EME2040: Introduction to Educational Technology

Syllabus Fall 2016

Section: 1357, Monday, 1:55 am - 2:45 pm, Norman Hall G512

Instructor: Li Cheng, M.A.Ed.
Office Location: Norman Hall, G518-J
Office Hours: Wednesday 2:00 pm to 4:00 pm, or by appointment
Email: licheng@ufl.edu

(Please include your full name and section number in all email messages.)

A. Description of the Course: EME 2040: Introduction to Educational Technology is a blended course. Each week you will be expected to spend roughly two to three hours in the online learning environment, Canvas, completing online and offline assignments and one hour per week in a face-to-face lab. We will focus on the process of learning and mastery of understanding based on the goals for the course. This course has been designed to be a survey course to increase awareness of technology concepts and to provide experiences that facilitate individual thinking, learning, and training.

Online: To access the online presentations, assignments, and activities you will use your Gatorlink username and password to log-on to the online learning environment at the following address: http://online.education.ufl.edu. You will select EME2040 for the course. You will also need to know your section number. To access this website you must enable the cookies on your computer. To do so, open your browser and click on “tools” on the menu. Select “Internet Options” and then select the “privacy” tab. Select “low” or “accept all cookies.” It is recommended that you use the Mozilla Firefox browser when accessing our Canvas course site. You can download it for free from http://www.mozilla.com/en-US/firefox/personal.html (Links to an external site.).

You are responsible for logging on to the online learning environment (also referred to as our class website in Moodle), completing the assigned readings, participating in any online activities (forums or uploads) and taking notes on the materials as you see necessary for class discussions and activities. **You are also expected to check your Gatorlink email regularly as this is the way I will contact you if needed.** You will not always have an assignment for each weekly module, but you will be expected to watch the presentations and complete all online readings as assigned.

You are automatically subscribed to the “class announcements forum,” and this is where I will post important information regarding our course. Within the online learning environment, you can select the format in which you would like to receive forum posts (I recommend a compilation, or digest, that is delivered to your inbox at the end of the day).
**Face-to-Face Lab:** During lab there will be discussions, activities, group work, guided practice and individual study. The lab period is organized to familiarize you with innovative technologies and concepts related to educational technology. Each week you will be provided with opportunities to develop an understanding for how these technologies can be used in your daily life as well as in your field. Weekly attendance is required and expected.

**Class Etiquette:** Mutual respect is essential for any positive learning environment. Respect for both classmates and the instructor is mandatory and will be adhered to in both face-to-face and online interactions. All assignments and forum and classroom interactions must be appropriate. Please make sure you arrive prepared and on time.

Throughout this course, we will be talking about different technologies for teaching, learning, and communicating with others. As we learn about each technology, you will be asked to consider how it relates to your major field and to your everyday life. One of UF's goals for you, as students, is to help you develop “21st-century skills.” As we go through the semester, we will consider what this means for you as you prepare to begin your chosen career.

**B. Objectives and Learning Outcomes of the Course:**

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<thead>
<tr>
<th>Objective</th>
<th>Learning Outcome</th>
<th>Corresponding Activities</th>
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<tbody>
<tr>
<td>Students will present examples showing the use of technology for classroom management, administration, teaching and learning.</td>
<td>Create a portfolio-like presentation with samples reflecting ways technology can support classroom management, administration, and teaching.</td>
<td>Website Creation Project</td>
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<td>Presentation Project</td>
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<td>Students will select and evaluate appropriate software and hardware for application in the classroom.</td>
<td>Create and evaluate products that critique various software and hardware tools for instructional purposes.</td>
<td>Google Doc Assignment</td>
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<td>Review of Web 2.0 Tools</td>
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<td>Digital Storytelling Assignment</td>
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<td>Forum Discussion</td>
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<td>Class Activities</td>
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<td>Students will demonstrate legal and ethical use of technology in the classroom.</td>
<td>List and describe legal and ethical issues for using technology in the classroom.</td>
<td>Media Literacy Assignment</td>
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<td>Analyzing Websites</td>
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<td>Digital Identity Assignment</td>
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<td>Class Activities</td>
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<td>Forum Discussion</td>
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<td>Students will demonstrate research skills by using internet resources and appropriate software.</td>
<td>Develop an Internet-based project.</td>
<td>Website Creation Project</td>
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<td>Students will research and present applicable national, state, and local resources for evidence based data for use in appropriate instructional planning.</td>
<td>Identify and summarize a selection of applicable websites.</td>
<td>Review of Web 2.0 Tools</td>
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<td>Class Discussion</td>
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<tr>
<td>Students will explain Universal Design principles and select</td>
<td>Identify and summarize a selection of technological tools for assisting</td>
<td>Website Creation Project</td>
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<td>Class Activities</td>
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</tbody>
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appropriate technology tools that will link outcomes to instruction for students with special and/or diverse needs. | students with special and/or diverse needs, and link the technology to specific outcomes for these students. | Class Discussion

Students will identify and select appropriate technology tools that link to instructional strategies for teaching English Language Learners. | Summarize a selection of technological tools for assisting students who are English Language Learners, and link the technology to strategies for teaching these students. | Class Activities
Class Discussion

Students will apply technology to develop higher-order skills and creativity. | Create and design a project using knowledge, skills, and understanding of concepts related to visual literacy. | Visual Image Project
Website Creation Project
Class Activities
Final Course Project

C. Tentative Course Topic Outline:
Module 1: Introduction: Technology and Education
Module 2: Basics about Computers and Digital Divide
Module 3: Media Literacy, Copyright, and Plagiarism
Module 4: Prezi and Presentation Skills
Module 5: Digital Identity / Presentation Opportunity
Module 6: All about Images (Part 1)
Module 7: All about Images (Part 2)
Module 8: Digital Storytelling (Part 1) / Presentation Opportunity
Module 9: Digital Storytelling (Part 2)
Module 10: Online Education and Research Tools
Module 11: Mobile Applications / Presentation Opportunity
Module 12: Google Tools (including the use of spreadsheets)
Module 13: Web 2.0 Tools
Module 14: Websites and Blogs
Module 15: No Class and LAST CLASS.

D. Tentative Course Assignments:
All assignments for this course must be submitted before the posted due date. There are major projects as well as weekly assignments. In each week’s module, there are activities, readings, forum posts, or tutorials for you to complete as homework. Some weeks there may be more work than others. It is expected that they will be completed before the next class meeting. I do look at timestamps. Note that the online course management system may not allow you to submit assignments past the due date. No late work will be accepted. If you need significant help with an assignment, please contact me 48 hours before the assignment is due. (If you have a legitimate reason or extenuating circumstances, we can set up a time to meet and discuss your situation. I am completely open to working with students on an individual basis.) Due dates will be noted with the assignments.
**Assignment**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Introductory Forum Post (10 points) &amp; Syllabus Quiz (10 points)</td>
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<td>Troubleshooting Computer Problems (10 points)</td>
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<td>Plagiarism Forum Post (20 points)</td>
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<td>Digital Identity Assignment (10 points)</td>
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<tr>
<td>Presentation of Learning (30 points)</td>
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<td>Image Creation Tutorial (10 points)</td>
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<td>Visual Image Project (30 points)</td>
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<td>Digital Storytelling Project (30 points)</td>
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<td>Google Doc Assignment (30 points)</td>
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<td>Review of Web 2.0 Tools Assignment (20 points)</td>
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<td>Website/Blog Creation Assignment (50 points)</td>
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<tr>
<td>Class Participation, including quizzes and discussions (20 points)</td>
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**Course Total: 280 points**

**E. Grading and Assignments:**

Student assessment will be guided by the following standard UF grading scale:

- A = 93 or above
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- F = 59 or below

**F. Participation and Attendance**
Online participation is essential to your satisfactory completion of this course. Viewing weekly materials, presentations, and e-readings as well as participating in online activities such as quizzes, forum posts, and discussions is required.

Lab Participation and attendance in lab are both important to your progress and understanding of the course content. You will be missing out on much of this course’s content and usefulness if you miss lectures or in-class activities. In-class activities will be given and attendance will be taken throughout the semester. Many of the activities in class are designed to provide you with a deeper understanding of the course material as well as give you more context and guidance about important concepts. As this is a blended class, missing out on the in-person portion lab means you will be missing a significant portion of the class and therefore regular attendance is in your best interest. I also give important details and instructions regarding assignments during class. As this is a blended class, **Attendance is required and expected.** If you have scheduling conflicts (i.e. sports games, medical issues, personal issues etc.) we can set up a time to meet to get you caught up and back on track. For an absence to be excused, you must speak with me at least a week beforehand (i.e. a planned family gathering, sports obligation etc.) or ASAP (i.e. unexpected emergency, sickness).

**How attendance affects your grade:**

- 1st unexcused absence—one grade level reduction
- 2nd unexcused absence—one grade level reduction
- 3rd unexcused absence—one grade level reduction
- 4th unexcused absence—I will ask you to drop the course

Please note I fully understand that life happens and there may be times when you are unable to make it to class. I handle excused absences on a case-by-case basis, so I encourage you to speak with me ASAP and we will work things out.

**Being late**

Students are required to be on time for all classes as tardiness can be a distraction to the class.

- 1st tardy- no problem
- 2nd tardy- no problem
- 3rd tardy - one grade level reduction
- 4th tardy- no problem
- 5th tardy- no problem
- 6th tardy- one grade level reduction

G. Suggested Items:
Flash drive (1GB or bigger): can be purchased at Best Buy, Circuit City, Office Depot, Wal-Mart, Staples, or online. Make sure you purchase one that is compatible with the computer you plan to work on this semester and those found in the computer lab we will be working (on Mac computers).

H. University of Florida Policies:

Academic Honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty, and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

Acceptable Use Policy: Please read the University of Florida Acceptable Use Policy. It is expected that you abide by this policy.

Software Use: All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Accommodations for Students with Disabilities: Students with disabilities, who need modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students WILL be asked for documentation from the Office for Students with Disabilities to assist in planning accommodations. Please see me during office hours to discuss any accommodations you might need.

University of Florida Counseling Services: Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling.
- Student Mental Health, Student Health Care Center, 392-1171, for personal counseling.
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, for sexual assault counseling.
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

UF Computer Policy: In keeping with the University of Florida’s student computer policy all assignments completed for this class must be typed using a word processing program. Use of spell-checking and grammar-checking programs is strongly encouraged. Points will be deducted from assignment with excessive spelling/grammar errors. Use of desktop publishing
software and computer generated graphics for course product that may eventually be included in student's portfolios is also strongly encouraged.

*Technology Assistance:*

If you are having any technical issues, it is highly recommended that you take the following steps:

1. Do a Google search about the problem. If you have technical problems with something, chances are someone else has had the exact same problem. This may be the fastest way to resolve your issue.

2. Submit a request ticket by click on the INFO/HELP tab on the right side of every page in the course. You'll be asked to type in your name, email, and message describing your technical issue. In your message include:
   - The title of the item in your course causing problems
   - Your computer operating system (Ex: Windows XP/Vista, Mac OS X)
   - Your web browser (Ex: FireFox, Internet Explorer, Safari)
   - Your connection type (Ex: Cable, DSL, Dialup)

   A screenshot of your page showing what your problem is will be automatically included with your message when you submit.

3. Contact technology assistants at the HUB or in any computer lab on campus.


Additionally, the course instructor will hold weekly office hours and will be available for assistance.

*Note: All students are encouraged to attempt to complete assignments early enough such that instructors and mentors can provide assistance during regular work days and during regularly scheduled hours. In extreme emergencies, students may attempt to make appointments with the course instructor. No late work will be accepted.*

*Response times:* Allow 24 hours for replies to emails. This may be extended to 48 hours if the email is left over a weekend or holiday.

*Student Concerns:* If you have any concerns or questions about any situation in the course please contact me ASAP.