

University of Alaska Fairbanks  
School of Education  
Proposed Course Syllabus EDSC 442(stacked 642)

**EDSC 442 Technology Applications in Education I**

1 credit  
Fall 2013

Location: Old University Park Elementary School, Computer Lab

Meeting Time: Tuesday, 5:00 -6:00  
Dates TBA

Instructor Info: Don Peterson  
email: [dtpeterson@alaska.edu](mailto:dtpeterson@alaska.edu)  
Office Hours: Tues, Thurs 10 am – 1 pm

**Course Description:**

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools. Students will begin the process of developing the required electronic portfolio based on the eight Alaska Teacher Standards, which will be completed in EDSC 443. Prerequisite, admission to the Internship Year.

**Course Goals and Student Learner Outcomes:**

The goal of this course is to introduce participants to educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will be able to implement at an initial level, technology tools to assist in instruction.
- Participants will set up a media-rich electronic portfolio utilizing Live Text.
- Participants will consider their places as instructional facilitators in technology rich classroom classrooms

**Instruction Methods:**

Instruction methods used in this course include lecture, small group discussion and application of instructional technology, Elluminate, LiveText and reflective writing.

**Student Resources/ Course Materials:**

Participants will need a laptop computer with wireless capability and a LiveText account. (Student membership is \$99.) No course texts will be required, as the majority of resources will be found online.

Software to complete assignments is available as system applications, available on the UAF Key Server or available for free from various Internet sources. For example, photo manipulation can be completed with iPhoto and Preview on Apple computers and a host of no cost cross-platform on-line resources (Picasa, SumoPaint, Aviary, etc.)

## **Disability Services**

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the [Office of Disability Services](#) (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

### **UAF Disability Services for Distance Students**

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF Center for Distance Education

### **Attendance Policy:**

Attendance is an essential requirement of this course and is the responsibility of the student. Class begins promptly and students are expected to be present at the beginning and at the end of each class session to receive full credit for attendance. Students are responsible for all class work and assignments. Inform the instructor if you have to be absent.

### **Academic Integrity:**

High ethical Standards are essential for maintaining credibility. Every course at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism collusion and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations).

Student Support Services:

### **Support Services**

For assistance, tutoring services and other student support resources please visit the website <http://www.uaf.edu/catalog/current/academics/regs1.html>.

### **Required Readings/Texts/Software**

The readings for this course are meant to be as current as possible. Therefore instead of a text book we will utilize research based Journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

### **Required Readings**

Ayan, D., & Seferoğlu, G. (2011). Using electronic portfolios to promote reflective thinking in language teacher education. *Educational Studies (03055698)*, 37(5), 513-521.  
doi:10.1080/03055698.2010.539782

Torras, M. Eulalia, and Rosa Mayordomo. 2011. "Teaching presence and regulation in an electronic portfolio." *Computers In Human Behavior* 27, no. 6: 2284-2291

**Grading:**

Grading follows UAF academic regulations which can be found at <http://www.uaf.edu/catalog/current/academics/regs1.html>

| Grade | %      |
|-------|--------|
| A     | 100-90 |
| B     | 89-80  |
| C     | 79-70  |
| D     | 69-60  |

## Assignments:

| Assignment                    | Description   |             |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
|-------------------------------|---|-------------|-------|-------------|-----------------|----------|-----|-----------------------|-----------------|-----|--------------------|----------|-------|-------------------------------|--------------|-----|--------------------------|-----------------|-------|
| 1 (15%)                       | Create an electronic portfolio utilizing LiveText. Post an appropriate photo and create an introduction. Submit the portfolio to the instructor for review.   |             |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| 2 (25%)                       | <p>Manipulate 3 photos (may be the same photo or different photos) for print, monitor display and web publication.</p> <p>Create an online photo album (Flickr, Picasa, etc.) with a specific theme (this is my classroom, here's a class project we did, here's my community, etc.).</p> <p>Paste the album URL into your portfolio and send for review. Paste the album URL onto the Google doc provided.</p>   |             |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| 3 (30%)                       | <p>View "Denali One-to-One" or read the blog "One Transformed Classroom." Be prepared to discuss the content during the second class meeting.</p> <p>Assume you are entering a classroom in which each student has a laptop or tablet. Write a paper describing three potential opportunities and three potential challenges and how you would deal with each.</p>  |             |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| 4 (30%)                       | <p>Post three of the following five assignments for other secondary program classes and write reflections. Submit the portfolio to the instructor and your UAF supervisor for feedback.</p> <table><tr><th>Assignment</th><th>Class</th><th>AK Standard</th></tr><tr><td>SPED Case Study</td><td>EDSC 471</td><td>Two</td></tr><tr><td>Differentiated Lesson</td><td>Content Methods</td><td>Two</td></tr><tr><td>Place-Based Lesson</td><td>EDSC 402</td><td>Three</td></tr><tr><td>Comprehensive Management Plan</td><td>EDSC 458/658</td><td>Six</td></tr><tr><td>Education Research Paper</td><td>Content Methods</td><td>Eight</td></tr></table> | Assignment  | Class | AK Standard | SPED Case Study | EDSC 471 | Two | Differentiated Lesson | Content Methods | Two | Place-Based Lesson | EDSC 402 | Three | Comprehensive Management Plan | EDSC 458/658 | Six | Education Research Paper | Content Methods | Eight |
| Assignment                    | Class   | AK Standard |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| SPED Case Study               | EDSC 471  | Two         |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| Differentiated Lesson         | Content Methods   | Two         |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| Place-Based Lesson            | EDSC 402  | Three       |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| Comprehensive Management Plan | EDSC 458/658  | Six         |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |
| Education Research Paper      | Content Methods   | Eight       |       |             |                 |          |     |                       |                 |     |                    |          |       |                               |              |     |                          |                 |       |

Additional information, resources and rubrics can be found at:

<https://sites.google.com/a/alaska.edu/dtpeterson/home>

## EDSC 442 Calendar, Fall 2013

9/10

Introductions

Course syllabus

Create LiveText account

Develop skeleton of electronic portfolio

Send portfolio to instructor for review

Homework: Study photography terms and concepts as noted on the class web site

9/17

Discuss camera attributes (ISO, aperture, shutter speed, etc.)

Discuss photography terms and concepts

Examine graphic editing software  
Homework: Create six well composed photographs

9/24

Discuss web hosting of images  
Use graphic editing software to adjust photos  
Create photo formats for a variety of purposes  
Homework: Develop a web album

10/1

View web albums  
Examine/solve problems associated with the albums  
Homework: Read Ayan & Seferoglu article: Using Electronic Portfolios to Promote Reflective Thinking.

10/8

Discuss above article  
Continue exploring graphic editing software

10/15

Peer review of current electronic portfolios  
Read Torras and Mayordomo article: Teaching Presence and Regulation in an Electronic Portfolio

10/22

Discuss above article  
Homework: View "Denali One-to-One" or read the blog "One Transformed Classroom"

10/29

Discuss "Denali One-to-One" or "One Transformed Classroom"  
Homework: 1. Address three possibilities and three potential problems of a one-to-one setting

11/5

Continue discussion of "Denali One-to-One and "One Transformed Classroom"  
Discuss student reactions to potential possibilities and problems of a one-to-one setting

11/12

Begin posting assignments on the electronic portfolio  
Discuss correct formatting of documents and graphics

11/19

Continue posting assignments on electronic portfolio  
Discuss attributes of Student Selection sections and reflections on electronic portfolio

11/26

Final assignment posting as outlined in Assignment 4

12/3

Peer review of electronic portfolio

12/10

Send electronic portfolio to instructor for final review