# LBSC642

## Integrating Technology into Learning and Teaching

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Office Hours: TBA
Meeting Time: TBA
Meeting Place: TBA

## Overview

Through discussions, research, readings, hands-on activities, and projects, candidates will explore a number of technologies applicable for teaching and learning. Candidates will assess the how, when, and why of infusing technology into the teaching and learning process. Topics include teaching with technology through the exploration of various hardware, software, multi-media, and on-line services developed for schools and libraries. The course will culminate in a presentation of the candidate's knowledge and skills in facilitating the application of technology in a learning environment.

## Goals

1. Identify technology-based resources, which are applicable to teaching and learning for specific audiences
2. Evaluate methods for teaching the use of technology, including the appropriate environment for learning, and differentiators associated with teaching technology to children, adults, and people with different needs
3. Demonstrate a variety of appropriate applications of technology-based tools in a teaching and learning environment
4. Reflect on the quality of technology-infused teaching lessons
5. Identify solutions for basic common problems associated with the use of technology
6. Apply a process for choosing individual technologies for use in a learning environment

## Academic Integrity

The University has approved a **Code of Academic Integrity** (http://www.shc.umd.edu/code.html) which prohibits candidates from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well.

## Religious Observance

Please inform me of any intended absences for religious observance that conflict with due dates well in advance. http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540

## Attendance and Participation Policy

This course follows the university policy on attendance and excused absences found at www.testudo.umd.edu/soc/atedasse.html. Active participation in the online discussions, classroom group work, and team projects is expected and is part of the course grade. This course is designed to model the collaborative learning process that is enhanced using technology and participation in all activities is needed to enrich the learning experience. If the University is officially closed due to inclement weather, adjustments will be made to the course schedule and assignments with classroom presentations.

## Accommodations for Students with Disabilities

All appropriate accommodations for candidates with documented disabilities will be made. Candidates must present the appropriate documentation of their disability to the instructor by the second class.

## Course Requirements and Evaluation

Candidates will be graded on the following elements:

1. **Class Participation (20%)** – Group discussion will occur at every class meeting.  Candidates are expected to complete all readings prior to class, contribute actively, ask questions, and participate frequently in these classes.

2. **Personal Learning Network - PLN (20%)** – Every candidate will be required to participate in the class Twitter assignments. The activities model how an education professional creates and utilizes their own PLN by sharing resources, following other Twitter feeds, engaging in discussion, and using social media to expand one's resources and knowledge.

   Candidates must post at least 3 times per week to the class Twitter feed. The posts can be in the form of updates, links to resources, replies to classmates, and other contributions to the class topics and your own professional work. I may also assign particular activities to be completed via Twitter throughout the semester.

3. **Technology Demonstrations (15%)** – For this assignment, candidates will prepare and lead a small learning project that demonstrates the use of a technology tool of their choice. Candidates may choose any technology that is relevant to the library media specialist's role in teaching and learning. Candidates should try to do a demonstration that is relevant to a particular week's topic area.

   The purpose of this assignment is to gain a deep understanding of a specific technology and experience demonstrating technology to colleagues. As part of the demonstration, each candidate should discuss (a) the technology, (b) what specific educational uses the tool might have, and (c) what types of students you might use it with. In addition, candidates should design a class exercise that uses the technology and implement the exercise. All other candidates are required to complete the exercises prepared by their classmates. Both the demonstration and completion of exercises will be factored into this portion of the grade.

4. **Mini-Design Challenges (15%)** – There will be three mini-challenges in the semester, where candidates will design "how-to's" that describe various ways to integrate specific technologies in learning. The how-to's help one to think about the various aspects of technology integration including the tool, the setting, materials, and processes involved. The instructor will provide the how-to template, and the class will share their growing library of ideas throughout the semester.

5. **Final Paper and Presentation (30%)** – In the final project candidates will work in teams to design an instructional unit and implementation plan. The team will define a real world context (the school, students, available resources, educational goals etc) or will be given a scenario if needed. The teams will use these scenarios to develop an instructional unit. The unit must include at least three (3) lesson plans and details about how the lessons will be implemented (i.e. training of teachers, obtaining needed resources, etc). In the design and delivery of the instructional unit, team members should incorporate the 2008 NETS for teachers, NETS for students, the AASL standards, or relevant content standards (i.e. Common Core or Maryland State Standards etc).

   Teams will share this project, which includes the instructional unit & implementation plan, on the class wiki and give a 10-15 minute presentation during the last class meeting. Candidates are encouraged to be creative and to model teaching with technology in their presentation.

## Readings and Materials

Jenkins, H. (2006). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. http://newmedialiteracies.org/files/working/NMLWhitePaper.pdf

Kamenetz, A. (2010). Learning, Freedom, and the Web. http://learningfreedomandtheweb.org/

** All other articles are accessible via the university library, online sources, or will be provided by the instructor.

# TENTATIVE COURSE SCHEDULE

| Week | Topics & Course Plan | Assignments Due |
|---|---|---|
| Week 1 | Course Introductions, Syllabus | |
| | **I. Learning is Everywhere and It's Digital** | |
| Week 2 | Learning and New Media | |
| Week 3 | New Literacies and Skills | |
| | **II. Searching & Informing** | |
| Week 4 | Information Literacy and Search<br><br>Student Tech Demonstrations | |
| Week 5 | Open Resources, MOOCs, and Flipped Classrooms<br><br>Student Tech Demonstrations | |
| | **III. Making & Creating** | |
| Week 6 | Creative Production<br><br>Student Tech Demonstrations | |
| Week 7 | Writing in a Digital Age<br><br>Student Tech Demonstrations | Mini-Design Challenge #1 |
| | **IV. Gaming & Playing** | |
| Week 8 | Games and Play I<br><br>Student Tech Demonstrations | |
| Week 9 | Games and Play II<br><br>Student Tech Demonstrations | Mini-Design Challenge #2 |
| | **V. Participating & Collaborating** | |
| Week 10 | Online Participation and Ethical Use of Information | |

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| | Student Tech Demonstrations | |
| Week 11 | Networking and Social Media<br><br>Student Tech Demonstrations | Mini-Design Challenge #3 |
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| Week 12 | Challenges to Technology Integration in Schools | |
| Week 13 | **Final Presentations** | Final Projects Due |