

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Learning and Technology

Course Number:

ILAC 6960-223

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 11 – 16, 2017

Location: Classes held at 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: June 12, 2017

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 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:

If you have one, bring your iPad/laptop/Smartphone to class.

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

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:

Prior to In-Person Class Meeting: June 12-July 9

Date	Assignment
Week 1 June 12-18	<p>Introduction</p> <p>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 on the discussion board this week.</p>
Week 2 June 19-25	<p>Big ideas about learning</p> <p>Read Readings, part 1. Post essay 1 online and email it to me at lbaines@ou.edu. Due date: June 25.</p>
Week 3 June 26-July 2	<p>Technological possibilities</p> <p>Read Readings, part 2. Post essay 2 online and email it to me at lbaines@ou.edu. Due date: July 2.</p>
Week 4 July 3-9	<p>Connecting learning and technology</p> <p>Read Readings, part 3. Post essay 3 online and email it to me at lbaines@ou.edu. Due date: July 9.</p>

During In-Person Class Meetings: July 11-16, 2017

Date	Readings/Activities	Assignment Due Date
Class 1 July 11 Tuesday	<p>Useful and interesting websites</p> <p>Review of the readings and your essays. Examine the information on this website: http://edorigami.wikispaces.com/Bloom%27s+and+ICT+tools</p> <p>Come prepared to discuss at least one technology tool or new bit of information from the above website.</p> <p>Discuss the Exploratory Unit (due 8/4): 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.</p>	In-class writing
Class 2 July 12 Wednesday	<p>Useful and interesting websites</p> <p>View/read assignment 1 before class</p> <p>Discussion: Maximizing engagement, maximizing learning Presentations (1) on High-Tech High projects or publications.</p>	High Tech High presentations (1)

Date	Readings/Activities	Assignment Due Date
Class 3 July 13 Thursday	Useful and interesting websites View/read assignment 2 before class Discussion: The right environment Presentations (2) on High-Tech High projects or publications	High Tech High presentations (2)
Class 4 July 14 Friday	Useful and interesting websites View/read assignment 3 before class Discussion: Networking, social possibilities, connections, the contemporary edge About the Cool tools presentations	In-class writing
Class 5 July 15 Saturday	Useful and interesting websites View/read assignment 4 before class Discussion: Once you take away the shiny objects, what is the individual student really learning?	Cool tools presentations Discuss proposals for final paper
Class 6 July 16 Sunday	Useful and interesting websites Individual work on final project Final thoughts/wrap-up	Present your proposal for the final paper Review of big ideas for the course Course evaluations

Following In-Person Class Meetings: July 17 – August 4, 2017

Date	Assignment
July 17-27	Submit draft of exploratory paper by July 27
July 28-August 4	Submit final draft of exploratory paper by 8/4

Assignments, Grading and Due Dates:

3 Essays, 10% each, June 25, July 2, July 9 (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 the readings or videos.

- 1) Come to class on time (let me know if you might have a problem with this)
- 2) Stay for the entire class.
- 3) Do the assigned tasks **before** class.

- 4) Contribute to discussion.
- 5) Respect the comments and questions of others.
- 6) Act like a professional.
- 7) Complete the "blast writing" assignments and quizzes.

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 presentations, 5%, oral presentation, post to Google docs

You must present **at least one tool** to class during the class' face-to-face meetings in July. 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) Demonstrate how to use the tool
- 3) Allow the class to practice with the tool. Take questions on possible applications for learning

Web site log, 5%, oral presentation, post to Google docs

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 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
- 5) Your name

Exploratory unit, 30%, due August 4

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 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?

Grading:

This is a letter-graded course: A, B, C, D, or F. 90-99=A, 80-89=B, 70-79=C, 60-69=D, Below 60=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 make 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 INFORMATION

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 Position

Associate Dean for Graduate Studies and Research, Jeannine Rainbolt College of Education

Courses Taught For Advanced Programs

- EDUC6930 Introduction to Teaching
- EDEN5940 Literature for Young Adults
- ILAC5960 Learning and Technology
- ILAC5233 Understanding Different Cultures

Major Areas of Teaching and Research Interest

- Teacher preparation
- Public schools
- Teaching English to adolescents

Publications

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

Recent awards

- Pedersen Excellence in Graduate Mentoring Award, 2016
- President, Oklahoma Council of Teachers of English, 2015
- Nominated for Pushcart Prize for short fiction, 2014
- Henry Daniel Rinsland Award for Outstanding Research in Education, 2014

Memberships

- National Council of Teachers of English
- Institute of Educational Studies
- World Future Society
- International Literacy Association