Course Prefix / Number: EME3410
Course Title: Emerging Technology in the Classroom
Course Credit Hours: 1
Instructor Name: Russell Gremillion
Contact Information: rgremillion@uwf.edu or (850) 473-7068
Prerequisites or Co-Requisites: EME2040

Course Description
This course will examine specific methods for integrating technology (hardware and software) into subject area curricula in their classroom. Students will explore models of technology integration, classroom management and administrative tasks that can be performed more efficiently using technology, and learn strategies to select appropriate when planning for technology integration. Individualization will allow each student to select and develop materials in their disciplines.

Course Goals
The overall goal for this course is for students to demonstrate skill in planning for the integration of emerging technology into the classroom. Emphasis in planning should promote student learning of higher-order thinking skills through readily available, up-to-date information access through multimedia, telecommunications, and other emerging approaches for knowledge acquisition.

Program Goals
This course will encourage the empowered person and professional taking action to apply instructional technology into his/her work environment. This course addresses technology literacy as a specified in the Florida Technology Literacy Profile http://www.polk-fl.net/staff/technology/documents/TechLiteracyDefinition.pdf.

The Professional Education Unit has a conceptual framework that emphasizes the training of the EMPOWERED PROFESSIONAL MAKING A DIFFERENCE. This course involves learning activities that permit the pre-professional teacher to examine what he/she does to take an active role in the instructional process. This course, by virtue of its subject matter and through its activities, assignments and expectations, will assist the pre-professional teacher with his/her development as a
  1. critical thinker,
  2. lifelong learner,
  3. counselor/mentor,
  4. decision maker,
  5. problem solver, and
  6. ethical/moral professional

thereby enabling him/her to fully develop the characteristics of an empowered professional making a difference.

The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of educators. Florida's Uniform Core Curricula outline the knowledge, skills, and dispositions that candidates require to be successful in Florida's educational system.

To monitor your progress in this teacher preparation program, Key Assignments are required in selected courses. Key Assignments are specific learning activities that directly relate to the course and program learning outcomes. A passing grade (70% or higher) is required on each of the student learning outcomes identified on the assignment in order to receive a grade for the course and advance in the teacher education program. (Specific details are provided in your Teacher Education Handbook.)

Program Student Learning Outcomes:
  1. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction; (FEAPs a.3.g, a.2.g)
  1. Apply technology to organize and integrate assessment information. (FEAP a.4.f)
**Student Learning Outcomes (SLOs)**

1. Students will be able to integrate current information and communication technologies as they relate to the classroom.
2. Students will utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Students will apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
4. Students will apply technology to organize and integrate assessment information.
5. Students will determine and apply the appropriate use and maintenance of students’ information and records as they relate to their classroom.

**Course Alignments by Assessments, Outcomes, and Standards:**

<table>
<thead>
<tr>
<th>Project Name and Assessment Tools</th>
<th>Conceptual Framework Outcomes (Characteristics)</th>
<th>Course SLOs</th>
<th>NCATE Standards</th>
<th>FEAPs</th>
<th>Subject Area Competencies and Skills</th>
<th>ESOL Performance Standards</th>
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<tbody>
<tr>
<td>Final Project Compilation and showcase of all learned in the course:</td>
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<tr>
<td>1. Social Bookmarking</td>
<td>Problem Solver</td>
<td>1b</td>
<td>2.g, 3.g</td>
<td>00.12.3 60.6.3</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>2. Creating Your Own New Teacher Blog or Wiki</td>
<td>Problem Solver</td>
<td>1b</td>
<td>2.g, 3.g, 6.d</td>
<td>00.12.3 60.6.3</td>
<td>n/a</td>
<td>n/a</td>
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<td>3. Create a Storyboard</td>
<td>Problem Solver</td>
<td>1b</td>
<td>2.g, 3.g</td>
<td>00.12.3 60.6.3</td>
<td>n/a</td>
<td>n/a</td>
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<td>4. Create a Concept Map</td>
<td>Decision Maker</td>
<td>1b</td>
<td>2.i</td>
<td>00.12.2 60.6.3</td>
<td>n/a</td>
<td>n/a</td>
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<td>5. Create an Online survey in Pre-assessment for Teaching</td>
<td>Decision Maker</td>
<td>1b</td>
<td>4.f, 6.d</td>
<td>00.12.1, 12.4 60.6.3</td>
<td>n/a</td>
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**Topics**

During the semester several emerging technologies, such as:
- social bookmarking
- blogs, wikis,
- storyboard,
- Concept Map,
- Online survey in Pre-assessment for Teaching, will be introduced and discussed.

Students will create one project related to different Web 2.0 tools. Based on current research, assigned readings and classroom discussion, this project will reflect student understandings of the use of technology in a K-12 classroom. The project will be linked to student’s final grade.

**Tentative Schedule and Topics Covered:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td></td>
<td>Teaching with Educational Websites and Other Online Resources</td>
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<tr>
<td></td>
<td>Communicating and Networking with Websites, Blogs, Wikis, and More</td>
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<td></td>
<td>Creating and Sharing Information with Multimedia Technologies</td>
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<td></td>
<td>Promoting Success for All Students through Technology</td>
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<td></td>
<td>Engaging Teachers and Students in Learning and Self-Reflection</td>
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<td></td>
<td>Final Project Compilation and showcase of all learned in the course</td>
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</tbody>
</table>
Texts / Materials
Required texts:
1. Emerging Technologies in the Classroom, Pearson Custom Book. ISBN# 1-256-58862-8

Required Materials:
- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account

Grading / Evaluation
Note: To monitor progress, selected courses in the teacher preparation program include Key Assignments linked to program learning outcomes and state standards. Key Assignments must be submitted in TK20. A passing grade (70% or higher) is required on the identified student learning outcomes associated with Key Assignments to pass Key Assignment courses and continue in this Teacher Education program. If applicable to this course, the Key Assignment will be described below. There is not a Key Assignment in this course.

Course Requirements
1. Regular logins and active participation are needed for the successful completion of this course.
2. Students will learn about the lessons through readings, and individual performance.
3. Email and threaded discussion will be used to facilitate class discussion.
4. Generally speaking, the course will include reading assignments, problems and questions relating to the assigned reading which are to be answered by posting your answers to a Dropbox folder designed for this purpose. Likewise, from time to time, you will be asked to provide a written review and critique of your classmates' posted problem solutions and prior week's discussion, all of which will be deposited to the appropriate Dropbox folder, as specified in weekly assignments.

Submission of Assignments
Each module will run a week, for example, from Monday to Sunday. Unless otherwise changed by the professor, timely submission of assignments is the last day of the module. You may find the schedule of topics and assignments as well as due dates in the Course and Assignments Schedule. Please download this document as it will help you keep track of the calendar of the course.

Changes in Course Requirements
Since all classes do not progress at the same rate; I may wish to modify the requirements for this course or their timing as circumstances dictate. For example, I may wish to change the number and frequency of exams, or the number and sequence of quizzes and homework assignments. If I do so, you will be given adequate notification.

REQUIRED ASSIGNMENTS
1. Final project
Students will create one project related to different Web 2.0 tools. Based on current research, assigned readings and classroom discussion, this project will reflect student understands of the use of technology in a K-12 classroom. The project will be linked to student's final grade.
Letter grades will be assigned as follows:

<table>
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<tr>
<th>Grade</th>
<th>96% or better</th>
<th>90% to 92%</th>
<th>87% to 89%</th>
<th>83% to 86%</th>
<th>80% to 82%</th>
<th>77% to 79%</th>
<th>73% to 76%</th>
<th>70% to 72%</th>
<th>60% to 69%</th>
<th>50% or less</th>
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**Attendance Policy**
This course will require time and activity considerations which differ from many traditional courses. Each module will run a week, for example, from Monday to Sunday. Unless otherwise changed by the professor, timely submission of assignments is the last day of the module. You may find the schedule of topics and assignments as well as due dates in the Course and Assignments Schedule. Please download this document as it will help you keep track of the calendar of the course.

**Withdrawal Policy**
*Please discuss any academic concerns with me prior to withdrawing.* Withdrawals after the deadline will not be approved except for:
1. A death in the immediate family.
2. Serious illness of the student or an immediate family member.
3. A situation deemed similar to categories 1 and 2 by all in the approval process.
4. Withdrawal due to Military Service (Florida Statute 1004.07)
5. National Guard Troops Ordered into Active Service (Florida Statute 250.482)

Students who do not officially withdraw will be assigned a standard letter grade. Late withdrawals must be approved by the student’s advisor, instructor of the course, department chairperson, and finally, the University Academic Appeals Committee. Students who withdraw are not enrolled as of the date the withdrawal is processed.

**NOTE:** I must also add that you will not be granted an incomplete (I) grade unless you have completed at least 70% of the entire coursework.

**Minimum Technical Skills and Special Technology Utilized by Students**
This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload/download files. In addition, students may need one or more of the following plug-ins:

- Real Player: [http://www.real.com/realplayer/search](http://www.real.com/realplayer/search)
- eLearning's Accessibililty Resource Guides for users: [http://www.desire2learn.com/access/resources/](http://www.desire2learn.com/access/resources/)

**Expectations for Academic Conduct / Plagiarism Policy**

**Assistance for Students with Disabilities**
The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrcenter@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

**Accessibility Resources**
- Follow this link for information on accessibility settings in eLearning.
- Follow this link for information on accessibility features in UWF's Learning Management System (LMS), Desire2Learn.
**TurnItIn**

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

**Weather Emergency Information**

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: [http://uwfemergency.org/hurricaneprep.cfm](http://uwfemergency.org/hurricaneprep.cfm)
- Information about other emergency procedures is available on the UWF web site: [http://uwfemergency.org/](http://uwfemergency.org/)