



TENTATIVE ASSIGNMENT SCHEDULE: *Note: Subject to change. Check Canvas daily for updates.*

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|---|-------|
| First day of class | 8/28 |
| Canvas profile DUE | 8/28 |
| Syllabus quiz DUE | 8/30 |
| Intro Discussion DUE..... | 9/1 |
| Technology Self-Assessment DUE..... | 9/4 |
| Group Copyright Project DUE | 9/8 |
| Peer Review DUE | 9/8 |
| UEN Assignment DUE..... | 9/8 |
| Standards quiz DUE | 9/11 |
| Basic Eportfolio DUE | 9/15 |
| Eportfolio DUE..... | 9/15 |
| Bio Sketch Draft DUE | 9/19 |
| Bio Sketch Feedback DUE..... | 9/21 |
| Final Bio Sketch DUE..... | 9/22 |
| Multimedia Lesson DUE | 9/29 |
| Lesson Feedback DUE | 10/2 |
| SRS Discussion DUE..... | 10/2 |
| Interactive Lesson DUE | 10/6 |
| Video/Slideshow DUE..... | 10/13 |
| Fun Feedback DUE | 10/20 |
| Instructional Video DUE..... | 10/20 |
| Video Feedback DUE..... | 10/23 |
| Social Media Discussion DUE..... | 10/23 |
| Classroom Website Evaluation DUE..... | 11/3 |
| Class Website DUE..... | 11/3 |
| Website to Eportfolio DUE | 11/3 |
| Flipped Classrooms DUE | 11/6 |
| Flipped Lesson Draft DUE | 11/10 |
| Final Flipped Lesson DUE | 11/17 |
| Resume DUE..... | 11/24 |
| Resume to Eportfolio DUE..... | 11/24 |
| EdTech Faves DUE..... | 12/1 |
| Online EdTech Discussion DUE | 12/1 |
| Eportfolio Link DUE BY 4PM | 12/4 |
| Eportfolio Review DUE..... | 12/4 |
| Course Survey DUE | 12/8 |
| FINAL EXAM: Eportfolio Presentation DUE BY 4PM | 12/11 |

EDUC 2500—TECHNOLOGY FOR EDUCATORS AND ELECTRONIC PORTFOLIOS (BLENDED) —FALL 2014

INSTRUCTOR: Barbara Pugliese, M.Ed.

TIME: Thursday 4-6:30pm

EMAIL: bpugliese@dixie.edu

LOCATION: HOLLAND 234

OFFICE HOURS: By appointment

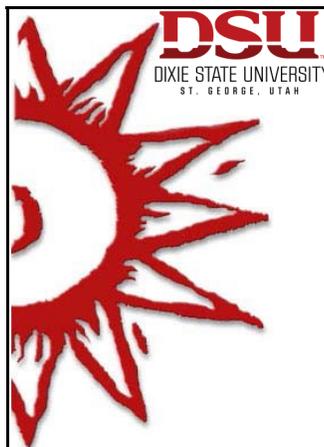
REQUIRED MATERIALS: Computer, flash drive, and internet access. No textbook is required, but there will be online reading assignments.

CRN: 43854 **CLASS ID:** EDUC 2500 01

PREREQUISITE: None

COURSE DESCRIPTION: For education majors. This course will focus on basic computer programs and technology tools that will help teacher candidates create productive learning environments in the educational setting. Teacher candidates will also learn how to develop an e-portfolio based on national, state, and program standards that will demonstrate their professional growth in a wide range of subject matter knowledge, effective pedagogical skills, and teaching dispositions throughout their educational career. Required pre-requisite course for both the elementary and secondary education programs.

DSU Department of Education Program Standards:



- D = Diversity**
- E = Effective Pedagogy**
- S = Subject Matter**
- E = Environment**
- R = Reflective**
- T = Teaching Disposition**

Mission Statement

The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge, skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.

The [D.E.S.E.R.T model outcomes](#) are listed on the following page and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.

DSU IMPORTANT DATES:

8/28—Last day for waitlist

8/29—Last day to add without signature

9/1—No classes (Labor Day)

9/4—Drop/Audit fee

9/4—Residency application deadline

9/9—\$50 Fee for late registration

9/15—Last day to drop without a “W”

9/15—Pell grant census

9/15—Last day for refund

9/17—Courses dropped for non-payment

9/19—Last day to add/audit

10/1—Fall 2014 Associate’s Degree Graduation Application Deadline

10/16-10/17—No classes (Semester break)

10/20—Last day to drop an individual class

10/27—Spring and Summer 2015 schedules available online

11/3—Spring 2015 Bachelor’s degree graduation application deadline

11/11—Career Day

11/14—Last day for complete withdrawal

11/17—Spring registration begins for Seniors

11/18—Registration opens for Juniors

11/19—Registration opens for Sophomores

11/20—Registration opens for all students

11/26-11/28—No classes (Thanksgiving)

12/12—Classwork ends

12/15-12/19—FINAL EXAMS

D.E.S.E.R.T. Model – Program Outcomes
Teacher candidates will:

D-Diversity (DM1): Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.

E-Effective Pedagogy (DM2): Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.

S-Subject Matter (DM3): Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.

E-Environment (DM4): Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.

R-Reflective (DM5): Seek learning experiences as sources of reflection and use data to reflect and adapt planning and practice.

T-Teaching Dispositions (DM6): Demonstrate professional teaching dispositions which include: (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.

Course-specific objectives:

During successful completion of this course, you will:

- Gain an awareness of national, program, and state standards (e.g., ISTE; InTASC; TEAC; USOE; UETS; CAEP; DSU program -DESERT, etc.).
- Use computer programs and software to enhance instructional strategies and increase student learning
- Create the basic structure of the DESERT eportfolio based on standards and related artifacts with rationales

Standards for teachers and teacher candidates:

ISTE: [International Society for Technology in Education](#)

InTASC: [Interstate Teacher Assessment and Support Consortium](#)

TEAC: [Teacher Accreditation Education Council](#)

USOE: [Utah State Office of Education](#)

UETS: [Utah Effective Teaching Standards](#)

CAEP: [Council for the Accreditation of Educator Preparation](#)

DSU DESERT: [Dixie State University DESERT Learning Outcomes](#)

Online materials and assignments:

The online portion of the class will follow Tuesday to Monday schedule. Most weekly assignments will be due as electronic submissions, and some assignments are due in class. Electronic submissions are due before Midnight (11:59PM) unless otherwise noted (i.e. 4pm) on the due dates listed on Pages 1 and 6-8 in the syllabus. **NO LATE ASSIGNMENTS ARE ACCEPTED.** Do not wait to contact me with questions about assignments until the day it is due. Each new Learning Module will be open on Tuesday. Always review the learning module the first day it is available. Read required materials in the Canvas module before we meet in class on Thursday so we can discuss the readings in class. Be aware that some assignments for the new online week are due before class meets.

Wireless connection:

For directions on how to access Canvas from your personal computer please go to <http://wireless.dixie.edu/>

Instructure Canvas:

This class will utilize the CANVAS tool provided by DSU Computing. CANVAS can be accessed from <https://canvas.dixie.edu/> Online tutorials for CANVAS can be found at <http://guides.instructure.com/>

Helpdesk:

If you need your login information or your courses aren't displaying, please contact the Helpdesk or visit www.dixie.edu/helpdesk/ The Helpdesk is located in the Smith Computer Centers main computer lab, phone number is: 435-879-4357

Dmail:

You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.

Grading Scale:

| | | | |
|--------------|--------------|--------------|----------------|
| A = 95%-100% | B = 84%-86% | C = 74%-76% | D = 64%-66% |
| A- = 90%-94% | B- = 80%-83% | C- = 70%-73% | D- = 60%-63% |
| B+ = 87%-89% | C+ = 77%-79% | D+ = 65%-69% | F = 59% & less |

Policy for absences related to college functions:

Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc.). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Dropping This Course:

See the attached schedule and the Academic Calendar (mentioned below) for important drop/withdrawal dates.

Fall 2014 important semester calendar dates:

The academic calendar can be accessed using the following link: <http://dixie.edu/reg/?page=calendar>. You are responsible to know, understand and comply with all dates listed.

Academic Integrity:

As stated in the DSU Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

General policy:

You must begin to think like a teacher instead of a student. Therefore, it is imperative that you exhibit professional teaching standards in critical thinking, honesty, integrity, appearance, respectfulness, attendance, completed assignments, responsibility for group assignments, participation, etc. Below are some guidelines that will help you develop these professional standards.

Attendance and Participation: The design of this course makes it necessary for students to fully participate in classroom discussions, presentations, and cooperative structures. Thus, attendance and participation are required for this course. Appropriate documentation will be required for missing class, and the instructor must be notified in advance if possible. See *College-approved absences* on the previous page for details.

Collaboration: All students are expected to use professional and ethical interactions to support a positive learning environment. We will be completing several critiques and group projects. Please be conscious and complete your assigned responsibility on time.

Instructors' Policy on Late Assignments, Missed Exams/Quizzes, and Unexcused Absences: **Late work is not accepted.** Assignments should reflect high levels of thinking, organization, neatness, accuracy, and relevance. Correct grammar and spelling are expected.

Disruptive Behavior: DSU disruptive behavior policy states, "Teachers at Dixie State University have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses." Please come to class on time, and do not make cell phones an issue. Turn them off or set them to silent.

Online Study Habits: Here are some guidelines you may find helpful during this learning experience.

- Read EVERYTHING carefully in the Learning Modules. Please read everything before Thursday, so if you have questions, you can ask me to clarify during class. Keep in mind if you wait until the last minute to begin an assignment or ask questions, I may not be available to help you in time.
- Online learning requires you to be self-motivated, engaged, and a problem-solver. You must put as many hours into this course as if you were taking a 100% face-to-face course.
- If I can't figure something out or want to learn more about it, I will search YouTube for video or do a Google search of the topic. In this class, you will be using different types of technologies which I explain how to use with examples, but it may be helpful for you to look at additional resources.
- Time required- the typical advice is plan on 2-3 hours per 1 hour of class time. Therefore, this is a 3 credit hour class which means you would be in class for 3 hours and have an additional 6 hours studying time. This equals approximately 12 hours a week. The learning modules may take you less time according to your background knowledge with technology and content. When you complete this class, you will have LEARNED a lot of valuable ways to implement technology in your classroom to support your instruction and student learning.

College resources:

Several college resources are available to help you succeed. Check out the links for each one to get more information.

- If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dixie.edu/tutoring/>
- If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at <http://dsc.dixie.edu/owl/>
- If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or in the library on the second, mezzanine, or third floors of the Holland Centennial Commons.
- If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>
- The Library has all kinds of information and resources. Visit the Dixie State University Library on the 2nd and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>
- The Health and Wellness center can provide medical and mental health support. Their website is at <http://www.dixie.edu/wellness/>

Disability Accommodations:

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Contact information: Phone:(435) 652-7516, Email: drc@dixie.edu, Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

EDUC2500-01 TENTATIVE ASSIGNMENT SCHEDULE: FALL 2014

| Online Week | Module Number | Objectives | Assignments | Due Dates | Point Values | Total Points |
|-------------|---------------|--|---|--------------------------|---------------------|--------------|
| 8/25-9/1 | 1 | <ul style="list-style-type: none"> Use tools in and become familiar with the Canvas LMS (Learning Management System) Identify elements of the course syllabus Use online discussion as a tool to create an online community | <ol style="list-style-type: none"> CANVAS PROFILE: Create a profile that demonstrates your knowledge of how to use Canvas by posting your picture SYLLABUS QUIZ: Found in the Quiz section INTRO DISCUSSION: Introduce yourself in a Discussion Board post; respond to at least two other students' posts. Make connections that will support a learning community. | 8/28 8/30 9/1 | 5 10 10 | 25 |
| 9/2-9/8 | 2 | <ul style="list-style-type: none"> Locate resources for teachers on uen.org Gain awareness of copyright laws related to technology use in your classroom | <ol style="list-style-type: none"> TECHNOLOGY SELF-ASSESSMENT SURVEY: In-class activity GROUP COPYRIGHT PROJECT: Part in-class, part online. Use a graphic organizer tool to create a chart illustrating copyright laws; post to Assignments PEER REVIEW: Evaluate each other for participation in group project; post in Assignments UEN ASSIGNMENT: Complete an exploration of the UEN web site; post to Assignment Box | 9/4 9/8 9/8 9/8 | 10 10 10 5 | 35 |
| 9/9-9/15 | 3 | <ul style="list-style-type: none"> Identify standards for your teaching interest Create a basic DESERT eportfolio that incorporates the DESERT Model using a web hosting service (Weebly) | <ol style="list-style-type: none"> STANDARDS QUIZ: In-class activity BASIC EPORTFOLIO: Create an eportfolio with required pages; post link to Discussions and in Assignments EPORTFOLIO FEEDBACK: Provide eportfolio peer feedback in the Discussion Board | 9/11 9/15 9/15 | 10 20 5 | 35 |
| 9/16-9/22 | 4 | <ul style="list-style-type: none"> Identify the basic components of a biographical sketch Create a biographical sketch using Google Docs | <ol style="list-style-type: none"> BIO SKETCH DRAFT: Write a personal biographical sketch draft using Google Docs; share link in the Discussion Board BIO SKETCH FEEDBACK: Give feedback to another student's biographical sketch in the Discussion Board FINAL BIO SKETCH: Revise and create a final biographical sketch; post to Assignments | 9/19 9/21 9/22 | 5 10 15 | 30 |
| 9/23-9/29 | 5 | <ul style="list-style-type: none"> Use any multimedia presentation software to create a standards-based lesson based on in your content area | <ol style="list-style-type: none"> MULTIMEDIA LESSON: Create a standards-based multimedia lesson in your content area; include references; be prepared to present your lesson in the following class (bring it on a flash drive) | 9/29 | 20 | 20 |

| | | | | | | |
|-------------|----|--|--|-------|----|----|
| 9/30-10/6 | 6 | <ul style="list-style-type: none"> •Create a lesson using interactive white-board software (SMART technologies) •Evaluate student response systems | <ol style="list-style-type: none"> 1. LESSON FEEDBACK: Provide feedback to another student’s presentation given in class (don’t forget to bring your presentation to class) 2. SRS DISCUSSION: Post a reflection upon completing our class discussion on student response systems to Assignments 3. INTERACTIVE WHITEBOARD LESSON: Create an interactive whiteboard lesson based on Utah state standards in your content area; post to Assignments | 10/2 | 5 | 35 |
| | | | | 10/2 | 20 | |
| | | | | 10/6 | 10 | |
| 10/7-10/13 | 7 | <ul style="list-style-type: none"> •Create an automated slideshow/video in your content area | <ol style="list-style-type: none"> 1. VIDEO/SLIDESHOW: Create a fun, motivating automated video/slideshow in your content area; post to Discussion Board and Assignments | 10/13 | 20 | 20 |
| 10/14-10/20 | 8 | <ul style="list-style-type: none"> •Create an instructional video based on Utah state standards in your content area <p>NOTE: NO CLASS THIS WEEK BUT ASSIGNMENTS ARE DUE ONLINE.</p> | <ol style="list-style-type: none"> 1. FUN FEEDBACK: Provide feedback for at least one video in Discussions 2. INSTRUCTIONAL VIDEO: Use software such as Prezi to create an instructional video in your content area; post in Assignments and bring it on a flash drive to present next class | 10/20 | 10 | 30 |
| | | | | 10/20 | 20 | |
| 10/21-10/27 | 9 | <ul style="list-style-type: none"> •Evaluate social media technologies for use in the classroom | <ol style="list-style-type: none"> 1. VIDEO FEEDBACK: Provide feedback for one video seen in class in Discussions (don’t forget to bring your video to class) 2. SOCIAL MEDIA DISCUSSION: Post a reflection upon completing our class discussion on social media tools and resources for use in the classroom to Assignments | 10/23 | 10 | 30 |
| | | | | 10/23 | 20 | |
| 10/28-11/3 | 10 | <ul style="list-style-type: none"> •Create an effective classroom website using the Weebly web hosting service | <ol style="list-style-type: none"> 1. CLASSROOM WEBSITE EVALUATION: Post evaluations of three classroom websites to Assignments 2. CLASS WEBSITE: Create a classroom website; post the website link to Assignments 3. WEBSITE TO EPORTFOLIO: Insert your classroom website into your eportfolio*; post your eportfolio link to Assignments <p>* Required for final program eportfolio</p> | 11/3 | 10 | 40 |
| | | | | 11/3 | 20 | |
| | | | | 11/3 | 10 | |
| 11/4-11/10 | 11 | <ul style="list-style-type: none"> •Evaluate flipped classrooms and learning management systems for online/ blended learning support | <ol style="list-style-type: none"> 1. FLIPPED CLASSROOMS: Post a reflection upon completing our class discussion on the pros and cons of flipped classroom instruction in Assignments 2. FLIPPED LESSON DRAFT: Write a draft of your flipped classroom lesson that incorporates your Module 8 Instructional Video assignment; post to Assignments | 11/6 | 10 | 30 |
| | | | | 11/10 | 20 | |

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|-------------------------------|----|---|---|------------------------------------|---------------|-----|
| 11/11-11/17 | 12 | •Create a flipped classroom lesson | 1. FINAL FLIPPED LESSON: Post completed Flipped Classroom lesson to Assignments; bring flipped lesson on a flash drive to share next class | 11/17 | 30 | 30 |
| 11/18-11/24 | 13 | •Create an education resume | 1. RESUME: Complete an education-oriented resume; post to Assignments 2. RESUME TO EPORTFOLIO: Add to eportfolio; post eportfolio link to Assignments | 11/24 11/24 | 15 5 | 20 |
| 11/25-12/1 | 14 | •Discuss technology resources in education NOTE: THANKSGIVING IS THIS WEEK – WE DO NOT MEET IN CLASS BUT THERE ARE ASSIGNMENTS DUE. PLAN ACCORDINGLY. | 1. EDTECH FAVES: Share your favorite education technology resource in the Discussion Board 2. ONLINE EDTECH DISCUSSION: Discussion using iPads, Chromebooks, smartphone apps, and other online resources in classrooms. Post an original response, and replies to two other students' posts | 12/1 12/1 | 10 10 | 20 |
| 12/2-12/8 | 15 | •Evaluate eportfolios | 1. EPORTFOLIO LINK: Post your eportfolio address to Assignments before next class. Eportfolios should include: DESERT model pages, biographical sketch, resume, and class website. 2. EPORTFOLIO REVIEW: In class you will provide feedback for at least three other students. 3. COURSE SURVEY: Complete the Online Course Survey available this week on the Home page for this course in Canvas | 12/4 by 4pm 12/4 12/8 | 5 15 10 | 30 |
| 12/9-12/15 | 16 | FINAL EXAM | 1. FINAL EXAM: The final exam is an in-class presentation of your finalized eportfolio. Incorporate feedback received in the previous week to improve your eportfolio. You must also post your final eportfolio web link in Assignments by the due date (by 4pm MST). Make sure you post the correct link on-time. | 12/11 by 4pm | 40 | 40 |
| TOTAL POINTS POSSIBLE: | | | | | | 470 |