Department of Secondary Education and Educational Leadership  
SED 560  
Technology and Teaching  
Spring 2020

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Mark S. Montgomery, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time:</td>
<td>Online with 2 synchronous class meetings</td>
</tr>
<tr>
<td>E-mail address:</td>
<td><a href="mailto:montgomems@sfasu.edu">montgomems@sfasu.edu</a></td>
</tr>
<tr>
<td>Location:</td>
<td>Online</td>
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<tr>
<td>Office:</td>
<td>ECRC 209J</td>
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<tr>
<td>Office Phone:</td>
<td>936-468-1697</td>
</tr>
<tr>
<td>Credits:</td>
<td>3 hours</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online - M: 1:00-2:00pm; T: 1:00-3:00pm; W: 1:00-2:00pm; Th: 3:00-4:00pm (All hours are conducted online. If you need a face-to-face meeting, please schedule an appointment with me).</td>
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Students should expect a response to emails and phone calls within 24-48 hours, Monday-Friday.

Prerequisites: None

I. Course Description

This course is designed to help classroom teachers to broaden their technology skills and integrate technology into their teaching. Research, theory and principles of instruction will be explored in the context of the classroom teaching experience emphasizing the importance of technology integration into teaching.

Critical Assignment for CAEP Accreditation: Technology and Equity Paper

Course Justification: Technology and Teaching (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

James I. Perkins College of Education Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes

1. Evaluate and apply educational technology research and innovative technology.
2. Analyze school technology resources, current research in educational technology and develop an appropriate technology integration plan.

A. GOALS AND OBJECTIVES:

- COMMISSIONER STANDARDS: http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html
- ISTE EDUCATOR STANDARDS: https://www.iste.org/standards/for-educators
- ESL STANDARDS: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

Vision, Mission, and Core Values of the James I. Perkins College of Education

The objectives of SED 560 situate educators to leverage the effective use of technology to meet the learning and educational needs of all K12 students. As such, this course supports the educator in striving for professional excellence (vision), as well as to become “competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society” (mission). In order to effectively develop educators to meet this vision and mission of SFASU, this course requires critical, reflective, and creative thinking; encourages life-long learning; utilizes collaboration and shared-decision making skills; requires the openness to new ideas, culturally diverse people, innovation, and change; demands integrity, responsibility, diligence, and ethical behavior in the course as well as in the field; and supports the educator in ways to enrich their own community through service (core values).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:

As a study of technology, this course will explore common technologies used in schools. This includes assignments using:

- **Facebook** – a private group has been set up for the course and will be used by students to share, comment, and post ideas related to various study topics presented. Some topics include memes, infographics, videos, photo stories, and articles.
- **Google Docs** – a shared Google document has been set up for students to gather, create, and share technology resources, ideas, thoughts on course topics, and student-created lesson plans. This digital book is then available as a future resource for students to use in their own teaching.
- **Zoom** – two required video conference meetings will take place via Zoom. These meetings will be used to discuss and share ideas about topics of study. It is expected to attend both meetings.
and to fully participate (be prepared by reading the module ahead of time and contribute to the discussions in a reflective, meaningful, and scholarly way). Each meeting will be followed by a required written reflection due the same night.

- **Coding** – students will be required to complete activities on code.org as part of a unit on coding.
- **Infographics** – after watching a TED Talk, students will create an original infographic showing major points made within the video.
- **Google Forms** – two surveys/quizzes will utilize Google Forms.
- **Microsoft WORD/Google Docs** – students will be required to write three scholarly essays related to course content. These essays should follow all requirements of formatting and APA (see Quality of Assignments below.) The final paper will be submitted to D2L AND LiveText (this is a course requirement).

**QUALITY OF ASSIGNMENTS:**

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced, with one inch margins all around. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

**IV. Evaluation and Assessment (Grading):**

Student grades will be determined by the following criteria:

- Total points of each assignment can be found in the Tentative Course Timeline below.
- To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Letter</th>
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<tbody>
<tr>
<td>1,253 – 1,400</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>1,113 – 1,252</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>973 – 1,112</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>0 – 972</td>
<td>Below 70</td>
<td>F</td>
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**Final grades will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.**

- **Late Work Policy:**
  1. First late assignment – accepted without penalty.
  2. Every subsequent assignment submitted late will be accepted and graded with a 15% late penalty applied.
  3. All late assignments must be submitted within seven (7) calendar days of the original due date in order to be considered for grading.

- **Attendance and Participation Policy**
As an online course, attendance and participation is required and maintained by logging in and participating in each week’s module assignments and by completing all required assignments within. In addition, two required ZOOM meetings are scheduled and attendance in the meeting is required; participation in the ZOOM meetings includes (but is not limited to) preparation of the module materials before the meeting, and contributing to the discussions in a reflective, meaningful, and scholarly way.

V. Tentative Course Outline/Calendar:
This timeline may be revised to meet assessed student needs during the semester. NO additional assignments will be added. This is the official timeline for the course. Students are expected to refer to it frequently in order to stay current on due dates/deadlines. It is suggested that students print this timeline, have it readily available, and mark their personal calendars with due dates and deadlines.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Module 1 | Connect to Course Facebook Group  
Post Introductory Video in Facebook Group  
Article on New technology posted in Facebook Group  
Meme posted in Facebook Group  
Technology Resource Document Post  
Technology Quiz Google Forms | 1/26/20  | 50     |
| Module 2 | Facebook Post – Digital Divide  
Facebook Posts and Comments on Infographic  
Technology Resource Guidepost  
Technology and Equity Essay | 2/9/20   | 50     |
| Module 3 | Zoom Meeting 6:30pm  
Zoom Reflection | 2/19/20  | 100    |
| Module 3 | Technology Resource Guide Consumers/Creators Chart  
Facebook Photostory and comments  
Facebook commentary on Aleph Molinari | 2/23/20  | 50     |
| Module 4 | Facebook post about technology in content area with comments  
Hour of Code  
Computer Programming Essay  
| Module 5 | Zoom Meeting 6:30pm  
Zoom Reflection  
TED Talk Graphic Organizer  
FB Post about Game in Class  
VR Lesson Posted in Technology Resource Guide | 3/18/20  | 100    |
| Module 6 | Fake FB Page and Posts  
4 Technology Lessons  
Phones in Class FB Post | 4/5/20   | 25     |
| Module 7 | FB Post about Data Mining and Response to Peers  
FB Post about STAAR Math Data Disaggregation | 4/19/20  | 25     |
| Module 8 | FB Post about Topic  
Google Survey  
Technology Paper Uploaded to D2L and LiveText | 5/3/20   | 25     | 5/6/20  | 100 |
VI. Readings

Required technology for the course is:
- Computer, Tablet, and/or Smart Phone, Facebook access and login, other app/social media accounts, internet access
- Required readings are located in D2L platform. Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

Supplemental Resources/Suggested Readings

Journals
TechEdge Magazine, Texas Computer Education Association (TCEA)
Journal of Research on Technology in Education, International Society for Technology in Education (ISTE)
Computers in the Schools, International Society for Technology in Education (ISTE)
Learning, Media, and Technology, International Society for Technology in Education (ISTE)

Other Resources
ISTE Standard for Educators, https://www.iste.org/standards
ISTE Standards for Students, https://www.iste.org/standards
No Child Left Behind, Title II, Part D. Enhancing Education Through Technology, https://www2.ed.gov/policy/elsec/leg/esea02/pg34.html

Livetext Statement

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment;
• helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one's own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source;
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Code of Ethics for the Texas Educator
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable
treatment to all members of the profession. The Texas educator, in accepting a position of public
trust, shall measure success by the progress of each student toward realization of his or her potential
as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall
cooperate with parents and others to improve the public schools of the community. This chapter shall
apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be

To complete Certification/Licensing Requirements in Texas related to public education and other
professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior
to employment as an educator. Public school campuses are responsible for completing the
criminal background check. A person who is enrolled or planning to enroll in a State Board for
Educator Certification-approved educator preparation program or planning to take a certification
examination may request a preliminary criminal history evaluation letter regarding the person's
potential ineligibility for certification due to a conviction or deferred adjudication for a felony or
misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an
individual’s self-reported criminal history. In addition, the agency obtains your name-based
Texas criminal history information. The service is provided to the requestor for a non
refundable fee. The requestor will receive an evaluation letter by email from agency staff
advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a
conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a
conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for
certification. Participation in the evaluation does not preclude you from submitting to a national
criminal history review at the time you apply for your educator certification. Your criminal
history will be reviewed, and you may be subject to an investigation based on that criminal
history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or
providence ID cards, a national ID card, or military ID card to take the TExES exams (additional
must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.