

# Syllabus



## Managing Technology Integration in Schools

EDTECH 554 – Spring 2017

### Instructor Information



*Dr. Candace McGregor*

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*Office Hours:*

I'm usually not far from my computer. Please contact me via email. **PLEASE NOTE:** my email with the university is different than yours! So please make sure you include me in all things you share. I'm always glad to host a Google hangout conference by appointment, but it will need to be during evening hours, due to my day job.

### About this Course

*Description:* The course will explore strategies for planning and implementing technology integration (with a focus on teaching and curriculum) at a classroom, school and district level. We will focus on developing skills for taking a leadership role in the planning, implementation and evaluation of classroom, school and district technology. Not in K-12 education? Not a problem. Professional development, corporate training, post-secondary education...they are all about teaching.

**Course Objectives:** The course will offer you avenues to explore, learn and demonstrate the understanding of leadership roles that guide the implementation of technology into a learning environment, whether that is in the classroom, at a school and district level, or in a corporate training program. You will gain a working understanding of the role of leadership in developing a shared vision for integrating technology into the teaching, learning, and effective use of technology and tools.

By the end of the semester, you will have:

- Examined the role of the technology leader (in a classroom, a school, a district or a business) and assessed your own leadership philosophy and skills;

- Examined and designed a blended learning plan;
- Developed an understanding and be able to use effective technology tools and digital resources for collaboration, communication and creation;
- Evaluated a district implementation of a large technology rollout;
- Planned and designed a staff development workshop requiring teachers to integrate technology (both in their teaching and with student use of technology) into the classroom to improve student learning;
- Developed an understanding of the legal issues of privacy, permission and protection surrounding use of digital tools.
- Applied ISTE Standards for Administrators to authentic educational activities.

**Course Login Information:** This is an online course delivered in [Moodle](#). The Moodle login page explains how to login to Moodle. Contact Moodle Support at [moodlesupport@boisestate.edu](mailto:moodlesupport@boisestate.edu) for assistance logging into Moodle. If you have forgotten your password, click the link below the login box, "lost password?" and you will be able to reset it. When you login to Moodle look for a link to EDTECH 554-4201 or EDTECH 554-4202.

**Course Materials:** There is no required text for this course (yah!). All materials will be provided online.

***Required Hardware and Software:***

- An up-to-date computer with an Internet connection is required to participate in this course.
- Google Docs and other Google Apps will be used.
- Other hardware and/or software (e.g., access to a free Learning Management System) will be required to successfully complete your final project.
- *Flash Player:* This is a free player that may be obtained at: <http://get.adobe.com/flashplayer/> You will need the Flash Player to view the video tutorials created for this course.
- *Adobe Reader:* Many of the downloadable files used in the course require this free reader to open and view them. It may be obtained at: <http://www.adobe.com/products/acrobat/readstep2.html>
- *QuickTime Player:* This is a free media player. The software may be downloaded at: <http://www.apple.com/quicktime/download>
- Other **free** software will be introduced into the class.

***Course Schedule (posted separately, click to view)***

**Participation:** You are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis. You should check your email and Moodle at least a couple of times per week for assignment changes and other notices.

Some sessions will require your participation in discussion prompts. Please read the introductory information posted before the discussion prompts. In most cases you will need to post your response and respond to a minimum of 2 other responses for each discussion question. Remember to respond to all of the prompts each week and respond to what other people have written.

### ***Assignment Information:***

- Detailed information about assignments are posted in Moodle.
- The course is setup in **one-** and **two-**week modules. Modules will be finalized by Sunday noon.
- If you do the assignment earlier than that, I reserve the right to alter the lesson (but I won't alter it significantly!).
- If a module is "blocked out", it is because I AM making a major change and don't want anyone working on it until it's done.
- All assignments are due by 5:00 p.m. MST on Sundays.
- Due dates are also posted in the course information page.
- You are expected to login at least two different days per week; but often successful students login 4-5 different days each week. Also, check your Boise State email at least once per week for course related correspondence.

***Assignment Submission:*** All assignments **must be submitted by 5:00 p.m. MDT on the assigned Sunday due dates.**

### ***Late Work:***

*Penalty for Late Work*--Sometimes situations occur that might prevent you from completing your assignments on time. During the course, every student will be permitted **one** late assignment without losing any points for being late. Any other assignments that are late past this first initial late assignment will have one letter grade per day deducted from it. During the last two weeks of class, though, all assignments must be turned in on time and cannot be submitted late.

*Submitting Late Work*--If you will be late for any reason please e-mail me [atcandacemcgregor@boisestate.edu](mailto:atcandacemcgregor@boisestate.edu) as soon as you realize you will not be able to complete the work on time. When the assignment is completed you must send a follow-up email to let me know it is ready to be graded. This is how I calculate the late work penalty. Failure to notify me could lead to a grade of zero. Further, late assignments are given the least priority when it comes to grading and feedback. In other words, I will not grade late assignments until all other grading is complete.

***Assignment Submissions:*** Due dates and assignment requirements will be clearly outlined in Moodle.

The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

***Technical Difficulties:*** Infrequently, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Let me know ASAP if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

## **Grading Information:**

*Grading Cycle:* All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is typically completed before the next due date. You may track your progress through "Grades" in Moodle. All of the assignments are listed in Grades and points will be added as we progress through the semester. The type of assignment dictates the level of feedback provided. There are some assignments where I give extensive feedback and others that I simply enter the points earned for the assignment in the gradebook. Almost all the assignments have rubrics associated with them. These rubrics are set up in Google sheets, but they are also embedded in the Moodle submission forum. That's why you submit your work through the Moodle page (so I can "apply" the rubric to assess your work and then the completed rubric is available to you by accessing "Grades." Want to see the rubric? Simply click on the assignment and you will see the rubric as part of the information about that assignment.

**Grading Scale:** Final grades are based on the following scale.

|           |             |
|-----------|-------------|
| <b>A</b>  | 94%-100%    |
| <b>A-</b> | 90%-93%     |
| <b>B+</b> | 87%-89%     |
| <b>B</b>  | 84%-86%     |
| <b>B-</b> | 80%-83%     |
| <b>C+</b> | 77%-79%     |
| <b>C</b>  | 74%-76%     |
| <b>C-</b> | 70%-73%     |
| <b>D</b>  | 60-69%      |
| <b>F</b>  | 59% & Below |

If you **ever** have questions about your grades, please don't hesitate to contact me. I occasionally make mistakes and I know your grade is very important to you!

*Incomplete Grades:* The grade of "incomplete" is rarely given in this course. Be aware that to even be eligible to receive an incomplete grade in a course, students need to have completed 75% of the coursework successfully.

## **Important Information!**

**Modifications and Changes:** I reserve the right to modify the syllabus and schedule and assignments at any time. Notice of any change will be emailed and posted as an announcement.

**Expected work load:** A three credit graduate course requires 9 - 12 hours per week of work during the fall / spring semester. The amount of time actually needed will depend, though, on your entry level skills and knowledge. This is an advanced elective course synthesizing skills and knowledge gained in your core classes in the Master's program. A familiarity with learning objectives, instructional design models, instructional message design, and exemplary teaching provide a good foundation for this course. If you are missing one or more of these areas, anticipate the possibility of needing more time to synthesize and apply course content. It is in your best interest to start early on each assignment to give yourself time to fix any problems or get help before the due date. The types of assignments and the level of interactivity vary from week-to-week. This is not a self-paced course and projects involving collaboration with peers are required. I highly recommend that you work on assignments daily or as often as possible. Waiting until Friday night to start the assignment is rarely a successful strategy.

### **What You Can Expect From Me**

- You will receive weekly updates/assignment message every Sunday to help you to organize your work, keep current on your readings, and prepare for project completion.
- I will respond to your email within 48 hours (I'm closer to 24 hours, but once in a while, something gets in the way!) I expect that you are openly communicating with me--I really want to be of support to you, but I can't read your mind and I don't know if you're frustrated or how you are doing if you don't let me know!
- You are **not** an online entity to me--you are a respected and valued member of this team.
- Honesty--that's good news and bad news. If your work is not up to standard, I provide honest and constructive feedback to allow you to redo the work (with a small point deduction). If your work is excellent, I will share that with you, but expect you to maintain that level of production.
- Hard work--I'm a born-again puritan and have that work ethic. I do have another full-time job but am completely dedicated to your success in this class. I expect the same from you.

### **BSU Course Compliancy**

**Reasonable Accommodations:** Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the [Disability Resource Center](#) at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

**Academic Honesty:** For this course, we will be adhering to the [BSU Student Code of Conduct](#) along with generally accepted [Strategies for Fair Use](#). We will also observe [U.S. copyright laws](#) in this course.

According to the BSU Student Code of Conduct: "Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also

includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

For this course the following standards will be used:

- All students are expected to create original works for each assignment. Projects and papers written for other courses should not be reused for this class. To fairly assess each student, original work is needed in order to assure everybody is receiving the most out of the class and that the concepts are understood.
- All project text should be original text written by each student. Any content that is referenced or has small amounts of material quoted should be cited using APA format.
- Images or other media used in projects should be original, used with permission, or come from public domain. Terms and conditions for usage should be checked before being used.

In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, reduction in grade, etc.).

***Conceptual Framework:*** College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

***Department of Educational Technology Mission:*** The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

***Boise State's FERPA policy:*** The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

<http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

*Additional text, if you are interested:*

- The Technology Director's Guide to Leadership: The Power of Great Questions. Don Hall
- Educational Leadership: Changing Schools, Changing Roles. By Judy Reinhartz and Don Beach