IDE 401 Spring 2023 Syllabus (M002)
Integrating Technology into Instruction III (one credit)

Instructional Design, Development & Evaluation
School of Education, Syracuse University

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Class Meeting Time:

Our class implements a learner-centered learning approach and active learning strategies. Compared to traditional lecture formats, more engaged activities are designed to invite learners to participate in the learning process, including developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts. The class meets in person on **SIX** days **from 8:00 am – 10:15 am** on **Wednesdays and Fridays** (see **Course Schedule** for dates and details). Class sessions will be devoted to five educational technology topics, with one day reserved for presentations. The class periods are organized with sufficient time for demonstrations, student activities, and hands-on learning activities with guidance from the instructor.

Location: 104 Tolley Hall, Syracuse University (students will be notified of any room changes)

Technology Requirements:

1. Create a Wix account (we will be creating a professional portfolio website)
2. Download a free Quick Response (QR) code reader on your smartphone (Android or iPhone)

Course Description:

This series of technology integration courses is structured as three one-credit courses (IDE 201, IDE 301, and IDE 401), which will provide students with the knowledge, skills, and experiences that PreK-12 teachers need in order to incorporate emerging information and communication technologies into their teaching in the Digital/Information Age; to develop strategies for improving teaching and student learning using technology tools that are easy to learn and readily available in most school systems; to design technology-infused lessons and other instructional resources to support student learning; and to create tools for creative and flexible evaluation of students' academic progress.

This series of courses will help students develop meaningful connections among subject matter knowledge, pedagogical knowledge, and technological knowledge. IDE 201 introduces basic

technologies, such as PowerPoint, Excel, and the Internet, with an emphasis on connecting students' technology and learning experiences with teaching tasks through hands-on technology activities. IDE 301 introduces emerging technologies, such as Web 2.0 technologies, with an emphasis on enhancing students' understanding of the concept of technology integration by using technology in real-world teaching. IDE 401 introduces more advanced technologies, such as video production, technology tools for English as a Second Language (ESL) and science education, and advanced assistive technologies, with an emphasis on comprehensive and skillful integration of technology in PreK-12 teaching.

IDE 401 is the third course in the series. IDE 401 introduces how advanced technologies, such as video production, can be integrated into the teaching of any subject area. This course places an emphasis on how preservice teachers can use video analysis to improve their teaching practice. In particular, IDE 401 prepares preservice teachers for integrating technology into their teaching practices in their field placements and future teaching, developing comprehensive understanding, and reflecting on their understanding of technology integration into instruction in PreK-12 classrooms.

Course Objectives:

Upon successful completion of IDE 401, students will be able to:

- identify the benefits of integrating technology into instruction in PreK-12 classrooms.
- use technology to facilitate student learning in real-world teaching practices.
- integrate useful classroom technology resources to design lessons.
- acquire knowledge and skills in video production through creating/editing digital microteaching lessons.
- use video analysis to reflect on their teaching practice.
- improve pedagogical practices for classroom technology integration through reflections.

Intended Audience:

This course is designed to help preservice teachers (PreK-12 track) develop strategies to better integrate technology into their classroom instruction.

Course Format:

The course will be carried out in a lecture/discussion/hands-on activities format. Each class meeting will consist of the following:

(a) Class overview/homework discussions

(b) Lecture, demonstration, activity

(c) Course project work with help from the instructors

Course Requirements:

All students need to fulfill the requirements listed below. Each requirement is described further in this syllabus and/or on the Blackboard course management system (http://blackboard.syr.edu).

Course Requirement		Point Value(s)	Due Date(s)	
			In Class	**Homework** (11:59 pm)
Technology Integration Portfolio	Draft Tech Portfolio Website	5	1/18	
	Final Tech Portfolio Website	5		2/3
	Self-Introduction Video	5	1/18	
Technology Lesson Plan for Your Target Student(s)	Part 1	5		1/22
	Part 2	5		2/5
Technology Position Statement	Part 1	5		1/29
	Part 2	5		1/29
Technology Integration Design Case	Case #1	5		1/22
	Case #2	5		1/22
	Case #3	5		1/29
	Case #4	5		1/29
Creating a Teaching Sample	Microteaching	10		2/1
	Microteaching reflection	5		2/5
	Teaching Sample Video Editing	15		2/3
Final Course Reflection		5		2/3
Class Participation		5		2/3
TPACK Survey		3		2/3
Course Evaluation		2		2/3
	Total	**100**		

Class Participation

During each session, you will be required to participate in various class activities, such as discussion, peer review, and video filming and editing. You will be required to complete two types of reflections. One will be based on your microteaching experiences. The other will be based on your experiences throughout the entire course. You will also be required to complete four technology design cases. The cases will be about integrating technology introduced in the class in an appropriate content area.

Course Assignments and Projects

1. **Technology lesson plan for your target student**: Effective lesson planning is at the core of a well-run classroom. By thinking through all the details and steps of your lesson, you can keep your class running smoothly. To help you clearly understand and integrate technology into your instruction, you will develop a 50-min technology plan for your target student(s) using the template provided.
2. **Statement of technology integration position**: You will evaluate the argument from the attached chapter (see BB) and write an essay about your own position on using technologies to facilitate students' learning. The expected length of the essay is 600 words.
3. **Creating a digital teaching sample:** The course project is designed to help you master general knowledge and skills in video production, gain practical experience in technology integration, and reflect on your understanding of technology integration in PreK-12 classrooms. In your future teaching practices, you will be expected to integrate technology into at least one lesson you teach and develop a technology plan for your target students with/without an individual educational plan (IEP). You will be filmed so that later you can reflect more easily on your experience of integrating technology into your sample lesson. After you have been filmed teaching your sample lesson, you will be asked to analyze your teaching sample using the provided reflection prompts and scoring rubric/instrument (see BB). By producing a digital teaching sample, you will better understand the general process of video production and how you may use video production as a learning activity for your students.
4. **Technology integration portfolio:** Throughout the course, you will be asked to create an online portfolio to demonstrate your knowledge and skills in integrating technology into instruction. The online portfolio will include a self-introduction, a statement of technology integration position, four technology integration design cases, one complete technology lesson plan, and one digital teaching sample. Specific topics to address will be provided in the assignment rubric.

5. **Post-TPACK survey**: Complete the Technology Use Survey for Students as directed by the instructors. The link to the survey is available on Blackboard, under the Unit 6 section. Completing the survey will take about 20 minutes. The survey will help you evaluate your technology use, assist us in better understanding your performance and productivity, support us in designing instructional activities that accommodate your learning needs, and give you additional experience using an online survey tool.

Grading:

Grades will be assigned based on total points earned:

Grade	%	**Grade**	%
A	94-100	**C+**	77-79
A-	90-93	**C**	74-76
B+	87-89	**C-**	70-73
B	84-86	**D**	60-69
B-	80-83	**F**	< 60

Note: if any activity or deliverable is NOT completed, you cannot earn an "A".

Course Policies:

Stay Safe Pledge

Syracuse University's Stay Safe Pledge reflects the high value that we, as a university community, place on the wellbeing of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: wearing a mask that covers the nose and mouth at all times, maintaining a distance of six feet from others, and staying away from class if you feel unwell. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

Attendance

Students are expected to attend and participate fully in each session. This course is a highly experimental, production-oriented course that relies on team-based learning and collaborative work to achieve its goals. If you are unable to fully participate in sessions due to illness or other urgent matters, notify the instructor as soon as possible.

Late Assignments

You are strongly encouraged to keep up with assignments and turn them in on time. Assignments are expected to be turned in before 11:59PM on the specified due date. Unexcused late assignments will be

penalized at a rate of 10% for **each late day** and will not be accepted after **one week**. Permission for late assignments must be requested from the instructor no later than 2 business days before the due date. Depending on the reason for the extension, excused assignments will be due within one week of the original due date.

Paper Formatting

All papers should be written in a professional manner. Follow the guidelines provided in the *Publication Manual of the American Psychological Association* (see http://www.apastyle.org/apa- style-help.aspx or http://owl.english.purdue.edu/owl/resource/560/01/). Each paper should comprise a coherent whole and contain the following items: Title, Author, Date, Course, Introduction (in which the purpose, scope, and approach are identified), Discussion, and Conclusion (in which the main points are revisited and reinforced). IDD&E has high standards for written work and places a premium on the coherent expression of ideas. Papers should be submitted electronically in DOC, DOCX, or PDF file format. Students are expected to adhere to university policies and standard practice with regard to plagiarism and other intellectual property rights issues (see http://supolicies.syr.edu/ethics/acad_integrity.htm).

Academic Integrity Policy

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. For more information and the complete policy, see the Academic Integrity Policy and Procedures (PDF).

You are expected to cite sources, including personal communication or other professional sources, for any material used in the assignments for this course that you did not create on your own. Please see the instructor if you have questions about how to do this properly.

Student Mental Health

Mental health and overall wellbeing are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (ese.syr.edu/bewell) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days a year, at 315.443.8000.

Disability-Related Accommodations

If you believe that you need accommodations for a disability, please contact the Center for Disability Resources (CDR), https://disabilityresources.syr.edu, located in Suite 303 of 804 University Avenue, or call 315-443-4498 (TDD: 315-443-1371) for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and we are committed to your success and supporting Section 504 of the Rehabilitation Act of 1973. This means that in general, no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

You are also welcome to contact us privately to discuss your academic needs, although we cannot arrange for disability-related accommodations.

Religious Observances

SU's religious observances policy, found at https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy/, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors **no later than** the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. Please speak with the instructor if you expect to miss class due to any religious observances.

Use of Student Work

In compliance with the federal Family Educational Rights and Privacy Act, registration in this class is understood as permission for assignments prepared for this class to be used anonymously in the future for educational purposes.

Course Schedule

Wednesdays & Fridays, 8:00 AM – 10:15 AM

In class assignments should be submitted via Blackboard before class ends

Homework assignments should be submitted via Blackboard before 11:59 pm on the due date

Weeks	Dates	Activities and Topics	Assignments
1	**1/18**	● Introduction to the Course ● TPACK overview ● Creating a technology integration portfolio website ● Tech Stations #1 Visualization	● **In class** ○ Draft technology integration portfolio website (Wix) ○ PowToon self-introduction video ● **1/22** ○ Design Case #1
2	**1/20**	● Online learning and Mobile learning ● Top 5 EdTech Mistakes ● Bloom's Taxonomy – Digital Version Tech ● Tech Stations #2 Collaboration	● **1/22** ○ Design Case #2 ○ Technology Lesson Plan Part 1
3	**1/25**	● Learning from Tech VS Learning with Tech ● Tech Stations #3.1 Gamification & STEM Education ● Tech Station #3.2 Assistive technologies	● **1/29** ○ Technology Integration Position Statement Part 1 ○ Design Case #3
4	**1/27**	● Tech Stations #4 Assessment and Survey ● Microteaching preparation	● **1/29** ○ Design Case #4 ○ Technology Integration Position Statement Part 2
5	**2/1**	● Microteaching demonstration ● Microteaching review and reflection ● Video analysis preparation	● **2/1** ○ Microteaching reflection ○ Technology Lesson Plan Part 2
6	**2/3**	● Semester review ● Movie Project (Teaching Sample Video Editing) ● Final Course Reflection ● Course Evaluation ● TPACK Survey	● **In class** ○ Teaching Sample Video Editing ○ Final Course Reflection ○ Course Evaluation ○ Updated technology integration portfolio website ○ TPACK Survey