



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 6960-223: Learning and Technology

Course Description:

This class will focus on research on and methods of incorporating technology in the teaching and learning of all subjects. Of particular interest are philosophical, social, developmental, and theoretical issues associated with the development and use of technology and school reform. Readings will provide opportunity for discussion and critique of current educational practices and potential educational futures.

Class Dates and Format Information:

Dates: April 29 – May 23, 2021

Format: Hybrid via Canvas and Zoom. Information on synchronous sessions are listed below.

Last day to enroll or drop without penalty: April 19, 2021

Site Director:

Site Director: Itzel Kim

Location: Ramstein, Germany (Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base).

Hours: Course adjusted to hybrid format; synchronous hours listed below.

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807 (use email for contact purposes, as site director is in telework status).

Professor Contact Information:

Course Professor: Kristy A. Brugar, Ph.D.

Mailing Address: 820 Van Vleet Oval, Rm 114

Norman, OK 73019

Telephone Number: (405) 325-1498

Fax Number: (405) 325-4061

E-mail Address: kristy.a.brugar@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the in-class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

It is expected that you will have your iPad/laptop/Smartphone with you for each class session.

Materials posted on the OU CANVAS system.

Course Objectives:

- Describe philosophical, social, developmental, and theoretical issues associated with the development and use of technology (face to face and online discussions and written responses)
- Evaluate or critique the use of current and emerging technologies for the purpose of teaching and learning across disciplinary contexts [face to face activities-written critique(s)]
- Develop personal mastery using current and emerging technologies for the purpose of teaching and learning across disciplinary contexts (written reflection...final project)

- Demonstrate the ability to use current and emerging technologies for the purpose of teaching and learning across disciplinary contexts (final project and face to face class experiences)
- Critique the implications of technological innovation and obsolescence (written responses and discussions)

Course Outline:

Date	Assignment
Week 1 Asynchronous 4/20-4/26	Introduction Familiarize yourself with the course CANVAS website. Introduce yourself on CANVAS, discussion board; complete Doodle Poll for Google Chat; and complete the online diagnostic formative (Mishra and Koehler) assessment by Monday, 4/26 at 11:59PM.
Week 2 Synchronous, Thursday, 4/29, 6-9pm	Learners & Technology Participate in Zoom session –discussion of online diagnostic formative assessment and introduction to Final Project (data/artifact collection). Read: Hughes, J. E. (2019). Learning across boundaries: Educator and startup involvement in the educational technology innovation ecosystem.
Week 3 Synchronous Thursday, 5/6, 6-9pm	Technological Pedagogical Content Knowledge (TPCK) Participate in Zoom session Read: Digital Natives, Digital Immigrants (Prensky, 2001 and Selwyn, 2009) Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge (Mishra & Koehler, 2009)
Week 4 5/11-5/17 Asynchronous	Reflections DUE: Reading Response by Monday, 5/17 @ 11:59pm

During In-Person Class Meetings, 5/18-23, 2021

Date	Readings/Activities	Assignment Due Date
Class 1 Tuesday Synchronous 6-9pm	Our Use of Technology, Experiences with Technology Read: Bull, G., Spector, J. M., Persichitte, K., & Meier, E. (2017). Preliminary recommendations regarding preparation of teachers and school leaders to use learning technologies. Contemporary Issues in Technology and Teacher Education, 17(1). In-class read Bloom’s taxonomy technology http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988	N/A

Date	Readings/Activities	Assignment Due Date
Class 2 Wednesday Synchronous 6-9pm	Technology in Preparing Instruction Read: Rodríguez, N., Brown, M., & Vickery, A. (2020). Pinning for profit? Examining elementary preservice teachers' critical analysis of online social studies resources about Black history. <i>Contemporary Issues in Technology and Teacher Education</i> , 20(3), 497-528. Gallagher, J., Swawell, K.M., Bellows, M.E. (2019). "Pinning" with a pause: Supporting teachers' critical consumption on sites of curriculum sharing. <i>Social Education</i> 83(4), 217-224.	N/A
Class 3 Thursday asynchronous	Technology in the/your Field Identify an article of interest from CITE and complete Reading Response https://citejournal.org/category/current-practice/	Reading Response
Class 4 Friday Synchronous 6-9 pm	Resource Share	IN CLASS SUBMISSION Resource Share
Class 5 Saturday Synchronous 6-9pm	Social Media and Education Read: TBA (education blogs) Individual work on final project	IN CLASS SUBMISSION Short proposal for final project on CANVAS Discussion Board
Class 6 Sunday Synchronous 6-9pm	Implications of Technology and Next Read: Florence Martin, Tuba Gezer, Wei Chao Wang, Teresa Petty & Chuang Wang (2020) Examining K-12 educator experiences from digital citizenship professional development, <i>Journal of Research on Technology in Education</i> , DOI: 10.1080/15391523.2020.1815611	N/A

Following In-Person Class Meetings:

Date	Assignment
Week 6 5/25-5/31 Asynchronous	Submit Work in Progress Memo by Monday, 5/31 @ 11:59PM
Week 7 6/1-6/7 Asynchronous	Post a display of your Final Product (CANVAS) AND submit to instructor by Monday, 6/7 @ 11:59PM
Week 8 6/8-6/14 Asynchronous	Post Final Project Peer Critiques/Comments (CANVAS) by Monday, 6/14 11:59PM Submit Final Project Reflection by Monday, 6/14 11:59PM

Assignments, Grading and Due Dates:

Class Participation (Ongoing)

You are expected to act professionally in both speech and action during the class. This includes but is not limited to the following:

1. Coming to class on time
2. Staying for the entire class
3. Being attentive during class discussions
4. Willingly participating in group assignments
5. Respecting the comments and questions made by fellow students during both small and large group discussions
6. Refraining from any behavior that disrupts the academic process.

You will be expected to participate actively in each class session and prepare for each session by doing the assigned readings and activities.

Reading Response (2; May 17 and May 20)

You are expected to synthesize the readings and experiences of the first four weeks of class. This response essay should include brief summaries, your reactions, and questions to move forward (no more than 1000 words).

You should prepare a 900-1000 word paper and structure your response into the following categories:

- **Summary:** Complete a short summary of the major points of the readings and experiences.
- **Respond:** Discuss your thinking about the readings and experiences as you experienced them. That is, respond to the readings and experiences on a personal level. You may discuss how the readings and experiences relate to your own work (text-to-self response); how it relates to other professional readings you have done (text-to-text response); how the text relates to broader issues in education (text-to-world response); or a combination of two or more of these text responses.
- **Question:** Identify 4-5 questions that you are still asking yourself as a result of the readings and experiences. Explain why you are asking these questions. For example, you may have a content-based question (unclear information in the readings) or a practice-based question (how a process is carried out). Any question is valid as long as you can provide a justification for it.

Resource Review (May 21)

Students will be able to identify, examine, and provide a written evaluation for a technology-based resource for classroom use (website, app, etc.) resources based on their understandings and knowledge content, experiences, and materials appropriate for school-aged students (PK-12). The resource sets will be shared in class and among classmates.

Final Project (see below)

You will demonstrate the ability to use current and emerging technologies for the purpose of teaching and learning across disciplinary contexts. You will work with the instructor to select a topic and design a technology-based product (e.g. iMovie, website, blog). There are six steps/parts to this assignment:

1. **Proposal (May 22)** – post an initial idea for your final project to CANVAS. This must include a possible topic(s) and product(s).
2. **Work In Progress Memo (May 31)** – email the instructor a memo describing the following: (1) aspects of the final project that are complete; (2) aspects of the final project that need to be completed; (3) questions or concerns about your project; and (4) the ways in which this project draws from this course.
3. **Display/Share Final Product (June 7)** – post your product to CANVAS discussion board in order to share with other members of the class.
4. **Final Product (June 7)** – submit your final product (based on proposal and instructor feedback).
5. **Peer Critique/Comments (June 14)** – examine each colleague's Final Product and provide at least one constructive comment to CANVAS Discussion Board about the work in the context of course experiences and/or readings.

6. **Written Reflection (June 14)** – Within the context of learning and technology, you will reflect on the process and product you created (referencing to course experiences and/or readings) (approximately 500 words).

Grading:

This is a letter-graded course: A, B, C, D, or F. Total points available = 100. A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 or below.

Assignment	Due Date	Points
Class (online and face-to-face) Participation	Ongoing	20
Reading Responses (2; 10 points per response)	May 17 May 20	20
Resource Reviews (10 points)	May 21	10
Final Project Proposal (5 points) Work in Progress Memo (5 points) Display/Share Final Product (5 points) Final Product (25 points) Peer Critique (5 points) Reflection (5 points)	May 22 May 31 June 7 June 7 June 14 June 14	50

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA
Kristy A. Brugar, Ph.D.

Education

- 2012 Ph.D., Michigan State University, E. Lansing, MI
- 1996 M.Ed., Secondary Education, The George Washington University, Washington, D.C
- 1994 B.A., History, The University of Michigan, Ann Arbor, MI

Current Positions

- 2018-present Associate Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2014-2018 Assistant Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2012-2014 Assistant Professor, College of Education Wayne State University, Detroit, MI
- 2007-2012 Teaching Assistant & Research Assistant, College of Education, Michigan State University, E. Lansing MI
- 2002-2012 Special Lecturer, Department of Teacher Development and Educational Studies & Department of Professional Development, Oakland University, Rochester, MI

Major Areas of Teaching and Research Interest

- Social Studies Teaching and Learning
- Interdisciplinary Instruction
- Visual Literacy in Social Studies
- Teacher Professional Development

Representative Publications

- Brugar, K.A. & Whitlock, A.M. (2020). Explicit and implicit social studies: Exploring the integration of social studies experiences in two elementary classrooms. *Canadian Social Studies*, 51 (2), 2-21.
- Hill, C. A. & Brugar, K.A. (2020) *Dreamland Burning* (p. 103-114). In V. Malo-Juvera and P. Greathouse (Eds.), **Breaking the taboo with young adult literature**. Lanham: MD: Rowman & Littlefield.
- Brugar, K.A. (2019) Inquiry by the book: Using children’s nonfiction as mentor texts for inquiry. *The Social Studies*, 110 (4), 155-160.
- Brugar, K.A. & Whitlock, A.M. (2019) “I like . . . different time periods:” Teachers and historical fiction. *Social Studies Research and Practice*, 14(1), 78-97.
- Meyer, C.K., Mahalingappa, L., & Brugar, K.A. (2019) Thinking inside the box: Using graphic novels to support English Language Learners in the social studies classroom (p. 311-325). In L. C. de Oliveira, K. M. Obenchain, R. H. Kenney, & A. W. Oliveira (Eds.), *Approaches to teaching the content areas to English Language Learners in secondary schools*. New York: Springer International.
- Brugar, K.A. (2018). Learning and teaching in a visual world: Elementary teacher candidates use of visual materials. *Curriculum and Teaching Dialogue* 20(1), 1-14.
- Brugar, K.A. (2018) “We don’t have students color maps anymore . . .” A survey of social studies teachers use of visual materials. *Journal of Visual Literacy*, DOI: <http://dx.doi.org/10.1080/1051144X.2017.1397380>
- Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, 42, 49-59.
- Brugar, K. (2016). *30 for 30: An inquiry into sports documentaries to engage in social history*. *The History Teacher*, 49(2), 285-299.
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education* 196(2),

- Whitlock, A, Brugar, K.A., & Halvorsen, A. (2015). Overcoming Problems of Marginalization by Reimagining Elementary Social Studies Programs (p. 167-187). In A. R. Crowe and A. Cuenca (Eds.) *Rethinking Social Studies Teacher Education for 21st Century Citizenship*. New York: Springer International.
 - Roberts, K. L., Brugar, K.A., & Norman, R.N. (2014). Finding Picture Perfect Graphical Devices: An Evaluation Tool. *The Reading Teacher* 68(4), 312-318.
 - Roberts, K.L & Brugar, K. (2014). Navigating maps to support comprehension: When textbooks don't have GPS. *The Geography Teacher* 11(4), 149-163.
- Halvorsen, A., Alleman, J., & Brugar, K. (2013). *Integration of literacy and social studies*. In B. M. Taylor and N. K. Duke (Eds.), *Handbook on Effective Literacy Instruction*. New York: Guilford Press.
- Halvorsen, A., Duke, N.K., Brugar, K., Block, M., & Strachan, S. (2012). Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach. *Theory and Research in Social Education* 40 (3), 198-229.

Presentations

- Roberts, K.L. & Brugar, K.A. (April, 2019). *Process and product: Fourth graders making meaning of social studies texts*. SIG-Research in Reading and Literacy. American Educational Research Association, Toronto, ON, Canada.
- Brugar, K.A., & Roberts, K.L. (December, 2018). *Reading the world: Multimodal access points to critical literacy in social studies*. *Research into Practice session*. College and University Faculty Assembly, Chicago, IL.
- Brugar, K.A. (April, 2017). *Teaching in the visual world: Pre-service elementary teachers use of visual materials in social studies*. Division K: Teaching and Teacher Education. American Educational Research Association, Division C: Learning and Instructions. San Antonio, TX.
- Brugar, K. & Roberts, K. (December, 2016). *Developing pedagogical content knowledge in content-area literacy*. Literacy Research Association Annual Meeting, Nashville, TN.
- Brugar, K. & Roberts, K. (April, 2015). *Reimagining Teacher Education: Forming Communities of Practice Across Content Areas and Contexts*. American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts.
- Roberts, K. & Brugar, K. (April, 2015). *A Hierarchy of Teacher Needs: Professional Development Practice Informing Theory*. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning
- Roberts, K. & Brugar, K. (December, 2014). *Flourish followed by failure: Professional development as situated practice*. Literacy research Association, Marco Island, FL.
- Brugar, K. & Roberts, K. (November, 2014). *Seeing is believing: Social studies and visual literacy*. College and University Faculty, Assembly Boston, MA.
- Brugar, K. (December, 2013). *Literacy across the curriculum and grade span: A reflective, evidence-based discussion*. Literacy Research Association, Dallas, TX.
- Brugar, K. (April, 2013). *What difference does curricular integration make? An inquiry of fifth-graders' learning of history through the humanities*. American Educational Research Association, San Francisco, CA.
- Brugar, K. (November, 2012). *A tale of two teachers*. College and University Faculty Assembly, Annual Conference, Seattle, WA.
- Duke, N.K., Halvorsen, A., Brugar, K., Block, M.K., & Strachan, S.L. (April, 2012). *Using project-based learning to narrow the achievement gap in second-grade social studies and content area literacy*. American Educational Research Association, Social Studies Research SIG, Vancouver, BC, Canada.

Major Professional Affiliations

- American Educational Research Association
- College and University Faculty Assembly
- National Council for History Education
- National Council for the Social Studies