1. Course Details & Important Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Online</td>
<td>Thursday</td>
<td>6 to 7:30 or 7:45 to 9:15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRN #</th>
<th>Classes Start</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>11353</td>
<td>May 12th</td>
<td>July 14th</td>
</tr>
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</table>

Adobe Connect Classroom Links:
- Main Meeting Room: [https://goo.gl/4q52KJ](https://goo.gl/4q52KJ)
- Work Room: [https://goo.gl/Eb21Wg](https://goo.gl/Eb21Wg)

Course Website: [http://techcurr2016.weebly.com](http://techcurr2016.weebly.com)

Course [Twitter](#) Hashtag: #techcurr

Course [Blog](#): [https://techcurruoit.wordpress.com](https://techcurruoit.wordpress.com)

Course YouTube Playlist: [https://goo.gl/LHxr3x](https://goo.gl/LHxr3x)

2. Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Dr. Robin Kay</td>
<td><a href="mailto:robin.kay@uoit.ca">robin.kay@uoit.ca</a></td>
</tr>
</tbody>
</table>

[Online Contact Information](#)

- Skype: rkay59
- [Twitter](#): @kayuoit
- [Texting](#): 289-380-2342
3. **Important Dates (Official Guide)**
   - May 20th – Last day to drop course and receive 100% refund
   - June 6th – Last day to withdraw from course without academic consequences

4. **Course Description**

   This online seminar course examines the theoretical foundations and practical questions concerning the educational use of technology. The main areas of focus will include learning theory and the use of technology, analysis of the learner, curriculum, and technology tools, leading-edge technology programs/initiatives, implementation, assessment, and barriers toward using technology. The overall focus of the course is on developing a critical, evidence-based, theoretically grounded perspective regarding the use of technology in the curriculum.

5. **Learning Outcomes**

   On the successful completion of the course, students will be able to:

   **LO 1.** articulate an informed perspective on the use of technology in education based on key learning theories, research, a critical examination of technology resources, a sound understanding of curriculum, and educational practice
   
   [G1, G2, T3, K1, P2]

   **LO 2.** understand critical factors that may influence today’s generation of students
   
   [C1, C2, P2]

   **LO 3.** explore, analyze, and evaluate innovative ideas for using technology in the curriculum
   
   [G2, G5, R6, K4, P3]

   **LO 4.** understand and assess 21st-century skills for students and teachers [A2, A3, T3]

   **LO 5.** investigate, analyze, and evaluate current technological tools and how they might enhance or inhibit effective learning [G4, T1, T2, T3, T4, K3]

   **LO 6.** understand factors that enhance or inhibit the implementation of technology in education [T2, T3, K3, A1]

   **LO 7.** explore and evaluate key approaches (e.g., TPACK, COI, Prensky) for integrating technology in education [K1, K2, A1]

   **LO 8.** examine and analyze how technology can influence assessment and the design of curriculum [T3, T5, K2, K3]
6. **Course Design (Read Carefully)**

- Students will participate in **12 three-hour sessions over a 10 week period**
- **A typical session** will consist of 1.5 in-class hours in Adobe Connect + 5 to 7 hours of asynchronous home activities
- The reason I have two 1.5 hour sessions is to create two smaller groups of 14-16 for better discussion and interaction (instead of one large group of 28 to 32)
- **Two sessions (out of 12) will be completely asynchronous** (because we have to fit 12 weeks into 10)
- The **majority of the classes will consist of a series of small group discussions and activities** to examine theory and practice on the use of technology in the curriculum
- Students are expected to attend ALL classes – If a class HAS to be missed, the student must inform the instructor well ahead of time to arrange for make-up work
- The **course website** will be used extensively as a guide and support for students in this course
- Assessments and activities will be authentic in this course. To that end, student assignments/activities will be used to create a public [Technology & Curriculum Blog](#), a Meaningful Tools Website, and an E-Book on Leading-Edge Use of Technology
- Students will be asked to contribute regular resources tweets using our class hashtag **#techcurr**. The goal here is to create an exemplary set of technology and curriculum resources for the UOIT and larger education community in K-12 & Higher Education
- Meetings with individual students will occur in Skype or in Adobe Connect – **Main Meeting Room**
7. Key Topics for the Course

The following topics will be addressed, discussed, analyzed, and evaluated (see Lessons on Web Page for Weekly Topics)

- Foundational Readings in Technology and Education (see Section 8 - Required Readings)
- Foundational Concepts (Defining Learning, Meaningful use of Technology, Meaningful Curriculum)
- Key Learning Theories
- 21st Century Perspective (Desired skill set, Analysis of Net Generation Norms)
- Technology Integration Models
- Investigating Current Technology
- Implementation of Technology in the Curriculum
- Barriers and Tensions When Using Technology in the Curriculum
- Leading Edge Technology Integration Ideas/Approaches
  - Blended Learning
  - Flipped Learning
  - Makerspaces/Hackerspaces
  - Gamification
  - Social Media
  - Online Course Creation (Versal)
  - Udemy (Creating a MOOC)
  - Assistive Technology

8. Required Texts/Readings

**Required Readings**


*Additional readings may be assigned or recommended during the course*
Resources and Readings that Would be Really Useful (Not Mandatory)

1. **Teacher's Guide to Tech** - 2016 (pdf download) $20
   - Good description of book [here](#)
   - Really effective guide for busy teachers – over 130 tools covered
   - See list of tools [here](#)

2. **Snagit** Screen Capture Tool (Free for 30 days, $30 for Edu Version for Life)
   - I have used a lot of these tools and this one is easy and quick to upload to YouTube
   - Does a great job for screenshots as well

   - [Sample chapter](#) (that you will be asked to read)
   - A foundational book that is short (78 pages), easy to read and full of meaningful ideas and resources
   - One of those “must read” books for MEd students in our program

Other Useful Print Resources


Web Resources

- See [Resources](#) on Course Web Page
9. Assessment

All assignments are described in detail in the course website assignment section.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>%</th>
<th>Learning Outcomes</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Weekly</td>
<td>25%</td>
<td>L1 to L8</td>
<td>Community Contributions</td>
</tr>
<tr>
<td>June 2nd</td>
<td>20%</td>
<td>L1 to L8</td>
<td>Foundations Checklist</td>
</tr>
<tr>
<td>June 16th</td>
<td>25%</td>
<td>L5, L6, L7</td>
<td>Meaningful Technology Tool</td>
</tr>
<tr>
<td>June 23rd to July 14th</td>
<td>30%</td>
<td>L1, L3, L6, L8</td>
<td>Application of Technology Project</td>
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Late Assessment
Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and alternative due date. Students who do not notify the instructor ahead of time could receive a grade of 0 on the assignment unless there are exceptional circumstances.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading is in Section 5 of the UOIT Academic Calendar.
10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

If you need extra help, you can also contact the Student Learning Centre

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT’s regulations on Academic Conduct (Section 3.10.2 of the Graduate Calendar starting on p. 63) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity Website. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre.
12. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a signed Turnitin.com Assignment Cover Sheet with their assignment at the time of submission to the instructor.

13. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education

As you may know, UOIT is governed by the Freedom of Information and Protection of Information Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

14. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, anonymous online course evaluations are administered during the last week of classes. Students are strongly encouraged to participate actively in this process.