Rutgers, The State University of New Jersey  
Graduate School of Education  
Education & Computers  
05:300:350:02 Index #07516  
Spring 2019  
Instructor: Brent Horbatt

Class meets: Mondays: January 28, 2019 – May 6, 2019 9:50 A.M. - 12:50 P.M.

Classroom: GSE building, room 208  
Office: GSE building, room 207a

Office hours: By appointment or after class

Office phone: (848) 932-7496 x20771  
Email address (preferred): brent.horbatt@gse.rutgers.edu

Course website: https://canvas.rutgers.edu

Prerequisites: None
Mode of instruction: Lecture, classroom activities and online supplements  
Permission required: No  
Permission numbers must be obtained through the instructor

Required Reading:  
  https://cultofpedagogy.teachable.com/p/teachersguidetotech2019  
  o I have requested a student discount code for the Teacher’s Guide to Tech for our  
    class. The discount code is: 2019EDCMP350. Here are instructions to purchase  
    the book and use the code: http://teachersguidetotech.com/using-a-coupon-code/  
- Various linked articles and Rutgers library resources (linked in each day’s  
  assignments below)

Disability Policy: 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 documentation:  
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: (as it appears in the GSE Catalog)
Education & Computers 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.

Organization: This is a hands-on course in which the topics are covered in the book/reading assignments, in short lectures, and on the computer. Readings and lectures are critical and will be discussed both in class and online. Computer skills are not a prerequisite to this course. Computer-based assignments will be graded on effort rather than technical skill. Ample class time will be given for working on computer-based assignments to ensure everyone has access to computer-based, peer-based and instructor-based technical help where necessary.

By the end of the course, you should be able to:

- Provide a foundation for using computers and technology effectively in the classroom.
- Improve understanding of computers and technology (both hardware and software) as necessary to support the first goal.
- Discuss advantages and limitations of computers and computer-based technologies in the classroom.
- Understand how teachers plan effective learning activities with computers and computer-enhanced lessons.
- Demonstrate an understanding of the roles of teaching standards such as the NJCCCS for Technology and ISTE NETS in learning and teaching.
- Apply technology to develop students’ 21st Century literacy skills, higher order skills and creativity.
- Employ basic principles of multimedia design for educational activities.
- Establish familiarity with trending topics in technology and provide assessment (both highlights and pitfalls) of those trends as they relate to learning and teaching.
- Provide discourse on social, equity, ethical and legal issues surrounding the use of technology in learning and teaching.
- Examine and reconsider knowledge and beliefs about the role of technology in the classroom.
- Utilize computers and technology to support professional growth.
**Grading:** Grading is on a 100 point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89 points</td>
</tr>
<tr>
<td>B</td>
<td>80 - 86 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79 points</td>
</tr>
<tr>
<td>C</td>
<td>70 - 76 points</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69 points</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59 points</td>
</tr>
</tbody>
</table>

**Grading Policies:** Care, respect and integrity are expected in written and classroom exchanges. All written work, including postings on Canvas, should be proofread for clarity, spelling and grammar. Please use language that is appropriate for the classroom setting and maintain a professional tone in both Canvas postings and classroom discussions. Outside sources, in any assignment, must be referenced appropriately (either APA or Chicago style is acceptable).

**Graded assignments** cannot be missed except in case of a serious issue. If you miss an assignment for another reason, it is at my discretion whether or not to allow a make-up. If there are questions or an assignment cannot be completed, contact me as soon as possible. Illness will require a doctor’s note. Missing any assignment without discussing it with the instructor will result in a grade of 0 for that portion of the course. Certain late assignments may be accepted for partial credit as outlined in the assignment itself.

**Email policy:** course updates and other important communication will occasionally be emailed to you. **You are responsible for all course-related email,** so please check your mail regularly, and be sure you are not losing messages to a spam box. The course website on Canvas is populated with your email address as it stands in the University directory at the time when you enroll in the course, so be sure you are checking your official University email account. **Note:** You can add a personalized email address to Canvas by clicking on the “Account” tool on the left-side red bar. Click “Account” and then “Settings”. You will see “Ways to Contact” on the right side. Just press “+ Email Address” to add yours!

**Online Portfolio Project: (15 points)** this project will demonstrate the use of the web and web tools to create a teaching portfolio online. It is designed to not only learn about web publishing, but provide the benefit of creating an online resource that can be used in a future job search. Ample class time will be allotted to work on this project. **The Online Portfolio link is due by April 7th.** Specific details will follow in class.
School Board Group Project (15 points): You are to present to a hypothetical school board about some aspect of technology that you learned about in this class. Your job is to convince the board to consider something new. Class time will be allotted to work on this project. The presentations will be held on May 6th. Details to follow in class.

Current Events (7 points): This is an individual presentation activity. Current events are critically important in technology. New innovations are introduced daily. You will find an article that discusses the impact of a particular technology on learning and share your findings with the class. Current events are assigned on a weekly basis beginning February 11th. Details will follow in class.

Online discussion will be used on the Canvas website to discuss the reading and lectures. (10 points)

- You will earn credit for participating if you have posted TWO responses to each week's discussion. (Note: That's two responses in total for the week, not two responses to each individual question)
- You are not required to respond to every topic. There are several topics offered so that you can choose which topic(s) you find interesting!
- For example: You can post/respond one time each to two different topics or you can post once, wait for a classmate to respond, and respond back. Either of these choices will earn you full credit for the discussion.
- Piggybacking, responding or adding to what I or your classmates have posted is encouraged. Any response to a classmate counts toward one of your two posts.
- Please make sure your responses add to the discussion. Simply saying "I agree" adds nothing. On the flip side, your responses shouldn't be unreasonably long.
- Posts should be proofread for clarity, spelling, and grammar. Please use language that is appropriate for the classroom setting and maintain a professional tone.
- There are a total of 13 threaded discussions. Three weeks' worth are dropped from the final grade to allow for technical issues, illness, holidays, etc. Do not use missed posts for anything but a serious issue because you may need them later!
- Responses are due by 11:59 P.M. on Sunday evenings. Earlier responses are encouraged to facilitate discussion among your classmates and to avoid technical issues that can crop up at the last minute.

In-class activities (3 points): Occasionally, there will be short activities assigned to go along with a week’s topic. There are a total of 4 of these, and you may miss one with no penalty. In-class activities will be held on 01/28, 02/11, 02/18, and 02/25. Details to follow in class.

Quizzes (30 points): There will be three short quizzes with multiple choice, fill in the blank and open-ended questions during the semester. The quizzes will cover material covered in class, readings, and current events. Quizzes will be held on 03/04, 04/08, and 04/29. Details will follow in class.
Web-based Research for Educators Essay (20 points): There is a culminating paper assignment that fulfills the SAS Core standard ITR y. This assignment is designed to help learners understand the use of web-based tools that assist teachers in completing research necessary for their work. The final essay is due in the Canvas website by 11:59 P.M. on Sunday, May 12th. Specific details will follow in class.

SAS Core Curriculum Learning Goals Met by this Course: ITR y

For list of Core Curriculum learning goals, see: [http://sas.rutgers.edu/component/docman/doc_download/413-summary-of-new-core-curriculum-learning-goals](http://sas.rutgers.edu/component/docman/doc_download/413-summary-of-new-core-curriculum-learning-goals)

For more information about the SAS Core see: [https://sasundergrad.rutgers.edu/degree-requirements/core](https://sasundergrad.rutgers.edu/degree-requirements/core)

Please reach out if you have any questions and concerns! You can reach me via email at brent.horbatt@gse.rutgers.edu, office phone, or through the Canvas website. The course requires effort on your part and your grade will reflect that effort. This course is primarily about learning and teaching. I want you to see and understand the technological tools available to educators. More importantly, I want you to leave the class with new instructional strategies that promote higher order thinking skills. Most of all, I want this to be an enjoyable and enriching experience for you.

Absence Policy: You are expected to attend all classes. If you expect to miss any classes, please use the University absence reporting website [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An email is automatically sent to me.

Academic Integrity: All issues of academic integrity are referred to the Rutgers University policy on academic integrity. I expect that you will comply with standards of academic integrity in this course. Assignments should be your own work, except in the case of a required group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. Refer to [http://academicintegrity.rutgers.edu/academic-integrity-policy](http://academicintegrity.rutgers.edu/academic-integrity-policy) for a full explanation of policies.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. **Students who do not agree should contact the course instructor immediately.**
Teaching Standards: This course is based heavily upon ISTE NETS standards located here: [http://www.iste.org/standards.aspx](http://www.iste.org/standards.aspx)

The course addresses the following New Jersey Professional Teaching Standards (2014). You can find the complete listing of NJPTS here: [http://www.state.nj.us/education/code/current/title6a/chap9.pdf](http://www.state.nj.us/education/code/current/title6a/chap9.pdf)

**Standard One: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

  i. Performances:

    2) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning

  iii. Critical Dispositions:

    2) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning

**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.

  i. Performances:

    3) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings

  ii. Essential Knowledge:

    6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

  iii. Critical Dispositions:

    1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential

**Standard Three: Learning Environments.** The teacher 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.

  i. Performances:

    2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally

  ii. Essential Knowledge:

    1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

    2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals
iii. Critical Dispositions:

3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards

7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

iii. Critical Dispositions:

1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. Essential Knowledge:

4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

iii. Critical Dispositions:

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

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.

i. Performances:

4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process
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

i. Performances:

7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

ii. Essential Knowledge:

3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning

iii. Critical Dispositions:

3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning

The course addresses the following Council for the Accreditation of Education Professionals (2013). You can find the complete listing of CAEP standards here: http://caepnet.org/standards/

Standard #2: 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.

Standard #3: Learning Environments. The teacher 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.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: 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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
<table>
<thead>
<tr>
<th>January 28, 2019</th>
<th>Class 1</th>
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</table>
| **Class Agenda** | - Introductions  
- Syllabus  
- Discuss “Poor Scholar’s Soliloquy”.  
- Definition of educational technology  
- NJCCCS and ISTE standards  
- Why use tech in the classroom? |

**In-class activity:** Intro to VoiceThread. Create a brief introduction and include a picture on the VoiceThread site. *(1 point)*

<table>
<thead>
<tr>
<th><strong>Homework</strong></th>
<th><strong>Due: 02/03/2019</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Skim:</strong> New Jersey Core Content Curriculum Standards for Technology (2014). Skim over the standards to familiarize yourself with the main ideas. <em>(Click on link above to read)</em></td>
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<tr>
<td><strong>Read:</strong> ISTE NETS Standards for Teachers (2 pp.) <em>(Click on link above to read article)</em></td>
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<tr>
<td><strong>Read:</strong> Gonzalez, J: The Teacher’s Guide to Tech, (2019) Introduction, Why Bother Learning About Technology? (pp. 8-26), Quality Check your Tech Strategy (pp. 42-46)</td>
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</table>

In-class activity: Complete VoiceThread introduction activity by 11:59 P.M. on 02/03/2019. *(1 point)*

**Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 02/03/2019. *(1 point)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 4, 2019</strong></td>
<td><strong>Class Agenda</strong>&lt;br&gt;● Theoretical foundations&lt;br&gt;● Assessment tools&lt;br&gt;● Discussion of the Current Events Project (7 points)&lt;br&gt;   o Presentations with Pear Deck&lt;br&gt;   o What makes a good presentation?&lt;br&gt;   o Sample current event given&lt;br&gt;   o Choose your presentation date</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td><strong>Read:</strong> Surgenor, P: <em>How Students Learn, Behaviourism, Cognitivism, Constructivism, and Learning Styles</em> UCD Teaching And Learning Resources. Jan. 2010. (Click on links above to read articles)&lt;br&gt;<strong>Read:</strong> Ayas, C: <em>An Examination of the Relationship between the Integration of Technology into Social Studies</em> and Constructivist Pedagogies. Turkish Online Journal of Educational Technology. Jan 2006. 12 pp.&lt;br&gt;<strong>Read:</strong> Hung, D: <em>Theories of Learning and Computer-Mediated Instructional Technologies</em>. Educational Media International, v38 p281-87 Dec. 2001.&lt;br&gt;<strong>Examine:</strong> <em>The Padagogy Wheel</em> (2015)&lt;br&gt;<strong>Read:</strong> Gonzalez, J: <em>The Teacher’s Guide to Tech</em> (2019) Getting to know the SAMR model (pp. 27-28)&lt;br&gt;<strong>Browse:</strong> Assessment (pp. 52-62), Feedback, (pp. 126-129) Presentation (pp. 234-233), Quiz Games (p. 247), Survey Tools (pp. 273-276)&lt;br&gt;<strong>Use the discussion tool on the Canvas site to discuss the readings. Two posts must be submitted by 11:59 P.M. on Due: 02/10/2019. (1 point)</strong></td>
</tr>
<tr>
<td>February 11, 2019</td>
<td>Class 3</td>
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| **Class Agenda** | - Current events presentations  
|                  | - Introduction to computer hardware  
|                  |   - Hardware functions in the classroom  
|                  |   - Demonstration of interactive whiteboard  
|                  |   - In-class activity: Build a computer! (1 point)  |
| **Homework**     | **Read:** Strickland, J: *What's inside my computer?* How Stuff Works: A Discovery Company. (Click on link above to read article)  
| **Due:** 02/17/2019 | **Browse:** GCF Global: *Computer Basics* (Click on link above to read tutorial)  
|                  | **Use the discussion tool on the Canvas site to discuss the readings. Two posts must be submitted by 11:59 P.M. on 02/17/2019. (1 point)** |

<table>
<thead>
<tr>
<th>February 18, 2019</th>
<th>Class 4</th>
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</thead>
</table>
| **Class Agenda** | - Current events presentations  
|                  | - Introduction to computer software  
|                  |   - In-class activity: Scratch (1 point)  |
| **Homework**     | **Read:** DeKanter, N: *Gaming Redefines Interactivity for Learning* TechTrends: Linking Research & Practice to Improve Learning, p. 26-32 May-Jun 2005. (Click on link above, login to ERIC, and click on “PDF Full Text”.)  
| **Due:** 02/24/2019 | **Browse:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Classroom Management (pp. 83-89), Flashcard creators (pp. 130-132), Makerspaces (pp. 176-182), Mind Mapping (pp. 188-193), Note Taking (pp. 201-207), Productivity (pp. 234-243), Spreadsheets (pp. 270-272)  
|                  | **Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 02/24/2019. (1 point)** |
| Date       | Class  | Class Agenda                                                                 | Homework | Read: Tyson, J: *How Internet Infrastructure Works*  
|           |        | • Current events presentations  
|           |        | • Introduction to computer networking  
|           |        | • Begin discussion of Online Portfolio Project (15 points)  
|           |        | • In-class activity: OnGuard! Games (1 point)  
|           |        | **Due: 03/03/2019**  
|           |        | **Create a WordPress.com account**  
|           |        | **Study for quiz (Covers classes 1-5) (10 points)**  
|           |        | **Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 03/03/2019. (1 point)**  
| March 4, 2019 | Class 6 | • Current events presentations  
|           |        | • Weblogs and writing online  
|           |        | • Continue Introduction to the Online Portfolio Project (15 points)  
|           |        | • Quiz (Covers classes 1-5; 10 points)  
|           |        | **Due: 03/10/2019**  
|           |        | **Read:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Blogging (pp. 63-70), Writing (pp. 296-302)  
|           |        | **Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 03/10/2019. (1 point)**  

<table>
<thead>
<tr>
<th>March 11, 2019</th>
<th>Class 7</th>
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</thead>
</table>
| **Class Agenda** | • Current events presentations  
| | • Social media and collaboration in the classroom  
| | • Discussion of RSS and content curation  
| | • Online Portfolio Project cont’d (widgets, embedded tools, RSS)  |
| **Homework** | **Read:** Richardson, W: *A World Without Walls* Edutopia, Dec. 2008 (Click on link above to read article)  
| Due: 03/24/2019 | **Browse/Read:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Collaboration & Discussion (pp. 91-103), Curation (pp. 115-125) Parent Engagement (pp 208-214), Social Media (pp. 258-265)  
| | **Continue work on your online portfolio. (15 points)**  
| | **Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 03/24/2019. (1 point)**  |

<table>
<thead>
<tr>
<th>March 18, 2019</th>
<th>No class held. Spring Break.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Agenda</strong></td>
<td>• Enjoy Spring Break!</td>
</tr>
</tbody>
</table>
| **Homework** | **Read:** Shank, P: *The Value of Multimedia in Learning* Aug. 2008 (Click on link above to read article)  
| Due: 03/24/2019 | **Read:** Peters, D: *Mayer’s Principles for the design of Multimedia Learning*. Sept. 2005. (Click on link above to read article)  
| | **Browse:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Book Publishing (pp. 71-78), Comic Strip Creators (pp. 104-106), Image Making (pp. 152-157), Interactive Posters (pp. 158-161), Photo Editing (pp. 215-218)  
| | **Browse:** Leeman, D: *The Ultimate Directory of Free Image Sources* Jul. 2014 (Click on link above to read article)  
| | **Continue work on your online portfolio. (15 points)**  
<p>| | <strong>Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 03/24/2019. (1 point)</strong>  |</p>
<table>
<thead>
<tr>
<th>March 25, 2019</th>
<th>Class 8</th>
</tr>
</thead>
</table>
| **Class Agenda** | • Current events presentations  
| | • Audio/visual technology & effective classroom use  
| | • Image-based multimedia tools for classrooms  
| | • Online Portfolio Project cont’d (Image editing, slideshows, YouTube) |

| **Homework** | **Read:** Shank, P: *The Value of Multimedia in Learning*  
| Due: 03/31/2019 | Aug. 2008 (Click on link above to read article)  
| | **Read:** Peters, D: *Mayer’s Principles for the design of Multimedia Learning*. Sept. 2005. (Click on link above to read article)  
| | **Browse:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Book Publishing (pp. 71-78), Comic Strip Creators (pp. 104-106), Image Making (pp. 152-157), Interactive Posters (pp. 158-161), Photo Editing (pp. 215-218)  
| | **Browse:** Leeman, D: *The Ultimate Directory of Free Image Sources* Jul. 2014 (Click on link above to read article)  
| | **Continue work on your online portfolio.** (15 points)  
<p>| | <strong>Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 03/31/2019.</strong> (1 point) |</p>
<table>
<thead>
<tr>
<th>April 1, 2019</th>
<th>Class 9</th>
</tr>
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<tbody>
<tr>
<td><strong>Class Agenda</strong></td>
<td></td>
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<tr>
<td>• Current events presentations</td>
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<tr>
<td>• Discussion of web multimedia (Podcasting, screencasting, live streaming and more)</td>
<td></td>
</tr>
<tr>
<td>• Online Portfolio Project cont’d (Podcasting, SoundCloud, phone-based recordings)</td>
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<tr>
<td><strong>Homework</strong></td>
<td><strong>Browse:</strong> Gonzalez, J: <em>The Teacher’s Guide to Tech</em>, (2019) Music (pp. 194-200), Podcasting (pp. 219-223), Video: Animation &amp; Production (pp. 277-283), Video: Live Streaming (pp. 284) Video: Screencasting (pp. 286-290)</td>
</tr>
<tr>
<td>Due: 04/07/2019</td>
<td>Online portfolio hyperlink due via the Canvas website by 04/07/2019 at 11:59 P.M. (15 points)</td>
</tr>
<tr>
<td></td>
<td>Study for quiz (Covers classes 6-9) (10 points)</td>
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<tr>
<td></td>
<td>Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 04/07/2019. (1 point)</td>
</tr>
<tr>
<td>April 8, 2019</td>
<td>Class 10</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
</tbody>
</table>
| **Class Agenda** | • Current events presentations  
• Using technology to meet the needs of diverse students  
• Quiz (Covers classes 6-9; **10 points**)  
• Introduction to the School Board Group Project (**15 points**) |
| **Homework** | **Read:** Shah, N: *Special Education Pupils Find Learning Tool in iPad Applications* Education Week, v30 n22 p1, and 16-17 Mar 2013. 3 pp. (Click on link above, login to ERIC, and click on “PDF Full Text”.)  
**Read:** Morin, A: *What is Universal Design for Learning* (2018)  
**Browse:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Special Ed./UDL (pp. 266-269)  
Begin work on the school board group project. (**15 points**)  
Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 04/14/2019. (**1 point**) |

Due: 04/14/2019
<table>
<thead>
<tr>
<th>April 15, 2019</th>
<th>Class 11</th>
</tr>
</thead>
</table>
| **Class Agenda** | • Current events presentations  
| | • Discuss final essay assignment (20 points)  
| | • Distance learning  
| | • Continue work on School Board Project  
| **Homework** | **Read:** McKee, T: *Thirty Years of Distance Education: Personal Reflections*. Int’l Review of Research in Open and Distance Learning, v11 n2 p100-109 May 2010. 10 pp. (Click on link above, login to ERIC, and click on “Full Text From ERIC”.)  
| Due: 04/21/2019 | **Read:** Pape, L: *Blended Teaching and Learning*. Education Digest: Essential Readings Condensed for Quick Review, v76 n2 p22 Oct. 2010. 6 pp. (Click on link above, login to ERIC, and click on “PDF Full Text”.)  
| | **Browse:** Gonzalez, J: *The Teacher’s Guide to Tech*, (2019) Flipped Learning (pp. 133-140), Learning Management Systems (pp. 170-175)  
| | Continue work on the school board group project. (15 points)  
| | Begin work on final essay assignment. (20 points)  
<p>| | Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 04/21/2019. (1 point) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| April 22, 2019 | Class 12 | - Current events presentations  
- Legal, social, and ethical issues associated with implementing technology in schools  
- Discuss final essay assignment (20 points)  
- Continue work on School Board project |

## Homework

**Due: 04/28/2019**


- **Read**: November, A: *Education Resources for Web Literacy*: updated 2015 (Click on link above to visit site)

- **Read**: Magid, L: *Connect Safely* blog. Updated regularly. (Click on link above to visit site)

- **Read**: Lawrence, S. *Teachers Should Know Copyright from Wrong* 2008.

**Read**: When Your School is Short on Tech (pp. 29-33) Troubleshooting (pp. 40-41) Know Your Legal Stuff (pp. 47-50),  
**Browse**: Content Libraries (pp.107-114), Fundraising (pp. 141-145), Research (pp. 248-251)

- Continue work on the school board group project.  
- Continue work on final essay assignment. (20 points)

- Study for quiz (Covers classes 10-12) (10 points)

- Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 04/28/2019. (1 point)
### April 29, 2019  
**Class 13**

**Class Agenda**
- Current events presentations
- Emerging technology
- Discuss final essay assignment **(20 points)**
- Quiz (Covers classes 10-12; **10 points**)
- Wrap-up work on the School Board Project

**Homework**  
**Due: 05/05/2019**

**Read:** Jenkins, H: *Confronting the Challenges of Participatory Culture*. MacArthur Foundation. 2009.


**Browse:** Gonzalez, J: The Teacher’s Guide to Tech, (2019) Virtual & Augmented Reality (pp. 291-295), Career Exploration (pp. 79-82)

Complete work on the school board group project. **(15 points)**

Continue work on final essay assignment. **(20 points)**

Use the discussion tool on the Canvas site to discuss the reading. Two posts must be submitted by 11:59 P.M. on 05/05/2019. **(1 point)**

### May 6, 2019  
**Class 14**

**Class Agenda**
- School Board Project presentations **(15 points)**
- Discuss final essay assignment **(20 points)**

**Homework**

Web-based Research for Educators essay due via the Canvas website Sunday 05/12/2019 by 11:59 P.M. **(20 points)**