



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 6960-222: 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, Location and Hours:

Dates: July 30 – August 4, 2019

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

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: July 1, 2019

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Lawrence Baines, Ph.D.

Mailing Address: 820 Van Vleet Oval, Rm 100
Norman, OK 73019

Telephone Number: (405) 325-3752

Fax Number: (405) 325-4061

E-mail Address: lbaines@ou.edu

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

Instructional Materials:

Materials posted on the Canvas system: Access Canvas at <http://canvas.ou.edu>; enter your OU NetID and password, and select ILAC6960. Please contact your local Site Director if you require assistance.

Course Objectives:

1. Describe philosophical, social, developmental, and theoretical issues associated with the development and use of technology (face to face and online discussions and written responses)
2. 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)]
3. Develop personal mastery using current and emerging technologies for the purpose of teaching and learning across disciplinary contexts (written reflection...final project)
4. 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)
5. Critique the implications of technological innovation and obsolescence (written responses and discussions)

Course Outline

Weeks 1-4, Prior to In-Person Class Meeting: July 2-July 29, 2019

Dates	Assignment
Week 1 July 2 – 8	Introduction Familiarize yourself with the course Canvas website. Introduce yourself on the discussion board; Look at the student projects completed at http://hightechhigh.org Choose 3 projects in your area of interest and 1 publication. Discuss these 3 projects and 1 publication on the discussion board this week
Week 2 July 9 – 15	Big Ideas about Learning Do Readings 1. Post essay 1 online and email it to me at lbaines@ou.edu Due date: July 15
Week 3 July 16 – 22	Technological Possibilities Do Readings 2. Post essay 2 online and email it to me at lbaines@ou.edu Due date: July 22
Week 4 July 23 – 29	Connecting Learning with Technology Do Readings 3. Post essay 3 online and email it to me at lbaines@ou.edu Due date: July 29

Week 5, In-Person Class Meetings: July 30-August 4, 2019

Date	Activities	Readings	Assignment
Class 1 July 30 Tuesday	Useful and interesting websites About the cool tools lessons Review of the readings and essays. Come prepared to discuss technological change in your area of interest. In what ways is technology a blessing? In what ways is technology a curse? What does the future look like? Discuss the Exploratory Unit: Imagine that you are teaching a particular topic at a specific grade level. Describe how the topic is traditionally taught. Describe how you could intensify the learning experience for students using available resources. (due 8/18; peer critiques due by 8/23; reflection due 8/25)	Readings 4	In-class writing
Class 2 July 31 Wednesday	Useful and interesting websites Cool tools lessons Discussion: Maximizing engagement, maximizing learning Presentations (1) on High-Tech High projects or publications.	Readings 5	High Tech High presentations (1)
Class 3 August 1 Thursday	Useful and interesting websites Cool tools lessons Discussion: The right environment Presentations (2) on High-Tech High projects or publications	Readings 6	High Tech High presentations (2)

Class 4 August 2 Friday	Useful and interesting websites Cool tools lessons Discussion: Networking, social possibilities, connections, the contemporary edge	Readings 7	In-class writing
Class 5 August 3 Saturday	Useful and interesting websites Cool tools lessons Discussion: Once you take away the shiny objects, what is the individual student really learning?	Readings 8	Discuss proposals for final paper
Class 6 August 4 Sunday	Useful and interesting websites Individual work on final project Final thoughts/wrap-up	None	Present your proposal for the final project, Review of big ideas for the course, evaluations

Weeks 6-8, Following In-Person Class Meetings: August 5-25, 2019

Date	Assignment
Week 6 August 5-11	Work on your final project
Week 7 August 12-18	Post your Final Project (Canvas) and submit to instructor (lbaines@ou.edu) by Sunday, August 18 at 11:59PM.
Week 8 August 19-25	Submit Final Project Peer Critiques (Canvas) by Friday, August 23 at 11:59PM Submit Final Project Reflection by Sunday, August 25 at 11:59PM.

Assignments, Grading and Due Dates:

3 Essays, 10% each, completed before face to face meetings

Write a single-spaced essay on each of the group of readings. Use this format:

1. Summary of the articles
2. Most important sentence and page number from each article
3. How you might be able to use this knowledge in your own life or in your teaching
4. The concise message you derived from the article in one or two sentences.

Class Participation, 20%

You will be expected to participate actively in each class session and prepare for each session by doing the assigned readings and activities. We will likely do at least one "blast writing" every day over readings or videos.

- Come to class on time (let me know if you might have a problem with this).
- Stay for the entire class.
- Do the assigned tasks before class.
- Contribute to discussion.
- Respect the comments and questions of others.
- Act like a professional.
- Complete the "blast writing" assignments and quizzes.

Keep a journal of websites and cool tools each day. Every class will begin with a tour of interesting and relevant websites. You must find an interesting website relevant for teaching/learning and post at least

one entry on the class Google Docs site. Write a summary of the website function in a journal (handwritten preferred). Write the following:

1. Name of site and web address
2. What it offers
3. Site quality rating (1-10 with 10 being high) with one sentence explanation
4. Site utility rating (1-10) with one sentence explanation

High Tech High Project Explanation and Presentation, 10%, written and oral presentation

1. Summarize the current project/publication.
2. Describe the specific tasks that students perform.
3. Show how the project could be improved.
4. Explain the learning theories that are in play.
5. Explain how could the project/publication be completed using no computers, phones, or tablets?

Cool tool lesson, 10%, oral presentation, post to Google docs, write in your journal

You must present at least one tool to class during the class' face-to-face meetings. Find a tool on the Internet or an application that you find useful. Post at least one entry on the class Google Docs site.

1. Explain the tool to the class
2. TEACH US how to use the tool
3. Allow the class to practice with the tool.
4. Check to make sure 100% of students know how to use the tool
5. Take questions on possible applications for learning

Exploratory unit, 30%, due August 18

Imagine that you are teaching a particular topic at a specific grade level. Describe how the topic is traditionally taught. Describe how you could intensify the learning experience for students using available resources. Map out a unit so that anyone could take your unit and teach it. Minimum number of hours: 5 (5 days of 60-minute classes).

1. Cut and paste a unit plan or parts of a curriculum guide (These abound on school district websites. Check OU's K-20 Center, too).
2. Explain how your approach will make learning more engaging, enduring, and relevant. Explicate how you will encourage students to create or innovate.
3. Borrow a rubric from a High Tech High project or from an article (or other source) that would be suitable for giving to students as a template (for example, "project description, products and deliverables, learning goals, related standards, required materials and tools, timeline, assessments). Customize these pieces for your own goals.
4. Describe the learning theories at play in your unit.
5. Why will your unit lead to more engaging, enduring, and relevant learning?
6. Post your unit on CANVAS and send a copy to me at lbaines@ou.edu by August 18
7. Critique THREE exploratory units created by your peers using the appropriate form by **August 23.**
8. After reading your critiques, complete a self-reflection and turn in to lbaines@ou.edu by **August 25.**

Grading:

This is a letter-graded course: A, B, C, D, or F.

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

Lawrence A. Baines, Ph.D.

Education

- Ph.D., English Education from University of Texas at Austin;
- M.S. Computer Information Systems from University of North Texas

Current Positions

Professor, Jeannine Rainbolt College of Education

Frequently Taught Advanced Programs Courses

- EDUC6930 Introduction to Teaching
- ILAC5960 Learning and Technology
- ILAC5233 Understanding Different Cultures
- Writing for publication (number varies)

Major Areas of Teaching and Research Interest

- Teacher preparation (includes tech)
- Adolescent literacy (includes tech)
- Privatization of public services (includes tech)

Publications and Presentations

12 books, 120+ articles or chapters, 120+ presentations

Recent Awards

Five awards for research/teaching in the past five years.

Major Professional Affiliations

- National Council of Teachers of English
- National Writing Project
- LEARN
- AERA-CURI
- Scholars Strategy Network