LTEC 2600: Digital Tools in Education	
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Course Description

This course aims to prepare pre-service teachers to select and use digital tools to infuse technology into teaching and curricular decisions. The major topics of this course include selecting digital tools, technology limitations, inequities in student access, and technology integration in face-to-face, blended, and online learning environments.

Course Prerequisites

None

Delivery Mode

Face-to-face

Course Goals

The goal of this course is to prepare pre-service teachers to evaluate when and how to infuse technologies to support a diversity of students in educational environments. At the end of this course, students will be able to:

- Teacher candidates will critically inquire into the histories, effects, and ethics of technologies. (module 1)
- Teacher candidates will evaluate how technology integration effects students' learning. (modules 2, 3, 4, 8)

- Teacher candidates will use of digital tools, create media, and reflect pedagogical choices. (modules 4, 5, 6)
- Teacher candidates will learn civic online reasoning skills, digital citizenship, and how to teach them. (module 7)
- Teacher candidates will learn how to build professional learning networks (PLNs) where they learn alongside colleagues, community members, and others. (module 7)
- Teacher candidates will effectively explain and illustrate their ability to integrate technology effectively. (module 8)
- Teacher candidates will advocate for digital equity and access, particularly for under-resourced students and communities. (modules 1, 2)

Modules Overview

The following module topics provide an overview for the course; students should refer to course learning management system (LMS) for the full calendar.

- Module 1: Critical Perspectives of Technology
- Module 2: Technology Integration with PICRAT
- Module 3: Technology Integration Models
- Module 4: Practice with Technology Integration
- Module 5: Social Media, Media Literacy, and Digital Citizenship
- Module 6: Media Creation
- Module 7: Accessibility and Assistive Technologies
- Module 8: Technology Integration Portfolio

Required Text

There is no required text students must purchase for this course. Students will be provided with articles, podcasts, and videos by the instructor.

Attendance

Attendance and participation in this class is required and considered as part of the participation grade. Our time in class will consist of a lot of small group discussion, whole class discussion, and engaging hands-on with technologies. You are a vital part of a learning community, and your contributions are part of the knowledge that we create in our classroom.

 *Note: Dean of students' excused absences and athletic absences will be excused.

Course Assignments and Assessment

- *Portfolio* (90%): Students will create a portfolio that includes their plan for technology integration along with their technology, media lessons, and accompanying reflections.
- *Professional Participation* (10%): You are expected to be present for engaging learning sessions. Professional participation requires respect, courage, responsibility, and energy by teacher candidates to help create a welcoming classroom community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Teacher candidates' knowledge and reflection on course readings, assignments, themes, and activities should be evident through your prepared participation.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

Assignments:
This course contains 8 modules, and one module aligns with each week of class.

Important: This class contains one portfolio assignment containing multiple elements, with 4 assignment due dates, prior to the final submission on week 8 of the course. Students lose 10% each day it is submitted late, with a 3-day window to submit for late credit. On the fourth day, the portfolio cannot be submitted and will result in a 0% for that subsection.

GRADES

Grades will be calculated using the following scale:
A = 90% or more
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = Below 60%

Department Statements

The **Department of Learning Technologies** focus is to enhance learning and performance through innovative research, teaching, and service focused on, but not limited to: learning technology, information, language, and computing technologies to advance learning, training, cognitive development, and human performance.

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

UNT's Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Syllabus Statements

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for

the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this

site: https://coe.unt.edu/educator-preparation-office/foliotek   Links to an external site.

Educator Standards

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.

1. Standard 1Ai,ii,iv

1. Standard 1Bi,ii (Lesson design)

1. Standard 2--Knowledge of Students and Student Learning

1. Standard 3--Content Knowledge and Expertise

1. Standard 4--Learning Environment

1. Standard 5--Data-Driven Practice

1. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](#) [Links to an external site.](#)

Educator Standards for EC-6 Core Subjects

[Full description of the standards and competencies](#) [Links to an external site.](#):

- *Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)*
- *Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)*
- *Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)*
- *Standard IV 4.1k-4.18k, 4.1s-4.11s (History)*
- *Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)*
- *Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)*
- *Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)*
- *Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)*
- *Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)*
- *Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]*

Texas Essential Knowledge and Skills (TEKS)

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at

the following URL: https://tea.texas.gov/academics/curriculum-standards [Links to an external site.](#)

- *Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]*

English Language Proficiency Standards (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via

the Texas Education Agency using the following

link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4   Links to an external site..

Texas College and Career Readiness Standards

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-

BAAD2496062F3CD8   Links to an external site.

ISTE Standards

The International Society for Technology in Education (ISTE) has developed ISTE Standards for Educators that serve as a road map to helping students become empowered learners. These standards can be viewed at https://www.iste.org/standards/for-educators.

Technology Applications

Technology Applications (All Beginning Teachers, PDF)   Links to an external site. The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

- *Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*
- *Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*
- *Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*
- *Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*