

**Rutgers, The State University of New Jersey**

**05:300:350:90/91/97 Education & Computers**

**Fall 2015**

**ONLINE**

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Phone Number : 848-932-0789	Location: Online
Office Hours: Online by Appointment	Prerequisites or other limitations: <i>None.</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Email Instructor

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning goals:**

**New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards:

- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of

<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

assistive technology.

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard Eight: Instructional Strategies. The teacher 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.

- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

### **Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

#### **Technology & Digital Learning**

The Commission's standards include several references to applications of new technologies to educational situations:

- Standard 1 endorses the InTASC teacher standards in their entirety, and the performances, knowledge, and dispositions that are extensions of those standards include a score of references to applications of technology. Educators must know how to use technologies and how to guide learners to apply them. They must know how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- Standard 1 also states that providers are to "ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."
- Standard 2 on clinical experiences refers to technology-enhanced learning opportunities as part of clinical experiences, as well as appropriate technology-based applications for selection, development, evaluation, and continuous improvement and retention of clinical educators. Clinical partnerships are to include technology-based collaborations, as well.
- Standard 3 on candidate quality states that providers present multiple forms of evidence of candidates developing knowledge and skills during preparation, including "the integration of technology in all of these domains."

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<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

**Course catalog description:**

05:300:350 Education and Computers (3) Establishes a foundation for using the computer and technology in a variety of educational settings across all subject areas. The course is hands-on in nature, with focus on current trends. Additionally, learners can expect to discuss theory, practice, and social/philosophical issues related to the use of computers in education. Some familiarity with computers is recommended; no prior computer skills are required.

**Other description of course purposes, context, methods, etc.:**

As an online course, students are expected to access the course daily to complete required assignments. The material covered in this course is practical and hands on. Students will explore a variety of online/web-based learning tools and work collaboratively with peers to explore how these tools can positively impact student learning and professional practice. Weekly class discussions, video reflections, and written essays will be assigned and due on specific due dates as assigned on the eCollege website.

**Required texts:**

No textbooks are required for this course.

**Grading Policy:**

Each assignment in this course will be graded out of a 4-point scale which includes:

4/4 = Outstanding

3/4 = Good

2/4 = Satisfactory

1/4 = Unsatisfactory

0/4 = Not Completed By Due Date

**No work in this course will be accepted after its due date. Failure to hand in work by the due date will result in the student earning 0 points for the assignment – no exceptions.**

Students will be able to access their grades at their convenience via the Gradebook feature on eCollege webpage. All assignments, with exception to the final project, will be worth 4 points. The final project will be worth 24 points

**Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

**Class Website:**

Ecollege.rutgers.edu

## Course Requirements

### **Attendance Policy:**

This course, Education and Computers, is an asynchronous course. As such, students are not expected to be online at a certain date or time. While students do have flexibility as to when they would like to access the course, specific assignments must be completed by their assigned due date and time for credit to be given.

## Summary of Requirements

Below is a list of topics and assignments that will be covered in Education & Computers. For specific assignment requirements, please visit the course page. All assignments must be completed by 11:59 PM EST on the evening of the due date. As an example, if an assignment is due on 1/21/15, you have until the night of 1/21/15, 11:59 PM EST (1 minute before it turns 1/22/15) to complete the assignment.

## Course Schedule by Week

<b>Week</b>	<b>Topics to be Covered</b>	<b>Assignments &amp; Readings</b>
Unit 1:	<ul style="list-style-type: none"><li>Team Building &amp; Changes in Technology</li></ul>	<ul style="list-style-type: none"><li>Introduce Yourself to the Class Initial Response by 9/2 &amp; Replies by 9/4</li><li>Did You Know Initial Response by 9/2 &amp; Replies by 9/4</li></ul>
Unit 2	<ul style="list-style-type: none"><li>Common Core &amp; Standards Based Education</li></ul>	<ul style="list-style-type: none"><li>What Do You Remember Initial Response by 9/7 &amp; Replies by 9/9</li><li>Thoughts on Common Core Initial Response by 9/9 &amp; Replies by 9/11</li><li>Common Core Reflection by 9/11</li></ul>
Unit 3	<ul style="list-style-type: none"><li>Lesson Planning</li></ul>	<ul style="list-style-type: none"><li>What Is a Lesson Plan Initial Response by 9/14 &amp; Replies by 9/16</li><li>Lesson Plan Reflection by 9/18</li></ul>
Unit 4	<ul style="list-style-type: none"><li>The Flipped Classroom/Blended Learning</li></ul>	<ul style="list-style-type: none"><li>Khan Academy Initial Response by 9/21 &amp; Replies by 9/23</li><li>Jing Response of Khan Academy by 9/25</li></ul>
Unit 5	<ul style="list-style-type: none"><li>Google for Educators</li></ul>	<ul style="list-style-type: none"><li>Google+ Initial Response by 9/28 &amp; Replies by 9/30</li><li>Jing Response of Google+ by</li></ul>

		10/2
Unit 6	<ul style="list-style-type: none"> <li>Integrating SmartPhones &amp; Apps into the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Smart Phones &amp; Apps Initial Response by 10/5 &amp; Replies by 10/7</li> <li>Apps &amp; Education Reflection by 10/9</li> </ul>
Unit 7	<ul style="list-style-type: none"> <li>Pinterest &amp; Social Media Do's &amp; Don't</li> </ul>	<ul style="list-style-type: none"> <li>Pinterest &amp; Social Media Initial Response by 10/12 &amp; Replies by 10/14</li> <li>Jing Response of Pinterest &amp; Educational Board by 10/23</li> </ul>
Unit 8	<ul style="list-style-type: none"> <li>Facebook in the K-12 Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Facebook and the Classroom Initial Response by 10/26 &amp; Replies by 10/28</li> <li>Jing Response on Facebook by 10/30</li> </ul>
Unit 9	<ul style="list-style-type: none"> <li>Twitter &amp; The Classroom</li> </ul>	<ul style="list-style-type: none"> <li>The Twittersphere Initial Response by 11/2 &amp; Replies by 11/4</li> </ul>
Unit 10	<ul style="list-style-type: none"> <li>Social Media &amp; Education</li> </ul>	<ul style="list-style-type: none"> <li>We Don't Have a Choice Initial Response by 11/9 and Replies by 11/11</li> </ul>
Unit 11	<ul style="list-style-type: none"> <li>Digital Dirt &amp; Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>Digital Dirt Initial Response by 11/16 &amp; Replies by 11/18</li> <li>Technology &amp; Your Career Reflection by 11/25</li> </ul>
Unit 12	<ul style="list-style-type: none"> <li>Education &amp; Computers Common Assessment: Culminating Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>Final Essay due by 12/10</li> </ul>

**SAS Core Curriculum Learning Goals:**

The SAS Core Curriculum Learning Goals Met by this course: **ITR y**

For more information on Core Curriculum, including courses and requirements visit:

<http://sasundergrad.rutgers.edu/academics/requirements/core>

