Educational Technology Integrator

**CE 5160 – Teaching and Learning in a Networked Classroom**  
**CRN: 10051**

**Instructor:**  
Kimberley A. Tufts

**Office Location:**  
Off Campus - Online Only

**Online Availability:**  
Arranged at your convenience, through email/skype. I will respond to all inquiries within 24 hours of initial contact.

**Cell Phone:**  
603-867-9072  - If texting please identify yourself and PSU in message

**PSU E-mail:**  
[katufts@plymouth.edu](mailto:katufts@plymouth.edu) or [kitufts.plymouth@gmail.com](mailto:kitufts.plymouth@gmail.com)

**Term:**  
Fall 2013

**Course Delivery:**  
Online in- Course work is stored in Wiki

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**Catalog Description**

The evolution of the World Wide Web from what is being called Web 1.0 to Web 2.0 has brought about a new way of teaching and learning in this digital age. The use of Web 2.0 tools such as blogs, wikis, podcasting, video-casting, and a host of other free tools are allowing educators to connect to knowledge and each other like never before. We have moved from a world where we took in media and now it is a participatory world. Learners will gain hands-on experiences with Web 2.0 tools and explore the learning theory that supports their use in a networked classroom environment.

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**Course Overview**

Teaching and Learning in a Networked Classroom is a unique class. The class will be held 100% online, within a wiki environment and will **not** utilize the Moodle Learning System within myPlymouth. We will utilize an individualized Google Docs spreadsheet (your link will be emailed to you at a later date). The Google Doc spreadsheet will be a shared document between the student and the instructor only. Within the Google Doc, all students’ completed weekly work will be updated in a timely manner. This class will not require you purchase any new software. You will be required to install (download) some free software to your computer.

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**Essential Questions:**

- Is it the “tool” that determines the curriculum or the curriculum that determines the “tool”?
- What is the best way to integrate technology into curriculum?
- Who is responsible for technology integration?
- What is your vision of technology integration?
Course Learning Objectives

Graduate Students will:

- Provide instruction and modeling regarding digital etiquette and responsible social interactions related to the use of technology and information. - (Leadership and Advocacy & Professionalism and Service)

- Promote and demonstrate effective use of digital tools and resources. Become familiar with Web2.0 tools that may be used professionally or within the classroom environment to establish deeper learning experiences through proper curricular standard driven development. - (Scholarship and Application)

- Become familiar with current technology issues, trends and technology use within the K-12 environment. Discuss how technology use impacts student learning outcomes. - (Leadership and Advocacy & Reflection and Innovation)

- Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments. - (Reflection and Innovation)

- Establish a core personal learning network of technology leaders to follow. Utilize this new network of educators as personal professional development. - (Professionalism and Service)

- Use knowledge of digital tools and technology applications to facilitate experiences that advance learning, creativity, and innovation in both face-to-face and virtual environments. - (Scholarship and Application)

- Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature. - (Global Awareness and Social Responsibility)
**NH Educator Standards**

**New Hampshire Standards Ed 507.22 – Computer Technology Educator:**

(New Revision 2010)


**Authentic Learning Experiences and Assessments:**
1. **design and implement** authentic digitally based learning experiences with multiple and varied formative and summative assessments (google forms used for assessment, final project lesson plan, podcasts)
2. **collaborate** with content area teachers to incorporate contemporary digital tools and resources to maximize content learning in context (wiki, blog, google docs, social bookmarking)

**Facilitating and Inspiring Student Learning and Creativity:**
1. **use** their knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. (wiki, blog)
2. **collaborate** with teachers to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning (wiki, blog, podcast)
3. **promote** student reflection using collaborative tools to reveal and clarify students’ conceptual understanding (google docs, wiki, blog, podcast)
4. **model** collaborative knowledge construction to create more engaging learning experiences (group project 100% online, constructionism study, project based lesson study)
5. **provide** leadership and assistance in the above areas to colleagues at all position levels. (share learned experiences with others at school building)

**Modeling digital-age work and learning:**
1. **integrate** all available and emerging digital tools within the school community (this is the goal, to present purposeful use for technologies to promote curricular goals within districts)
2. **utilize and promote** digital tools for collaboration and communication with students, parents, peers, and community members (be a role model for others by utilizing tools and collaborating with peers, parents, etc)
3. **illustrate** how state and national standards are implemented within the curriculum (NETS 2008) (final group project, relate state & national standards to project)

**Digital citizenship:**
1. **demonstrate** a comprehensive understanding of safe, ethical, legal, and moral practices related to digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (ISTE book, Chapter 7)
2. **promote and utilize** digital tools and assistive technologies that provide equitable access for all school community members (use new tools in everyday teaching practices transparently)
3. **facilitate** access to digital-age resources which promote cross-cultural awareness and connections (show others how these technological resources are beneficial and have impact on learning outcomes)

**Professional growth and leadership:**
1. **promote and demonstrate** effective use of digital tools and resources (evidence is creating wiki, blog, podcast)
2. **evaluate, adapt, and reflect** on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature (professional learning network)
3. **demonstrate** the role of new media literacies to best equip young people to succeed in a globally interconnected, multicultural world (webinars, blogs, wikis, with real world connections, personal learning network)
4. **provide** leadership and assistance to colleagues at all position levels (feel comfortable with technologies to assist others and teach what you have learned.)
(1) **In the area of teaching for learning, the ability to:**
   a. Demonstrate that she or he is a skilled educator who ensures that learners become effective and ethical users and creators of ideas and information, through:
      1. Applying knowledge of learners and learning, including:
         (iii) Cultural influences; and
         (iv) Physical and intellectual abilities and needs;
      3. Promoting inquiry-based learning; and
      4. Providing authentic learning experience;
   b. Design and implement instructional strategies that engage students' interests and develop their ability to:
      1. Inquire;
      2. Think both critically and creatively; and
      3. Ethically gain and share knowledge;
   c. Utilize the assessment of student learning to inform practice;
   d. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators;
   e. Collaborate with students, other educators, and administrators to efficiently access, interpret, and communicate information;
   g. Integrate the use of current technologies as a means for effective and creative teaching and to support students’ conceptual understanding, critical thinking, and creative processes;

(3) **In the area of information and knowledge, the ability to:**
   a. Model multiple strategies for students, teachers and administrators and other members of the school community to locate, evaluate, and ethically use information;
   f. Model and communicate the legal and ethical principles of the profession;
   g. Demonstrate proficiency in the use of 21st century tools to continuously improve their professional practice;
Textbook List/Bibliography/Recommended Reading/Resources


Additional Readings provided weekly in Course Wiki

<table>
<thead>
<tr>
<th>Assignment &amp; Percentage</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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| Blog & Comments - 25%   | •Digital Citizenship  
                        •Professional Growth & Leadership  
                        •Modeling Digital Age Work & Learning  
                        •Facilitating and Inspiring Student Learning and Creativity  
                        •Scholarship and Application  
                        •Global awareness and social responsibility | Rubric Provided in Course Wiki                      |
| Animoto & Podcast - 10% each | •Authentic Learning Experiences & Assessments  
                        •Digital Citizenship  
                        •Modeling Digital Age Work & Learning  
                        •Facilitating and Inspiring Student Learning and Creativity | Rubric Provided in Course Wiki                      |
| Webinar - 15%          | •Authentic Learning Experiences & Assessments  
                        •Facilitating and Inspiring Student Learning and Creativity  
                        •Scholarship and Application  
                        •Global awareness and social responsibility | Rubric Provided in Course Wiki                      |
| Final Project - Lesson Plan - 20% | •Authentic Learning Experiences & Assessments  
                        •Digital Citizenship | Rubric Provided in Course Wiki                      |
| Hot List - Diigo - 5%   | •Digital Citizenship  
                        •Modeling Digital Age Work & Learning  
                        •Professional Growth & Leadership  
                        •Facilitating and Inspiring Student Learning and Creativity | Rubric Provided in Course Wiki                      |
| Final Course Reflection - 15% | •Professional Growth & Leadership | Rubric Provided in Course Wiki                      |
Content of Course Which Addresses Technological Standards/Competence

Course is completely online. Students must be able to utilize technology/computer independently and understand how to find support when necessary. Tutorials are provided to assist with new programs introduced throughout course.

Additional Purchase: Any microphone that is compatible with your computer (check to see if you have one that is built into your computer already)

Minimum Technology Requirements:
Functioning and up to date computer (Mac or PC)
Reliable Internet Connection
Reliable web browser – Firefox Recommended or Google Chrome, depending - Not Internet Explorer
Ability to access and download internet web applications

Online Learning Information and Tips:
http://www.plymouth.edu/online/about.html

Evaluation Plan/Grading Scale

Grading Scale:
94–100 = A
90–93 = A–
87–89 = B+
84–86 = B
80–83 = B–
77–79 = C+
74–76 = C
70–73 = C–
0–69 = F

Incomplete's: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.
Course Calendar/Agenda

Please see the following Wiki Page for the Agenda

Instructor Additions

Please be sure to let me know if you have any problems if they arise during the course. I need to know as soon as possible so I can best assess the situation to help you and recommend further course of action. It is difficult when you fall behind 2-3 weeks. The course relies on each of you to interact with each other collaboratively and form an online community. Late work will be assessed accordingly at instructors discretion. A reduction anywhere from 5 to 20 points may be deducted from late work depending on the lateness. All work will be graded according to fair grading practices.

EXPECTATIONS:

This is a graduate level course. It is imperative that all students work to that level and are timely with their assignments. It is not the worry of the course instructor to chase a student for missing or late work. It is your obligation to please notify the instructor through the missing or late work survey if you have completed work and would like the instructor to grade that work.

Here is what I expect from students: You will treat everyone in the class, including your instructor, with the respect due to all human beings. You will be collaborative and work with your classmates in a respectful manner utilizing digital etiquette. You will agree to do the work outlined in the syllabus on time. You will acknowledge that previous academic preparation (e.g. writing skills, following directions) will affect your performance in this course. You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. Rigorous preparation and attention to detail is imperative to your progress in this course. You will not plagiarize or otherwise steal the work of others. You will not make excuses for your failure to do what you ought. You will accept the consequences of your actions. Students should be “comfortable with being uncomfortable” when learning new concepts and tools.

Here is what students can expect from me: I will treat you with the respect due to all human beings. I will know your name and treat you as an individual. I will not discriminate against you on the basis of your identity or your well- informed viewpoints. I will manage the class in a professional manner; that may include educating you in appropriate behavior. I will have weekly work prepared and ready to release to you on time. I will teach only in areas of my professional expertise. If I do not know something, I will say so. I will conduct scholarly research and publication with the aim of making myself a more informed teacher on a regular basis because I love learning. I will grade your assignments quickly and with feedback. I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity. I will keep careful records of your performance and progress. I will investigate every excuse for all non-completion of assignments. I will make myself available to you for advising through email, texting or skype. I will maintain confidentiality concerning your performance. I will provide you with professional support and write recommendations for you if appropriate. I will be honest with you. Your grade will reflect the quality of your work and nothing else. I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.
Assessment Rubrics

All rubrics are stored within the wiki itself in the Assessments Page.

Conceptual Framework

PLYMOUTH STATE UNIVERSITY
ADVANCED PROGRAMS CONCEPTUAL FRAMEWORK
COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies aims to prepare exceptional practitioners in a variety of disciplines through excellence in academic study. We demonstrate a strong commitment to adult learners by responding to students' needs, helping students meet their personal and professional goals, and collaborating in the development and delivery of flexible and accessible programs. In a planned process of clarifying goals and objectives, graduate coordinators engaged in a two year self-study. Part of that study led to the articulation and integration of five common hallmarks into all graduate coursework: advocacy; scholarship and action/application; reflection and innovation; professionalism and service; and global awareness and social responsibility. These common hallmarks have become the Conceptual Framework for Advanced Programs.

Learners in the College of Graduate Studies are encouraged to be active agents in their graduate programs through dynamic collaboration with our diverse faculty of scholars and practitioners. The graduate programs foster inquiry and critical thinking through a commitment to five hallmarks

**PSU College of Graduate Studies Program Hallmarks**

- Leadership and Advocacy
- Reflection and Innovation
- Scholarship and Application
- Professionalism and Service
- Global Awareness and Social Responsibility
University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, which is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University. Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

**Following are the PSU curtailed operations and/or class cancellation notification procedures:**

In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website. Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Plymouth State University has a specific policy related to email correspondence:** The University has a responsibility to protect students' and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person's official University email address and should not be addressed to alternative addresses. In order to comply with this policy, CoGS staff members use only PSU email addresses. Please use your Plymouth e-mail address for all correspondence with us, whether faculty or student.

- **Lamson Library and Learning Commons:** Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Commons resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.