Midwestern State University
Gordon T. & Ellen West College of Education
ETEC 4003 270
Advanced Technology Integration
Spring 2022
Frank Murray M. Ed
fmurray@wfisd.net

Required Text:
No required text.

Course/Catalog Description:
This course prepares undergraduate students to use suites of digital media and communication tools that support the development of technological pedagogical content knowledge. Students will develop learning experiences that incorporate new technologies that are developed in collaboration with methods courses instructors, or other instructors.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

· **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

· **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

· **Learning Environment -** work with others to create environments that

support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

· **Content Knowledge -** understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

· **Application of Content -** understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

· **Assessment -** understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

· **Planning for Instruction -** plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

· **Instructional Strategies -** understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

· **Professional Learning and Ethical Practice -** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

· **Leadership and Collaboration -** seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Learning Objectives or What's in it for you

- Students demonstrate a basic level of technological pedagogical content knowledge through creating student-centered, technology-rich lessons, assessments, and parent communication (CAEP Standard 1)
- Students design, implement, create and participate in digital learning and teaching experiences in the classroom and for professional development (CAEP Standard 2)
- Students demonstrate knowledge and can model through their teaching content decisions the legal and ethical implications of digital citizenship

---

ISTE Standards for Educators

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, realworld learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with

students, parents and education stakeholders to build student self-direction.

COMMUNICATIONS:
All communication will be conducted via the google classroom found at https://classroom.google.com or by email. It is imperative that you check your email regularly. Select a class partner to have as an alternate contact for class questions, etc.

STORAGE DEVICE AND FILE MANAGEMENT:
We will store everything via Google Drive

ATTENDANCE AND CLASS PARTICIPATION:
Class will be a time to clarify and extend concepts dealing with Badge Challenges as well as online discussions. Most sessions will be interactive in nature and difficult to "make up" if you miss. Be on time and don't leave early. Any exceptions should be discussed with me **before** class. Classroom attendance is strongly recommended. Not all materials discussed in class will be posted on the ETEC 4003 Google Classroom. If you are late to class, leave early, fall asleep or otherwise miss a class, **you are responsible for getting the notes, etc. from someone in the class**. I will not repeat lectures for any reason. Class participation points will be deducted for disruptive behavior or missed classes. Be attentive and ask good questions. If you need to chat with a friend, do it outside of class.

ATTITUDE:
Demonstrate the following dispositions essential for learning:

- curiosity (ask meaningful questions, look for additional information, probe, reflect);
- flexibility (take alternate points of view, venture new ideas; be open-minded and playful);
- organization (plan ahead)
- patience (take time to reason, be persistent in efforts);
- risk-taking (try things beyond current repertoire);
- caring/passion (invest in ideas/process/product).

Be aware of how your attitude is conveyed to others (body language, conversation, neatness and completeness of work, willingness to assist and contribute, etc.). A sense of humor and ability to be flexible are crucial!

PREPARATION:

Complete all assignments **before class** and be ready to fully participate in class activities. Complete all assignments on time.

RESPECT:
Be considerate of others. Do not talk when others are talking; do not use foul language. Behave in an ethical manner.

CELL PHONES:
It's your phone. Please put all phones on manner mode or silence. Answer it if you think it is important and leave the classroom if you need to converse. If you habitually leave the room to talk on the phone, participation points will be deducted. We will take a break, and you can make calls or send texts then if needed.

ACADEMIC MISCONDUCT
Any act of dishonesty will constitute academic misconduct. MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works. By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and to use for educational purposes.

EQUAL TREATMENT:
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

REASONABLE ACCOMMODATIONS
In accordance with the law, MSU provides academic accommodations to students with documented disabilities. If you have a documented disability, please contact me immediately.

GRADES:
The following will be used to determine your final grade for the class. All grades will be scored on a scale of 100 possible points. The instructor reserves the right to make adjustments to this plan during the course of the class and agrees to notify all students if such should occur.

Participation – 10%

Projects/Portfolio Artifacts – 50%
Quizzes – 15%
Portfolio (Final Exam) – 25%

Protecting Your Privacy

Social networking media such as wikis, facebook, twitter, and other such media were created with the idea that the people using them want to share information and ideas. It is also true that there are real problems when sharing information in social networking media and these include crossing over between your social life, your academic life, and your professional life. Be proactive, and make sure you only share information that you feel is appropriate for an academic setting.

The google classroom is private and it is the responsibility of the entire class to keep it that way. Do not share your username or password for GAFE, just as you do not share your username and password for D2L, WebWorld, or your email.

All course grades are kept in Google Classroom, and can be seen by the student and instructor only. No course grades will be sent by email, or posted anywhere other than Google Classroom.

Do not respond to emails that ask for your user name, password or other private information. The instructor, the College of Education, and the University will not ask for such information by email.

If you are participating in Facebook, Twitter, or other such media, you are welcome to include that information in your Digital Portfolio that you will complete as part of your coursework. However, you should check your privacy settings beforehand, and make sure that you use the grouping and privacy tools to share only the information you want to share with the class.