

Section A: Title

EDCP 470 951

July 4 - 22, 2011

8 am - 1030 am, Mon - Fri

Classroom: Scarfe 1006

Instructor: Jenny Arntzen

Office: Scarfe 2120

Office Hours: by appointment

email: jarntzen@interchange.ubc.ca

Credits: 3

blog: <http://blogs.ubc.ca/edcp4709512011/>

wiki: http://wiki.ubc.ca/Course:Edcp_470_951_2011

Section B: Course Description

In this course we will examine current research and practices concerning the use of computers in education. This will include computer-assisted instruction and computer-augmented instruction. A broad spectrum of information and communications technologies (ICT) will be discussed for enhancing ICT knowledge, toward incorporating ICT in professional educators' practices.

Section C: Course Objectives

1. Explore, discuss, design, and assess ICT in relation to teaching and learning, curriculum, research, and administration;
2. Design and use ICT to develop interactive communication strategies for educational settings.

Section D: Requirements

The following are required for successful completion of this course:

1. Regular attendance and punctuality;
2. Active participation in activities and class discussions;
3. Satisfactory completion of all assignments on time.

Notes:

a) please refer to Bachelor of Education Program Policy Handbook for questions pertaining to attendance, assignments and performance;

b) you will need to work outside of scheduled course time, both in the lab and on your own to complete all assignments satisfactorily;

c) you should expect collaborative assignments to take longer than working on your own;

d) you will need a CMS log in for each class meeting.

Section E: Text and Course Fee

We will take advantage of the research resources provided by the university. Each student will be responsible for contributing three peer reviewed journal articles pertinent to ICT, education, teaching, learning, special topic or disciplinary areas, pedagogy, curriculum, assessment and other issues identified as the course unfolds. These texts will be cited and annotated on a References page, with a link to access the pdf file. In recognition that you, the students in this course, will be building the course reading list through your research, no course fee is required.

Students are expected to provide their own storage disks, flash drives, cd roms, etc. (digital storage devices).

Section F: Grades

Marks Description

15 --- Readings - Reactions and Response Papers

20 --- Professional Online Environment

20 --- In-Class Participation

35 --- Educational Multimedia Module

10 --- Presentation (aka Fifteen Minutes of Fame)

Section G: Assignments

1. Readings - Reactions and Response Papers (15 marks)

You will research and examine three peer reviewed journal articles for:

- a) Statement of the author's main thesis;
- b) Critical interpretation (response) of this thesis, supported by other perspectives regarding teaching and learning about education and technology;
- c) Relate your interpretation to contemporary challenges you have observed regarding incorporating ICT into your professional teaching practice (this can include experiences from your practicum);
- d) Be prepared to make a connection between any of the research papers discussed in class, and your presentation activity (Fifteen Minutes of Fame);
- e) Each paper is to be 500 words and due not later than Friday at 5 pm each week.

Friday, July 8 - Paper 1

Friday, July 15 - Paper 2

Friday, July 22 - Paper 3

2. Professional Online Environment (20 marks)

You will be responsible for designing and maintaining a professional online environment for this course (blog, wiki or website). This project must include daily postings about your learning and provide a showcase for your course assignments. It will also demonstrate your evolving skills and knowledge about, and with, ICT through the incorporation of texts, links, photography, drawings, illustrations, video, diagrams, etc. to communicate your point of view.

Friday, July 8 - Preliminary Review

Friday, July 15 - Collaborative Critique

Friday, July 22 - Final Project Due

3. In-Class Participation (20 marks)

You are required to participate in class discussions, project development, and critical inquiry processes. A key element in developing new ICT perspectives and practices is contributing knowledge to the learning group, building a participatory learning culture engaged with, and about ICT. These discussions will evolve on a daily basis, emerging from the collaborative and individual research and discussions carried out by class members. Our focus is to integrate research and practice, to broaden perceptions of ICT affordances and develop skill and confidence for overcoming barriers particular to educational institutions. In-class exercises will provide further opportunities to explore issues, concepts, techniques, practices, and critical engagements with ICT.

4. Educational Multimedia Module (35 marks)

This assignment is designed so that you can focus on ways to engaged your own students through critical inquiry and active learning about an issue of educational significance. You will be expected to cite content from the readings, reference Ministry of Education IRPs, incorporate ICT learning activities to provide multi-modal pedagogies and curriculum, and challenge your own evolving ICT skill and knowledge. The final project will be completed as an online environment using a blog, a wiki, a discussion forum, or a web site.

Friday, July 8 - Project Proposal Due

Friday, July 15 - Project Check In

Friday, July 22 - Final Project Due

5. Presentation (aka Fifteen Minutes of Fame) (10 marks)

You will have an opportunity to teach the class. You will be able to choose from a broad range of activities to lead the class: discussion of emerging issues, knowledge and practices arising from the readings; demonstration or facilitation of learning new ICT applications or exploring new ICT environments that might be adapted for particular lessons; a presentation of your work in progress for your multi-media module; a unique perspective you are bringing to the development of your professional online environment. These presentations are expected to be developmental, evolving, engaging, and challenging. They will be assessed on risk-taking, conceptual growth, ICT skill development, and pedagogies of active learning.

Section H: Assessment

Formative and summative assessment are used to grade your work in this course.

Formative assessment will be used on a daily basis to chart evidence of activity - that is, discussions and postings online that demonstrate broadening and/or deepening conceptual perspectives about ICT in educators' professional practice. You are encouraged to post your thoughts, feelings, experiences, research, observations and experiments as a daily journal posting in your professional portal. Examples of this kind of posting would include: conversations overheard or participated in, experimentation with new ICT skills and expression, criticality in media practices and ICT instruction, risk-taking, innovation and adaptation in developing ICT learning experiences, and observations of ICT as a cultural influence.

Summative assessment will be used to grade your coursework submissions:

1) Reaction and Response Papers: 400 - 500 words each, posted in your professional online environment, easily located, articulating author's main thesis, your critical interpretation, making a link to contemporary ICT conditions in education; annotated citation on the course blog Reference page, and URL to locate the original pdf;

2) Professional Portal: submit URL address to link to the course blog, personal introduction, daily developmental journal entries, multi-media elements, links to Internet resources;

3) In-Class Participation: Attendance, punctuality, evidence of activity (both in the course blog and in your online professional environment);

4) Educational Multimedia Module: links to research papers, pedagogical rationale, lessons and/or unit plans, connections to IRPs;

5) Presentations (aka Fifteen Minutes of Fame): connections to readings, active learning pedagogies, participatory learning cultures, incorporating ICT, provocative discussion; ICT in education, etc.

Section I: Tasks and Timeline

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Tasks and Timeline						
		Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
		Reaction and Response Paper (15 marks)	Professional Portal (20 marks)	In-Class Participation (20 marks)	Educational Multimedia Module (35 marks)	Presentations (aka Fifteen Minutes of Fame) (10 marks)
7/4/11	Mon	Research Reading 1				
7/5/11	Tue					
7/6/11	Wed					
7/7/11	Thu					
7/8/11	Fri	Reading 1 Due	Preliminary Review		Proposal Due	
7/11/11	Mon	Research Reading 2				
7/12/11	Tue					
7/13/11	Wed					
7/14/11	Thu					
7/15/11	Fri	Reading 2 Due	Critical Review		Project Update Due	
7/18/11	Mon	Research Reading 3				
7/19/11	Tue					
7/20/11	Wed					
7/21/11	Thu					
7/22/11	Fri	Reading 3 Due	Final Project Due		Final Project Due	