



Fall 2019 – EDUC 431(3) – Detailed Syllabus
Education Technology (EY & SY)

OVERVIEW

Course Times: Tuesdays, 4:00 pm to 5:50 pm
 Thursdays, 4:00 pm to 5:50 pm

Course Start Date: Thursday, September 5, 2019
Course End Date: Thursday, November 7, 2019

Practicum: November 12 to December 6, 2019
Education Fair: Monday, December 9, 2019

Course Location: Room 8-362

Instructor: Dr. Christine Younghusband
Office Location: 10-4048 Office Hours: by appointment
Office Phone: 250-960-6313 Email: younghusb@unbc.ca

DESCRIPTION

Calendar Description:

This course is intended to provide students with the understanding and skills needed to effectively integrate computer-based technology in an educational setting. The topics to be covered focus on the use of technology in a school setting and include operations and concepts, professional practice, and technology issues (OS and DOS Platforms). It introduces students to the values, concepts, expectations, and responsibilities of classroom teachers with respect to technology and issues arising from its use.

Course Details:

This course will consider a variety of education technology tools and applications that support and enhances student learning. Digital citizenship and digital literacy will be the underpinnings for this course. Using technology in education can extend student learning opportunities but also serve as a social justice and inclusive tool to help all students access and demonstrate their learning. Students will participate in social media as a form professional learning, but also produce personalized professional e-portfolios using the *Standards for BC Teachers* (2019) and write a blog to communicate student learning.

Course-Level Educational Goals

By the end of the course, students will be able to:

- Design and develop a professional e-Portfolio using the BC Teacher Standards
- Create a digital footprint and participate in professional learning using Twitter
- Lesson plan using BC's New Curriculum, EdTech, and inclusive practices
- Participate in different applications of EdTech to enhance student learning
- Apply and model digital citizenship and digital literacy as a teacher and learner

Standards for BC Educators: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

GRADING

The final grade is based on holistic grading and co-constructed single point rubrics. The course will not follow a “traditional grading” system. The primary focus is on learning.

Although each activity below could be valued at 20% each, all activities have equal value and importance to the development of understanding self, curriculum, and instruction.

Please review the descriptors below attached to each letter grade to self-assess your performance, progress, and quality of product. Completion of all activities are expected.

- Journal Reflections via Blogging (formative)
- Participation and In-Class Learning Activities (formative)
- Twitter Presence, Edu-Chats, and Professional Learning (formative)
- EdTech Lesson Plan or Mini-Unit Plan (summative)
- E-Portfolio / Professional Website (summative)

*NOTE: There is no final exam for this course.

ASSIGNMENTS:

Journal Reflections via Blogging

Students will write a weekly or bi-weekly blog reflection in their e-Portfolio. These journal reflections or blog entries are formative (Assessment as Learning) and students are asked to document and discuss what they have learned. Three main questions students will address: (1) what did you learn; (2) why was this important; and (3) what's next? Blogs (and website) will start as closed access (for some) and used for peer-feedback from members of your triad. Overtime, your blog and website will be published public.

Participation and In-Class Learning Activities

Attendance and participation are expected by all students in this course. Guest speakers will be visiting our class to share their expertise with respect to EdTech to enhance

student learning and their professional learning. These presentations are only a sample of EdTech possibilities that students can participate in and incorporate into practicum. Although we have the computer lab, students are encouraged to bring their handheld device, laptop, or iPad as they see fit for the course. Some of these devices will be used.

Twitter Presence, Edu-Chats, and Professional Learning

Students will open a Twitter account, if not done so already, or a professional Twitter account for the purpose of this course and future practice. Students will start a professional presence on social media using the *Standards for BC Educators*. Students will be asked to tweet about their learning experiences during this course and practicum. Students will also participate in at least one an edu-chat of choice and report back.

EdTech Lesson Plan or Mini-Unit Plan

Students will consider different types of EdTech presented in this course (and beyond) to incorporate into one (or more) lesson plans. The use of EdTech in their lesson plan must satisfy the UNBC template but also have a rationale why they would be using EdTech, how they will use EdTech, and how it will help students achieve the learning intentions.

Professional Portfolio (teacher website + e-portfolio = professional portfolio)

Students will design and develop a professional e-Portfolio from the UNBC Practicum Template from Wordpress. Students will personalize their e-Portfolios and fill in content for the prescribed sections within the template, add additional sections to the template, and contribute to the blog on this website. Students are preparing their e-Portfolios for use during the short and long practicums (i.e. adding exemplars and reflections). Students are expected to adhere to the *Standards for BC Educators* and good digital citizenship.

Students will use of this e-Portfolio as part of their EDUC 490 and EDUC 491 courses.

CHEATING OR PLAGIARISM:

According to the UNBC Undergraduate Regulations and Policies:

<https://www.unbc.ca/calendar/undergraduate/regulations>

Go to website for full description of Academic Regulation 45 (Academic Offenses).

“Any conduct that violates the standards of the University as set out in the Undergraduate University Calendar, particularly those related to academic honesty, is a serious offense.”

“Minimum sanctions for an academic offense include reprimands and reduction of grades; the maximum sanction is dismissal from the student’s academic program or suspension from the University (see Academic Regulation 46 (Academic Sanctions)).”

Academic “offenses include, but are not limited to the following: plagiarism, cheating, submitting false records, withholding records, misrepresentation of one’s own identity, falsification of results, submission of false information, aiding or abetting any of the academic offences” previously mentioned.

Grade Distribution for Bachelor of Education Program at UNBC

Grade	Description
A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	
A-	
B+	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	
B-	
C+	Satisfactory performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter.
F	Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.

**All students must receive a "pass" (C+ or better) to obtain credit for this course.*

ACCOMODATIONS:

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at www.unbc.ca/access-resource-centre. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca.

LATE ASSIGNMENTS:

Late assignments will not be accepted. Last class is Thursday, November 7, 2019 and all assignments must be submitted by Friday, **November 8, 2019** by midnight. Students are expected to complete all activities required for the course within the bookends of the course. Missing classes must be known to the instructor in advance to arrange any accommodation of missed work or attend class via BlueJeans. Attendance will be taken.

Contact the instructor in-class, office hours, or at younghusb@unbc.ca if you are unable to participate, attend class, or meet any of the course requirements via assignments. It is the student's responsibility to ensure all assignments are complete and on-time.

RUBRIC FOR JOURNAL REFLECTIONS USING EXEMPLARS:

Not Meeting Expectations	"I like this class. We talked in groups. I like the people in this group. We watched a video. The video was interesting. After the video, my group talked about grades and how grades are used as punishment. Then we wrote on the board on what is curriculum."
Approaching Expectations	"I did not know what to expect from this course. I have to take this course for my education minor. I heard that it might be an easy mark. I liked the video that we watched and how schools are killing creativity. I think this is true. Schools are more about getting grades than learning. That's how it was for me. There are very few courses I enjoyed."
Meeting Expectations	"It is my first day back to school and I end my day with Educ360. Initially, I was not sure what this course is about. I appreciate that I am able to move around in class, talk to peers, and contribute in some way to the course. So far, this course is nothing like my other classes. We work in groups or learning communities, do self-reflections, and watch videos. The video stated what I had always believed. Sometimes I think that I am in school just to make the grade instead of enjoying learning. It seems that how we are graded or judged affects how we learn and what we learn. I shared my own learning experiences in class today. Not great ones. Schools can be so much better and curriculum can fix this."
Exceeding Expectations	"The first class has got me thinking. Teaching and learning in the 21st Century is different from the industrial model of learning where schools are trying to grade students on quality of work how do we really know if the students learned anything? According to Yong Zhao who speaks about 21st Century Learning and personalized learning, that we can't be doing the same things as we always have. Machines can easily replace people in the workplace. He also speaks of entrepreneurialism as part of learning. Should schools be more in tuned to what students can do versus know? I would love to have been more creative in school but I was too worried about grades and what the teacher wanted. What would it mean to personalize my learning? How will I know if I'm succeeding if I don't get an A? There should be standards but we honour students' strengths and interests as well."

Student Examples from 2019

Donna Dahl (EY – Grad 2019)

<https://ourlearningcorner.weebly.com/>
<https://donna-unbc-eportfolio.weebly.com/>

Kayla Baerg (SY – Grad 2019)

<http://kbaerg.wixsite.com/mrsbaerg>
<https://kbaerg.wixsite.com/e-portfolio>

Aaron Larson (SY – Grad 2019)

<https://larsenal.wixsite.com/portfolio>
<https://larsenal.wixsite.com/heimat>

Mackenzie Bouchard (SY – Grad 2019)

<https://mackenziebouchard.wixsite.com/myeportfolio>

Colton Rand (SY – Grad 2019)

<https://randc9.wixsite.com/portfolio>

Maria Dawson (EY- Grad 2019)

<https://mdawsonportfolio.weebly.com/>

COURSE FRAMEWORK

Week	Dates	Tuesdays	Thursdays
1	Sept. 5	N/A	<i>Introduction and Syllabus (Twitter & e-Portfolio)</i> <i>Digital Citizenship, Digital Literacy, FOIPPA/FIPPA</i>
2	Sept. 10/12	<i>Tinkering with e-Portfolios And Twitter</i> <i>Building Your PLN and Digital/Online Presence</i>	<i>WordPress and Personalizing e-Portfolios</i> <i>Twitter as a Professional Learning Tool</i>
3	Sept. 17/19	The Value of E-Portfolios and what are they? Guest Speaker: Ian Landy, SD47	Technology to Access and Demonstrate Learning Guest Speaker: Sandra McAulay, SD54
4	Sept. 24/26	Technology in the Classroom (ozobots) Guest Speaker: Noelle Pepin, SD57	Blogging (Assessment as Learning) Guest Speaker: Shannon Schinkel, SD57
5	Oct. 1/3	Technology as a form of Social Justice Guest Speaker: Dr. Valerie Irvine, UVIC	My EdTech Journey and Office 365 Guest Speaker: Sally Song, SD36
6	Oct. 8/10	Freshgrade to Communicate Student Learning Guest Speaker: Cliffe Waldie, SD57	Coding Without Computers & Computational Thinking Guest Speaker: Carrie Antoniazzi, Science World
7	Oct. 15/17	iPad Apps for the Classroom Guest Speaker: Karen Lirenman, SD39	Podcasts – Enhancing Professional Learning Guest Speaker: Tim Cavey, Pacific Academy
8	Oct. 22/24	Coding with Scratch Jr. Guest Speaker: Sandra McAulay, SD54	<i>Working on our E-Portfolios</i> <i>Lesson Planning Time</i>
9	Oct. 29/31	Spinndle – Assessment AS Learning Guest Speaker: Jack + Kris	<i>HALLOWEEN –</i> <i>Self-paced work on your e-portfolios and blogging</i>
10	Nov. 5/7	Challenges of EdTech & Using EdTech with Purpose Guest Speaker: Janet Chow, SD41	<i>Sharing e-Portfolios</i> <i>Peer Feedback</i> <i>Final Course Reflection</i>

Please Note: Learning activities and dates are subject to change. Notice will be given.

MATERIALS

Other learning resources required for this course will be provided via UNBC Blackboard. Students or instructor may share additional content to supplement the course syllabus.

Digital Literacy – BC Ministry of Education

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/digital-literacy>

BC's Digital Literacy Framework

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/digital-literacy-framework.pdf>

Media Smarts – Digital Literacy Fundamentals

<http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

Common Sense Education – Digital Citizenship – Learning Resources

<https://www.common Sense.org/education/digital-citizenship>



<https://www.teachthought.com/literacy/10-brilliant-examples-of-sketch-notes-notaking-for-the-21st-century/>

EduTeachers – Education X Technology – 9 Best Apps for Sketch Notes

<https://eduteachers.com/9-best-apps-for-sketchnotes-eng/>

Paper 53 by We Transfer (Apple App) - <https://paper.bywetransfer.com/>