

**COURSE TITLE**

EDUC304 – Contemporary Instructional Technologies

**COLLEGE**

Spadoni College of Education

**COURSE DESCRIPTION**

This course examines how technology influences human and social behavior in education. Students will use, analyze, and design learning experiences involving apps, virtual reality, coding, robotics, blended learning, and other technologies. Using the lens of human and social behavior, students will analyze the technology-rich contemporary preK-12 classroom.

**COURSE DELIVERY**

This section of EDUC 304 is an [online](#) course utilizing the Moodle Learning Management System.

**INTENDED AUDIENCE**

This course is designed for Coastal Carolina students interested in examining present-day technology-driven education.

**CO/PREREQUISITES**

None

**CREDIT HOURS**

3.0

**CONTACT INFORMATION & OFFICE HOURS**

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Office Location: 205-C Prince Building

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**REQUIRED MATERIALS**

Software: Google Chrome web browser, Microsoft Office 2013 or above\*

Hardware: A tablet or smartphone that can download free educational apps; a computer, tablet, or smartphone with a webcam for student introductory video; a high-speed Internet connection

Other: You are required to obtain either a [Google Level I](#) (\$10) or [Apple Teacher](#) certification during this class.

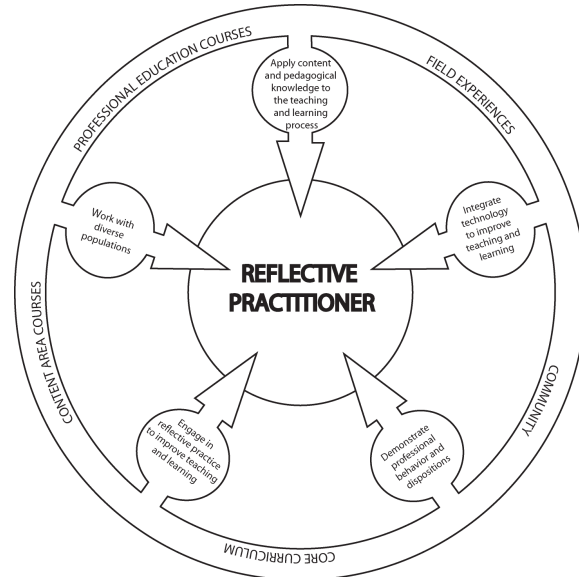
\*All students have access to basic Microsoft Office software through their Coastal Office365 accounts

**MINIMUM TECHNICAL SKILLS**

- Using and submitting files in the Moodle learning management system
- Using email
- Creating files in commonly used word processing programs
- Copying and pasting
- Taking screenshots
- Downloading and installing software
- Downloading mobile applications
- Using a spreadsheet program

**CONCEPTUAL FRAMEWORK**

The overarching theme of the Conceptual Framework for all educator preparation programs is *"The Educator as Reflective Practitioner."* The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.


**COURSE GOALS**

This course is designed for students to...

- (a) explore emerging educational technology tools, systems, and concepts
- (b) prepare technology integration solutions for contemporary learning environments

Course Student Learning Outcomes	Core Curriculum Alignment	COE Alignments	Assessment
<b>1) Apply methodologies and theoretical frameworks for questioning and problem-solving</b>  Students will critically analyze real-world problems. By defining the core problem through questioning and by applying applicable methodologies and frameworks, students will develop well-supported solutions.	SLO1: Apply methods of inquiry to investigate social behavior	CF 1, 2, 4, 5 ISTE-E 2, 5, 6 InTASC 1, 4, 5, 7 NBPTS 1, 2, 4, 5	Discussions Reflection Papers Projects Exam
<b>2) Analyze technology's impacts on human and social behavior</b>  Students will critically analyze technology's influence on human and social behavior through the lens of education	SLO1: Apply methods of inquiry to investigate social behavior among individual and group behaviors	CF 2, 3, 5 ISTE-E 1, 3, 4, 5, 7 InTASC 1, 2, 3, 6, 8 NBPTS 2, 3, 4	Discussions Reflection Papers Projects
<b>3) Demonstrate critical thinking/computational thinking strategies in order to evaluate patterns, differences, and similarities</b>	SLO2: Analyze and illustrate the connections among individual and group behaviors	CF 2, 3, 5 ISTE-E 1, 3, 4, 5, 6 InTASC 1, 2, 4, 8, 9, 10 NBPTS 1, 2, 3, 4	Discussions Reflection Papers Projects Exam

Students will evaluate real-world problems in order to identify and analyze patterns in technology and society.

**4) Design technology-driven learning experiences that account for forces impacting individual and group behavior**

SLO2: Analyze and illustrate the connections among individual and group behaviors

CF 1, 2, 3, 5  
ISTE-E 1, 2, 3, 4, 5, 6, 7  
InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
NBPTS 1, 2, 3, 4, 5

Discussions  
Reflection Papers  
Projects

Students will design technology-rich and research-supported lesson plans, makerspaces, and learning activities for different educational environments

**COURSE ASSESSMENTS & GRADE DISTRIBUTION**

E	POINTS
I. Projects	60%
II. Reflection Papers	15%
II. Discussions	10%
III. Final Exam	15%

SCORE	GRADE
90-100 %	A
86-89 %	B+
80-85 %	B
76-79 %	C+
70-75 %	C
66-69 %	D+
60-65 %	D
59% and below	F

Unless otherwise noted, all assessments must be submitted to the *Moodle* course management system. Neither E-mail nor hardcopy submissions will be accepted. Supplemental instructions and information will be available online.

**I. Projects**

Many course modules have a unique homework project that is to be submitted to the Moodle Assignments area. Sometimes the project requires a learning experience with a written paper response to an assigned question. At other times, the project is a learning artifact that you create to demonstrate your understanding of the content covered in the module. In both cases, the module always explains the expectations for each assignment. All homework must be submitted by the posted due date and time. Basic Office productivity software is available for free download through students' OneDrive accounts associated with their Coastal email address.

**II. Reflection Papers**

All students will complete multiple reflection papers throughout the semester to be submitted to the Moodle Assignments area. Reflection papers will be on individual module topics or unit topics. In these brief papers, students will reflect upon human and social behavior in reference to their experiences, the assigned readings and videos, among other topics. All papers will follow APA format. The exact page counts and other specifications will be listed in the assignments' instructions.

**III. Discussions**

All students will complete multiple discussion forum questions throughout the semester in the Moodle Discussion Forum areas. Students will introduce themselves to the class with a first week introductory video. In all other discussion forums, full points are awarded to students who post one original response post to the assigned question and two responses to classmates. Posts must offer reflections, insights into the reading and viewing materials for the module, personal experiences, or other content that moves the conversation forward. Responses must not be rehashing of other students' responses. Please read what others have posted before submitting. All original responses must be at least 200 words. All responses to classmates must be at least 100 words.

**IV. Exam**

All students will complete the educational technologies exam during the final week of class on Moodle. This exam includes questions from all modules and reading/viewing assignments including topics of technology integration, platforms, citizenship, manipulation, problem diagnostics, and solutions. There is a two-hour time limit to complete the exam, which must be submitted before the deadlines posted in Moodle.

Week	Modules	Assessments
1	Education and Technology	Educational Technologies and Human/Social Behavior Reflection Paper Microsoft Tech Badge Choice Project Student Video Introduction Discussion
2	Digital Citizenship	Digital Citizenship Badge Digital Citizenship and Human/Social Behavior Paper Digital Citizenship Discussion
3	Mobile Technology Platforms	Educational App/Web Tool Research List Educational App/Web Tool Screen Capture Tutorial Video Project Educational Apps and Human/Social Behavior Discussion
4	Assistive Technologies	Assistive Technologies Research Project Assistive Technologies and Human/Social Behavior Paper
5	Technology Integration Models	Technology Integration Models Research Project Tech Integration Model Infographic Project
6	Interactive Learning	Interactive Lesson Project
7	Virtual Experiences	Virtual Reality (VR) Experiences Reviews Virtual Reality (VR) and Human/Social Behavior Paper
8	Design Thinking	Design Thinking App Wireframing & Prototyping Project
9	21 <sup>st</sup> Century Classrooms Pseudocoding	Horizon Report Analysis Project Pseudocoding: Simple and Complex Tasks Project
10	Coding as a Literacy	Hour of Code Course Coding Reflection Paper
11	Computational Thinking	Lego Robotics Simulator Project Robotics Reflection Paper
12	Makerspaces	Makerspace 3 Dimensional Design Project Makerspace Sharing Discussion
13	Learning Management Systems	Google Classroom Project Google Level I Certification/Apple Certification Choice Project
14	Data-Driven Decision-Making	Data Driven Assessments: Blended Learning Project
15	STEAM Learning	STEAM Lesson Plan
16	STEAM Learning	STEAM Lesson Plan Final Exam

**ATTENDANCE/ADMINISTRATIVE PROCEDURES**

1. This course will utilize a course management system—Moodle.
2. Students are required to post in the Moodle discussion for the week on two (2) different days per week. Students are required to create at least one (1) original discussion board post and two (2) comments on peers' posts per week.
3. **A missed or late original discussion post counts as an absence in an online class.**
4. For financial aid reporting purposes, "attending class" is determined by the discussion board posts in an online course. If you complete an original, graded discussion post during the first week, that will count as attending class.
5. Homework must be submitted to *Moodle* by the posted deadlines. **No late submissions will be accepted.**
6. Occasionally I will send a class E-mail. Please be advised that it is your responsibility to check your Coastal E-mail account frequently. If you have questions regarding this course (if it is not personal or confidential in nature), please post them to the General Discussion forum on *Moodle* so the entire class can benefit from the answers. This is especially helpful for homework clarification and technical troubleshooting.
7. You are required to obtain legal access to the software used in the course, primarily *Microsoft Office Professional 2013*. Basic Office software is available through your school Office 365 account.
8. It is your responsibility to back up important data files for this course. Cloud storage is available through your school OneDrive account.
9. If you have any learning disabilities or are alternatively-abled in any manner, or if you feel you need special accommodation, please contact the Office of Student Disabilities, located in the Student Health-Counseling Center, 204 University Boulevard. For more information, call (843) 349-2307. Disabilities must be on record with the university in order for a student to be eligible for special dispensation.

**UNIT/SPA ASSESSMENTS:** EDUC 304 is a core curriculum class. Therefore, no Unit or SPA assessments are administered in the course.

**INCOMPLETE**

A grade of incomplete may be granted to students who have suffered serious personal illness or critical emergency circumstances during the academic term, resulting in failure to complete all assignments by the end of the quarter. Documentation from a physician is required and must be attached to the petition for a temporary grade of incomplete. Please see the college catalog for additional information.

**COURSE EVALUATION**

For each course evaluation completed, students will receive a confirmation email stating the course, instructor, date completed, and time completed.

**CCU POLICIES**Academic Integrity

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking and/or correspondence with members of the college community, students must give an accurate representation of the facts at hand. Students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own effort is considered dishonest. Students may not submit the same work for more than one course. A student may be suspended or expelled for academic dishonesty. Please refer to the Student Handbook for additional information regarding the policy on academic honesty.

Statement of Community Standards from Office of Academic Integrity

"Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.

On my honor, I pledge:

- That I will take responsibility for my personal behavior; and
- That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade, is a confirmation of this honor pledge."

Student Code of Conduct

<http://www.coastal.edu/conduct/index.html>

As the instructor of this course, I will report all academic integrity issue through the channels provided by the University.

Plagiarism

Coastal Carolina University does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created by the scholar uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

- <http://www.plagiarism.org/>
- <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Any works referenced should be properly cited in accordance with APA 6th edition style.

### **TECHNICAL HELP**

The following information has been provided to assist you in preparation for the technological aspect of the course.

CCU Student Computing Services: <http://www.coastal.edu/scs/>

Moodle Access Information: <http://www.coastal.edu/scs/index.html?type=moodinfo>

### **CLASS ONLINE HELP**

Feel free to E-mail me at any time with questions about assignments, etc. Skype consultations can be arranged as needed.

### **CLASS IN-PERSON HELP**

Please come in to see me during my office hours for in-person help. Please email me ahead of time so I am prepared with how to help you.

### **STUDENT RESOURCES/SUPPORT**

#### Student Resources

As a student, you will have access to:

Moodle Access Information. It is recommended that you become familiar with the tools and tutorials provided in Moodle to better equip you to navigate the course. Make sure to view all PDF files listed at <http://www.coastal.edu/scs/index.html?type=moodinfo>.

After logging in to Moodle, you will have access to the "Student Resources" and "Student Help Request" link on top of the page, which provides student resources and Help Desk

#### Information

The Writing Center - <http://www.coastal.edu/writingcenter>

Learning Assistance Center - <http://www.coastal.edu/lac>

Kimbel Library Website - <http://www.coastal.edu/library/index.html>

Distance Learning Faculty and Students Career Services - <http://www.coastal.edu/library/dl/index.html>

Counseling Services - <http://www.coastal.edu/counseling>

Office of the Registrar - <http://www.coastal.edu/registrar>

Financial Aid and Scholarships - <https://www.coastal.edu/financialaid>

Student Activities and Leadership - <http://www.coastal.edu/osal>

#### Student Support

Coastal Carolina University provides student technical support in the use of Moodle and supported resources. The student help desk may be reached at:

Email: [mccuscs@coastal.edu](mailto:mccuscs@coastal.edu) Phone: 843-349-2908

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.coastal.edu/scs/index.html?type=hoursandlocations>) for updated hours.

#### Accessibility and Disability Services

Coastal Carolina University is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical, psychological, or learning disabilities receive accommodations and assistance through the Office of Accessibility and Disability Services. With appropriate documentation, the coordinator determines accommodations needed to assist students in taking full advantage of their educational opportunities at the University. On-going coaching of students with disabilities is offered to help ensure success. To access services and accommodations, students should obtain documentation of the disability and make an appointment with the Accessibility Coordinator.

#### Closing the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. You can find [Hazardous Weather and Emergency Conditions Leave Policy](#) (FAST-HREO-220). Instructors may refer to the [Contingency Instruction website](#) for information about what to do if class has been cancelled.