candidates can assume a leadership role, when necessary.	1.a. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments 4.c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.	Blogging Groupwork

			5.b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others	
Use digital resources for research and evaluation.	Goal 9: Educators use technology effectively, creatively, and wisely in their practice	3.4 Candidates understand the role of technology in analysis and decision-making.	5.c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.	Journaling
Design a learning activity using technology	Goal 9: Educators use technology effectively, creatively, and wisely in their practice	3.1 Candidates identify, analyze and conceptualize problems in their field.	1.b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.	Voicethread

Relationship of the Conceptual Framework to Standards

In this course, students gain practice with 21st Century skills, using what may be unfamiliar technology to facilitate the transfer of skills, exploring literature concerning effective technology use, and gaining proficiency in the NETS-T Standards in relationship to Goal Nine of the School of Education Conceptual Framework.

Basis for Evaluation

Grades are posted in the UAS Online Interface in the Grade Center. All assignment deadlines and webmeeting dates are posted on the course calendar. Subject to change due to Covid-19.

Orientation Quiz; 50 Points (100% required)

Participation: 120 points (100 pts. Blog/20 pts. Group work)

Journaling: 60 points (5 points per week)

Group Wiki: 50 points

Concept Map and Rationale Paper: 20 points

VoiceThread: 50 points

Individual Web Page: 100 points

Diigo or Google Docs. Links: 100 points

You are provided an opportunity to resubmit assignments after feedback (if you wish) in order to achieve at a higher level. In this case, the grade you receive after re-submission is the grade that is awarded for the assignment.

Grade Scale (percentages)

90-100	A
80-89	B
70-79	C
60-69	D
Below 59	F

MAT Students: If you are in the MAT program your last assignment is creating a LiveText portfolio. You will then continue adding to it throughout your time in the program.

MAT students are the only ones required to purchase LiveText. The bachelor level students are not required to purchase LiveText until just before their senior year. Please purchase the membership directly from the LiveText website: <https://www.livetext.com/>

Here is more information on LiveText found on the UAS website also:

<https://uas.alaska.edu/education/student-services.html>

Academic Policy Statement:

Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. *Refer to the UAS Student Handbook for more details.* Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior.

Student with Disabilities:

To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses.

The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: www.alaska.edu/bor/policy/policy.xml). For further information on disability support services and guidelines about documentation please visit our website at www.uas.alaska.edu/dss www.uas.alaska.edu/dss or:

In Juneau:

(907)796-6000

In Ketchikan:

(907) 228-4505

In Sitka:

(907) 747-7716

Early contact with this program promotes a positive educational experience

Civility and Harassment

Intellectual honesty, mutual respect, and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged within our academic community.

UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid, and characterized by mutual respect and dignity.

It is the goal of the University to foster a campus climate which promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Dispositions for Professional Educators

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.
8. Value professional ethics, democratic principles, and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning.