Syllabus: Graduate Teacher Education Courses

ED 500

Course: Responsible Use of Technology in the Classroom

Credit Hours: Three credit hours

Course Format: *In-person*

Instructor Name & Contact Information: Jim Place, 162 Strathmoor Crossing, Dayton, OH 45429, 937-602-0495 jimplaceservices@gmail.com

Facilitator: Janet Place, janetplace14@gmail.com

Course Description: This course is designed for teachers, administrators, counselors, and coaches. This course will illustrate how technology; phones/screens, games, and social media, are affecting our students and our schools. Researched based data, current laws and best practices relating to youth and technology and technology in schools will be reviewed. The class will examine technology standards as written by the International Society of Technology in Education (ISTE), state learning standards for technology and Common Sense Media Curriculum Topics. Topics include the areas of: access, commerce, communication, literacy, etiquette, law, rights & responsibilities, health & wellness and security. These topics will be related to the curriculum in a variety of subject areas. A variety of apps, websites, organizations, campaigns, books and speakers will be shared so participants are able to develop methods to help students, parents and colleagues navigate this ever changing area. Using group activities and individual reflection, each participant will be asked to reexamine how they use technology and create a plan of action for their technology goals for themselves and their students. Time will be given to plan ways these ideas can be incorporated into each educators' existing curriculum or role. The focus of this class is on enabling educators to use technology in positive, ethical, smart and safe ways to teach students to proactively create their own positive digital footprint—to respect, educate and protect themselves and others. The primary presenter is Janet Place.

Required Text(s) and Other Materials: None

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

Knowledge:
1. Evaluate educational technology standards referencing a variety of sources
2. Analyze current data and research relating to technology and youth
3. Analyze current data and research relating to technology and schools
4. Evaluate a variety of resources provided
5. Review current best practices relating to teaching digital citizenship

Skills:
1. Identify the technology standards that are best suited for your school
2. Develop strategies to teach technology standards using researched materials and best practices
3. Create methods to share data and research with students, parents and colleagues

Dispositions:
1. Appreciate the importance of digital citizenship in society
2. Appreciate the complexity and challenges of balancing the positives and negatives of technology in schools and life
3. Appreciate the importance of preparing students to work and live in a technological based global economy
4. Develop a personal philosophy regarding digital citizenship
5. Develop a personal plan for implementing digital citizenship in your school
6. Model positive digital citizenship
7. Demonstrate competence in writing through required assignments.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1

8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

<u>**Class Description/Overview:**</u>

- All participants must attend the seven hour face-to-face class and engage in group discussion.
- All participants will complete a worksheet after discussion and reflection.
- All participants must read three articles and/or review three websites on digital citizenship and write a 100 word response to each article or website. Responses should reflect on how you plan to use this information in your education practice. Articles will be posted in Google Classroom. A combination of articles and websites may be referenced- three resources total.
- Additional requirements as described below:

Requirements for Three Credits	Students Effort (hours)
Attend a seven hour in-person class.	7
Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.	2
Complete worksheet after discussion, reflection and collaboration with peers.	2
Read three articles or review three websites on digital citizenship and write a 100-word response to each article or website Your response should reflect on how you plan to use information in your classroom. Can combine articles and websites - three resources total.	4
Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.	15
Complete **one** of the following options:	15

A. **Book Critique** - Read one of the books listed below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book. B. **Character Education Book** - Students must read the entire *Are You a Character Educator* by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why. C. **Digital Citizenship Leader** - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves digital citizenship. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to: ○ A parent information night ○ An all-school assembly ○ An all-school digital citizenship program ○ Leadership Roles as approved by Janet Place D. **Digital Citizenship PLC** - Form a Professional Learning Community focused on digital citizenship at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times for a minimum of one hour to discuss how you can positively impact digital citizenship in your school or district. The PLC must create a product that builds positive digital citizenship in their school. Examples include but are not limited to: ○ PBIS initiative ○ Professional Development for staff ○ Social-Emotional Standards based lesson examples for all content areas Write a two page double-spaced reflection paper describing your activities. E. **Digital Citizenship Lesson Design** - Implement a digital citizenship lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of six hours of work. Your principal's signature will be required. Write a two page reflection paper on the lesson design, implementation, barriers, and successes of your plan.	
Total for three credit hours	45

**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

<u>Approved Book Critique Books:</u>

Glow Kids How Screen Addiction Is Hijacking Our Kids - and How to Break the Trance. By Nicholas
  Kardaras

Reclaiming Conversation: The Power of Talk in a Digital Age. By Sherry Turkle

Alone Together: Why We Expect More from Technology and Less from Each Other. By Sherry Turkle

Indistractable: How to Control Your Attention and Choose Your Life. By Nir Eyal

UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World. By Michele Borba

American Girls - Social Media & The Secret Lives of Teenagers. By Nancy Jo Sales

Social Media & The Adolescent Digital Tribe: Navigating the Teen World Stephen J Smith

Social Media: Your Child's Digital Tattoo: Understanding & Managing Your Child's Digital Stephen J
Smith

Attendance/Participation: Attendance is required for the live three hour virtual class.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above.

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at
https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](www.csupueblo.edu/institutional)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*