

EDUC 4340-110 TECHNOLOGY APPLICATION AND INTEGRATION FOR CLASSROOM TEACHERS

Spring 2018 – 16 Week Course

Texas A&M University-Central Texas

INSTRUCTOR CONTACT INFORMATION

Instructor: Karen Jackson, Ed.D.

Office: Warrior Hall 322T

Phone: 254.231.4343

Email: k.jackson@tamuct.edu

Please email Dr. Jackson through Canvas “Inbox”, texts are also received at the phone number above. As a last resort, please use the k.jackson@tamuct.edu email.

Office Hours:

Dr. Jackson will be available through virtual office hours on Sunday, Tuesday and Wednesday evenings from 7:00 P.M. – 8:00 PM. Phone messages will be monitored, as well as individual appointment times. Please make an appointment if you need assistance.

About the Instructor:

Dr. Jackson has earned a doctorate in Educational Leadership and a Master’s in Curriculum and Instruction with a Technology Director Emphasis. Dr. Jackson has been an educator since 1993. She has taught elementary and secondary level Math, English Language Arts, Creative Writing, as well as Technology Applications, Graphic Arts, and Digital Multimedia. Her teaching experience also includes Special Education and Gifted and Talented coursework. She has taught EDUK 4340, EDTE 5349, and has also taught an Educational Technology course at Temple College. Dr. Jackson has earned Google Educator 1 and 2, Google Trainer, and Google Innovator Certifications (SWE17), as well as serving as a WeVideo Ambassador. Teaching is the most rewarding endeavor anyone can pursue: the only way to truly impact the future. New teachers are learning the skills they will use for the rest of their careers, and Dr. Jackson is humbled and blessed to be a part of your journey!

Mode of instruction and course access:

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. This course consists of 100% online content and uses the [TAMUCT Canvas](#) system. Links will be shared to various online resources from professor to students and students to professor through Canvas messaging and assignments with access by your Canvas username and password. Students will also be required to create a new, free Google gmail account in order to access and share documents and login to new accounts.

Student-instructor interaction:

Dr. Jackson will check and reply to phone and Canvas messages, during Wednesday and Thursday evenings from 8:00 to 9:00 and occasionally on Saturdays. (254-231-4343) Canvas Inbox messages will have priority over email.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas [911Cellular](#) is an

emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management)

[<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description: EDUC 4340.110

This course is designed to develop the capacity of preservice educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community and students is also addressed. Prerequisites: Admission to clinical Teaching; successful completion of designated content area Texas Examination of Educator Standards (TExES); concurrent enrollment in EDUK 490 and EDUK 435, or approval of Curriculum & Instruction Program.

Course Objective:

After completing this coursework, the student will be a reflective, professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field - based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre - service to in-service educator-related information, regardless of his/her location.

Student Learning Outcomes:

Students will learn to interpret and address the Texas Essential Knowledge and Skills in a technology format. Students will explore and apply new technology tools to facilitate learning in the classroom using current best practices. Digital citizenship will be explained and explored so that pre-service teachers in the classroom setting will make positive, productive choices and model such behavior for future students in their classrooms.

The pre-service teacher will demonstrate knowledge and application of the following State Educator Standards in Technology Application for Beginning Teachers that are included in the Pedagogy and Professional Responsibilities EC-12:

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.¹

Teacher Standards

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

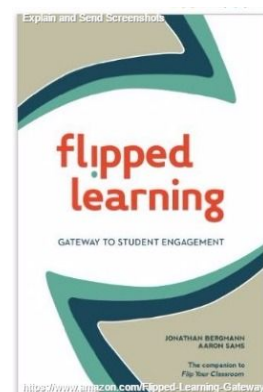
Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Required Reading and Textbook(s): Flipped Learning: Gateway to Student Engagement 1st Edition

by Jonathan Bergmann, Aaron Sams

ISBN-13: 978-1564843449 ISBN-10: 1564843440

Any additional required course resources will be provided by the



professor.

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

These assignments are multi-step activities and are intended to be done over several days. Most will require an account to be created using a professional Google account. Instructions for creating the Google account will be given in week one. Each of these assignments has an explanation post and if warranted, a rubric. Most of the time, assignments will be posted on Fridays to allow extra weekend time, they will be due 10:30 P.M. on Sunday nights, nine days later.

Category	Point Value
Excel Assignments (2)	100
Assignments/Discussions/Participation (10)	200
Flipgrid Reflections (10)	300
Technology Learning Activity Modules (10)	300
Artifacts/Products (ePortfolio) (3)	300
Total	1200

For papers to be graded, APA style will be used. Students will use correct grammar and punctuation when turning in assignments. Correspondence will be professional and prompt.

Grading Criteria Rubric and Conversion

Many times the assignments will reflect a shared link from software online. Each assignment was chosen because it had some value in the educational field and is currently being used in classrooms. The expectation is high-quality products that could be used in a classroom situation. Pre-service teachers will graduate with authentic tools to help students succeed in school.

The text will be used in the Reflections and Discussions sections. The other text resources will be provided by the instructor.

Posting of Grades

Grades will be posted using Canvas on a weekly basis. Content is arranged into Modules that are grouped according to the type of activity or tool being examined. Some assignments may be completed before the due date, but others require skills that will be developed in the weekly

activities.

COURSE OUTLINE AND CALENDAR:

Date	Week#	Topic	Product
January 16	1	Introductions, Excel, Data, Professional Google Account, How to use Flipgrid	Screen shot Due, Grid
January 21	2	Reflection, Padlet, Planning for Technology	Screen Shot Due
January 28	3	Flipgrid Reflection/Response	Grid
February 4	4	Excel Badging and Gamification	Link Due, Written Discussion
February 11	5	Quizizz, Kahoot, Formative Response, Evaluation	Link Due
February 18	6	Delivery of Technology, Flipgrid Reflection/Response	Sample Due, Grid
February 25	7	Flipped Learning Text Response, Flipgrid Reflection/Response	Grid
March 4	8	Playposit, EdPuzzle, Actively Learn, Assessing	Link Due, Samples Due March 18.
March 11	9	Spring Break	
March 18	10	Flipgrid Reflection, Module, Screencast Creation	Reflection Due, Grid
March 25	11	Flipgrid Reflection, Module, Video Creation	Grid
April 1	12	YouTube and Education, Social Media role in P.D.	Reflection Due
April 8	13	Flipgrid Reflection, Video Creation	Grid, Video
April 15	14	Teacher-Centered VS. Student-Centered Technology, Quizlet, Flipgrid Reflection/Response	Reflection Due

April 22	15	Digital Citizenship, Netsmartz, Final Flipgrid Reflection/Response	Sample Due, Flipgrid Reflection/Response
April 29	16	Project Presentations, Evaluations, Appointments, Whole Course Flipgrid Reflection/Response	Links Due, Grid
May 5	17	Final Grades Due from faculty	
May 12		Commencement Ceremony, Bell County Expo Center 7:00 p.m.	

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advance notice as possible.

INSTRUCTOR POLICIES

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Important University Dates:

January 2018

- January 2, (Tuesday) Winter Break Ends
- January 2, (Tuesday) Priority Deadline for Admissions applications
- January 5, (Friday) VA Certification Request Priority Deadline
- January 11, (Thursday) Convocation
- January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
- January 15, (Monday) Martin L. King Jr. Day
- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins
- January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
- January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

- February 2, (Friday) Priority Deadline to Submit Graduation Application
- February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
March 9, (Friday) 1st 8 week classes end
March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

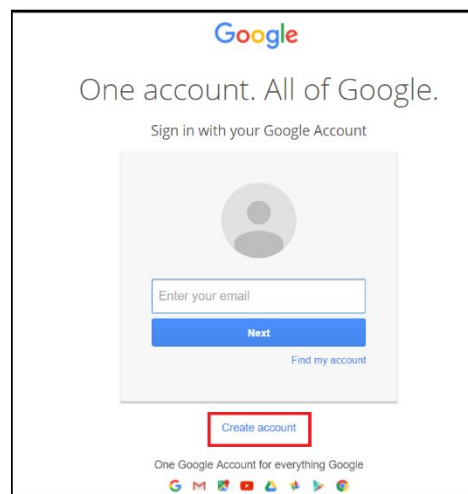
May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

To successfully complete this course the student will access the internet resources available to teachers in education today. The coursework includes signing up for online accounts, and frequently sharing information with classmates in a Professional Learning Network using social media. It is suggested that students create a professional Google account to use for storing resources and easy access to online subscriptions. These resources will then be available after the course completion.

On the first day of class, students will create a professional Google account by going to the www.google.com site, and choosing Create an Account. Keep in mind these resources and account may be used for future employer email, choose a username that presents a professional educator. We will use this account for Google Plus and YouTube channel.



Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's

Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

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Resources

"Pedagogy and professional responsibilities standards (ec-grade 12)." 2014. 11 Sep. 2016
<<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=2147484798>>

"Teacher Standards - Texas Education Agency." 2014. 11 Sep. 2016
<<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html>>

"Technology Standards for Students, Teachers, and Librarians." 2014. 11 Sep. 2016
<http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Technology_Resources/Technology_Standards_for_Students_Teachers_and_Librarians/>