



EDU 288 Technology in Education

Paige Jensen

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course will enable the student to facilitate learning with technology in the classroom setting. The student will plan, design, review and analyze specific activities and lessons using technology in the elementary classroom. The student will locate and evaluate appropriate technology resources to be used in the elementary classroom. International Society for Technology in Education Standards will be used to guide learning, inspire professional growth, and advocate for dynamic learning in schools. The students will identify the social, legal, and ethical issues related to implementing technology in elementary education.

Credits: 2

CLASS INFORMATION

Section Number:

Term: Fall Year: 2024 Start Date: 8/28/2024 End Date: 12/10/2024

Meeting Times: Online, Zoom Meetings

Delivery Mode: Online

INSTRUCTOR

Paige Jensen

Email: pjensen@uttc.edu

Office Phone: 701-221-1411

Mobile Phone: 701-390-7782

Office Location: Jack Barden Center Lower Level

Office Hours:

M-F 8:00-5:00 pm or by appointment via email

TEXTBOOKS

Cennamo, K., Ross, J., & Ertmer, P. (2018). *Technology Interetration for Meaningful Classroom Use: A Standards-Based Approach* (3rd Edition). Boston, MA: Cengage

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Apply central concepts to connect with and advance student learning.

EXTERNAL STANDARDS

InTASC Standards

Target Standards

InTASC Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, social studies, art, and physical education.

Components

50015.2b Science and Engineering Practices, Cross-Cutting Themes– Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

COURSE OBJECTIVES

1. Plan, review, and analyze effective technology applications to support student engagement and learning.
2. Identify the social, ethical, legal, and human issues surrounding digital citizenship.
3. Develop his/her literacy skills through construction, evaluation, analysis, and demonstration of technologically enhanced activities and lessons.
4. Review and utilize International Society for Technology in Education standards for students and educators.

A. GRADING SCALE

Grade	Percentage
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Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning

environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

ONLINE

Regular and Substantive Interaction (RSI) Statement

- This course meets the regular and substantive interaction requirements for online courses. The instructor for this online course will do the following: Monitor your academic engagement and success and contact you regarding your progress using your UTTC email.
- Regularly communicate with you through virtual meetings (Zoom) regarding course content and expectations.
- Engage in the discussion forum on a weekly basis.
- Provide detailed and personalized feedback on your papers and projects.
- Respond to student questions through UTTC email or telephone in a timely manner.

Netiquette Discussion Forum Guidelines

Netiquette guidelines address communication behaviors that are particular to an online environment. Below are some general netiquette guidelines for online discussion boards.

1. **Be Inclusive.** It is important to be intentional about making sure we “see” each other in an online community. You can do this by making sure that everyone has at least one response. Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply to people who post questions or comments to you.
2. **Be on time.** Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time. Tip: Set calendar reminders to make sure you contribute on time.
3. **Disagree respectfully.** Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise, communication may break down. Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, “Nate, can you tell me more about what you meant when you said that meals for elderly are a poor use of community resources?” Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by facts and more information. For example, instead of saying, “Jacey, your discussion makes no sense”, you can say, “Jacey, I didn’t understand what you meant when you said the new program was not working. Can you provide more information?”
4. **Be concise.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise. Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.
5. **Stay on topic.** Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.
6. **NO YELLING.** When you write in uppercase letters in online communication, it is usually interpreted as yelling.
7. **Add some emotion.** Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can also be annoying to readers if you use too many (which is probably the opposite of your intention).
8. **Use humor carefully.** Sarcasm in particular does not translate well in an online environment. It is best to avoid the potential pitfalls of misunderstood messages.

COURSE CALENDAR

Class Schedule – Fall Semester 2024

Important Note: The course syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check the course schedule for corrections or updates. Any changes will be clearly noted in a course announcement or through email

Module/Week	Academic Topic Instructional Strategy	Book Chapters	Assessment (Formative – Summative)
1	Networking	ISTE Educator Standard 2.1 Learner	Discussion Forum Canva Website About Me (Culture Component) Canva Website Page 1 (Formative)

2	Empowering Students	ISTE Student Standard 2.1 Learner	Discussion Forum Canva Website Page 2 (Formative)
3	Technology Leader	ISTE Educator Standard 2.2 Leader	Discussion Forum Canva Website Page 3 (Formative)
4	Digital Citizenship	ISTE Educator Standard 2.3 Citizen ISTE Student Standard 1.2 Digital Citizen	Discussion Forum Canva Website Page 4 Canva Website Page 5 (Formative)
5	Google Exploration		Discussion Forum Google Tools (Formative)
6	Teacher Productivity		Discussion Forum Multi-media creations (Formative)
7	Teacher Productivity		Discussion Forum Canva Website Page 6 (Formative)
8	Collaboration	ISTE Educator Standard 2.4 Collaborator	Discussion Forum Canva Website Page 7 (Formative)
9	Designer	ISTE Educator Standard 2.5 Designer ISTE Student Standards 1.4 Innovative Designer	Discussion Forum Canva Website Page 8 (Formative)
10	Computer Science Exploration		Coding Reflection Coding Video (Formative)
11	Computer Science Integration	ND Computer Science and Cybersecurity Standards	Discussion Forum Canva Website Page 9 (Formative)
12	Technology Facilitator		Discussion Forum Culture Game Exploration DF Culture Interactive Game Creation Canva Website Page 10 (Formative)
13	Analyzing Data	ISTE Educator	Discussion Forum

		Standard 2.7 Analyst	Canva Website Page 11 (Summative)
14	Digital Portfolio	ND Computer Science and Cybersecurity Standards	Discussion Forum Adobe Spark Lesson Plan (Summative)