EDCO 305: Technology for the Inclusive Classroom
Fall 2019
2 Credit Hours

Catalogue Course Description
EDCO 305 is a lecture and field-based course that explores the use of technology as a tool to solve specific teaching and learning challenges related to content area standards. Universal Design for Learning will provide a structure for planning, implementing, and assessing technology-assisted lessons.

Prerequisites
Admission to the Teacher Education Program

Course Goals
The major goal for this course is to develop teachers who can utilize technology to empower themselves and their students to become participatory, global citizens. Specifically, preservice teachers will: (1) Design, justify, and implement digital-age learning experiences and assessments, though the use of digital tools and assistive technology, that meet the needs of diverse learners; (2) Apply the Universal Design for Learning framework to the creation of technology integrated lessons and activities in the classroom; (3) Model digital professionalism through an understanding of legal, ethical, cultural, and societal issues related to technology; and (4) Develop strategies for remaining current in the field of technology.

Education Core Themes	Connection to EDCO 305
Differentiation - understanding and applying strategies that address the diverse strengths and needs of individual students	Candidates use the Universal Design for Learning framework to create differentiated lessons and assignments for students. Candidates collect student-specific information, plan, and teach technology-integrated lessons that develop student content knowledge in inclusive classrooms.
Cultural Competence - ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences	Candidates engage in classroom discussions on cultural competence as it relates to technology and the digital world. Further, candidates record contextual factors for each field-placement student, inclusive of their unique strengths and challenges, and will design a technology-integrated activity that meets the needs of each student. Further, with the Universal Design for Learning framework, candidates gain practice with designing work for students that uses technology to reduce curricular barriers by providing multiple means of engagement, action and expression, and representation.
Assessment - using various methods to determine what a student knows or is able to do	Candidates create a technology-integrated activity to teach course content inclusive assessment to measure student learning. Candidates discuss student performance and provided feedback using multiple data points.
Professionalism and Perseverance - exhibiting behaviors and actions indicative of a mature and responsible adult; able to move forward and be successful in the face of challenge or adversity	Candidates are provided with formative feedback from the instructor on multiple assignments throughout the course. Furthermore, candidates receive formative feedback from the host/mentor teacher on the field rubric.

Alignment of Course Goals, Standards, and Assessments

Unit Standards/Elements University Level Competencies ISTE- Teacher Standards	Student Learning Outcome – Course Content (SLO-C) Student Learning Outcome – Field Work (SLO-F)	Assessment(s)
Course Goal One Design, justify, and implement digital-age learning experiences and assessments, through the use of digital tools and assistive technology, that meet the needs of diverse learners.		
Unit Standard 3: Technology Element 1: The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression. University Level Competencies: 1, 4 ISTE-T: 1, 2, 3	SLO1-C. Develop a technology integrated activity plan that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).	Key Assessment
	SLO2-F. Implement a technology integrated activity that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).	Field Experience Rubric Key Assessment
	SLO3-C. Explain how and why to use technology to meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).	Key Assessment Blog Posts Technology Activities Midterm
US 3. Technology E4. The teacher candidate utilizes technology to collect, manage, and analyze data to determine impact on student learning. ISTE-T: 2	SLO4-C. Utilize spreadsheets and databases to access and analyze p-12 student data.	Key Assessment Technology Activities
Course Goal Two Apply the Universal Design for Learning framework to the creation of technology integrated lessons and activities in the classroom.		
US 3. Technology E2. The teacher candidate utilizes technology to fulfill the principles of Universal Design for Learning by providing multiple representations of content, multiple options for engaging learners, and multiple options for learners to demonstrate understanding. ISTE-T: 1, 2, 4	SLO 5-C. Describe the elements of UDL included in the technology integrated activity.	Key Assessment Blog Posts
	SLO6-C. Develop a technology integrated activity using the three principles of UDL.	Key Assessment
Course Goal Three Model digital professionalism through an understanding of legal, ethical, cultural, and societal issues related to technology.		
US 3. Technology E3. The teacher candidate models and requires safe, legal, ethical, and appropriate use of digital information and technology. ULC: 4 ISTE-T: 3, 4	SLO8-C. Describe legal, ethical, cultural, and societal issues related to technology.	Blog Posts Midterm Final
	SLO9-F. Create materials using technology that adhere to copyright law.	Key Assessment Technology Activities
	SLO10-F. Develop technology integrated activities that require safe, legal, ethical, and appropriate use of digital information and technology.	Key Assessment Technology Activities

Course Goal Four		
Develop strategies for remaining current in the field of technology.		
US 7. Professional Learning and Ethical Practice E1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice. ISTE-T: 5	SLO10-C. Determine methods to stay engaged in continuous professional learning opportunities; then participate in and contribute to a professional learning network.	Blog Posts Key Assessment

Teaching Methods

Throughout this course, students have the chance to demonstrate their knowledge through:

1. Participating in and leading class discussions
2. Participating in field-based experiences that relate to course content
3. Co-planning and co-teaching lessons
4. Collaborating on class technology activities
5. Viewing and reacting to instructional videos
6. Reading and discussing articles, book chapters, and blog posts
7. Experiencing, reflecting upon, and discussing a variety of digital tools
8. Determining how the digital tools discussed within and beyond 305 can be adapted to fit the needs of a specific content area

Required Texts and Materials

    * Via Account: Please contact Ms. Adams (adamsb@winthrop.edu) or Dr. Costner (costnerb@winthrop.edu), if you need an account.

    * UDL Now! A Teacher's Guide to Applying UDL in Today's Classrooms by Katie Novak

    * Book chapters and articles, accessible online (see Blackboard for more information)

    * Content Standards

    * ISTE Standards

        International Society for Technology in Education (ISTE) Educator Standards
        (https://www.iste.org/standards/for-educators)

        International Society for Technology in Education (ISTE) Student Standards
        (http://www.iste.org/standards/standards/for-students)

Suggested Readings and Resources

Fisher, D., & Frey, N. (2015). Checking for understanding digitally during content area learning. *The Reading Teacher, 69*(3), 281-286.

Hall, Meyer, & Rose. (2012). *Universal design for learning in the classroom: Practical application.* New York, NY: Guilford Press.

Hollandsworth, R., Dowdy, L., Donovan, J. (2011). Digital citizenship in K-12: It takes a village. *TechTrends: Linking Research & Practice to Improve Learning*, 55(4), 37-47.

Pitler, H., Hubbell, E., & Kuhn M. (2012). *Using technology with classroom instruction that works* (2nd ed.). Alexandria, VA: ASCD.

Price-Dennis, D., Holmes, K.A., & Smith, E. (2015). Exploring digital literacy practices in an inclusive classroom. *The Reading Teacher, 69*(2), 195-205.

Ribble, M. (2015). *Digital citizenship in schools: Nine elements all students should know* (3rd ed.).
Eugene, OR: International Society for Technology in Education.

Richardson, W. (2010). *Blogs, wikis, podcasts: And other powerful web tools for classrooms.* Thousand
Oaks, CA: Corwin.

Shelly, G.B., Cashman, T.J., Gunter, R.E., & Gunter, G.A. (2008). *Integrating technology and digital
media in the classroom (*5th ed.). Boston, MA: Thomson Course Technology.

Smith, G.E., & Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms.*
Washington DC: International Society for Technology in Education.

Stover, K., & Yearta, L. (2017). *From pencils to podcasts: Digital tools for transforming K-6 literacy
practices.* Bloomington, IN: Solution Tree Press.

The Education Core
The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21st century schools.

Description of Clinical Component of EDCO 305 (A Core Course)
Number of hours required in school setting: 12

Field performance expectations: In order to build an inclusive classroom, teacher candidates utilize the three principles of Universal Design for Learning (UDL) to implement technology-integrated activities that support diverse learner needs. Candidates enrolled in EDCO 305 observe and collect classroom data on learners and teachers related to climate and procedures, learner interests and abilities, available technology, and school environment. Candidates develop and implement at least one technology integrated activity that meets the needs of diverse learners, adheres to UDL principles and guidelines, integrates educational technology, and utilizes co-teaching strategies.

Supervision of field experience: Host Teacher
*You will be assigned a host teacher and classroom. It is your responsibility to plan with the teacher and complete a **required minimum of 12 hours of field experience**. All field experience hours are logged in Via.*

Description of Course in Relation to Education Core
EDCO 305 focuses on teaching methods and the integration of technology to meet the diverse needs of learners in the P-12 classroom. Knowledge of and experience with diverse learners in EDUC 200 and STAR Rotations is applied to support success for all learners in EDCO 305.

University Level Competencies Addressed in the Touchstone Program
EDUC 305 is completed as part of the Touchstone Program, Winthrop University's distinctive approach to general education. Thus, EDUC 305 helps students make progress toward University Level Competencies 1, 2, and 4.
Competency 1: Winthrop graduates think critically and solve problems.
Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.
Competency 2: Winthrop graduates are personally and socially responsible.
Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.
Competency 4: Winthrop graduates communicate effectively.
Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Instructional Technology Center
The Instructional Technology Center (ITC) in Withers 307 provides a variety of technology for students in the College of Education (COE) to use in the field or for their courses. Items can be checked out during the semester for all of your technology needs.

The COE recommends that students use recording equipment from the ITC when filming segments for courses.

Recording Clause
With the availability of tools capable of capturing of material, lectures, courses, etc., please be mindful of the following policy. Violations of any form noted below are considered violations of the Code of Academic Integrity policy and potentially the Code of Student Behavior located in the Winthrop University Student Handbook as well as the Undergraduate Catalog. No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor. This can be a violation of copyright. No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared. If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Lab Procedures
No food or drinks are permitted in the computer labs. When students enter the labs, books and other materials should be placed under the computer desks to allow more space on the work surface. The notebook and texts for the class should be the only materials out on the computer tables. Because the computers are fiber linked for security purposes, students should not pull on the wires or try to move the computers. Doing this will immediately activate an alarm.

Student Code of Conduct
As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online (http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf)

Teacher Education Professional Dispositions
Our responsibility as faculty is to insure that our teacher candidates conduct themselves professionally in all areas. If any teacher candidate demonstrates inappropriate behaviors or questionable dispositions, we are obligated to document and discuss our concerns with the individual. The RWR College of Education has determined the dispositions necessary to be a teacher candidate and to become an Educational Leader. Teacher candidates in the College are expected to exhibit these dispositions at all times, but especially during interactions with other teacher candidates, university faculty & staff, and students, faculty and staff in the public schools. Dispositions are outlined online (http://www.winthrop.edu/uploadedFiles/coe/sas/Dispositions.pdf)

Classroom Environment
Our classroom is a place in which all will treat and be treated with respect and dignity regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age and/or ability. Additionally, diversity of thoughts is appreciated and encouraged provided you can agree to disagree. It is the professor's expectations that ALL students consider the classroom a safe environment. (Adapted from the Campus Safe Zones program.)

Participation
Active participation begins before you enter the classroom with careful readings of the texts. Spend some time working through the text, marking important passages, jotting down questions, and engaging the author as a conversation partner (see Rosenblatt's Transactional Theory). Preparation plays a crucial role in participation. In class, comment on the readings, ask questions, and engage in conversation with classmates. Additionally, put forth great effort in learning about and experiencing new digital tools. Be thoughtful and purposeful in determining how these tools, or similar tools, may be used to increase communication, collaboration, and creativity within and beyond the walls of your future classroom.

Attendance
As noted in the Winthrop University Undergraduate Bulletin, course attendance is expected. Be present and prompt. This course is highly participatory and requires physical attendance and engagement. **The instructor reserves the right to remove points from the student's final grade due to any absence.** After one absence, your grade will automatically be lowered by one letter grade and will continue to be lowered by one letter grade for each additional absence. Two tardies and/or early departures will be considered one absence. The instructor reserves the right to excuse an absence based on a hard copy of proper documentation (i.e. a doctor's excuse). *Students are responsible for information and assignments presented during an absence.*

Students with Disabilities/Need of Accommodations for Access:
Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu, as early as possible to discuss your concerns. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Assignments
The grade you earn for this course is based on the assignments outlined below. **All assignments must be submitted in order to get credit for the course.** The written portion of all assignments must be word processed. While class time is provided for work on most assignments and activities, you are also expected to work outside of class to complete assignments. Additional information about each assignment will be made available in class and on Blackboard. **Due dates for all assignments are indicated on the course schedule.**

Late Assignments
All assignments and in-class activities must be submitted in order to get credit for the course. Due dates are noted on the syllabus and on Blackboard. The penalty for late assignments is a 10% deduction of the point value for each day the assignment is late. Exams must be taken on the day for which they are scheduled. If an exam is missed, students must provide documentation about the reason(s) for the absence. The instructor will be responsible for judging the adequacy of the cause for absence.

A Note on Grading
All graded assignments are considered carefully and evaluated based on a rubric or other assessment instrument that is made known to you before the assignment is due. If a calculation error has been made on your paper, let your professor know and it will be corrected. If you disagree with the grade you earned, review the assignment and the assessment instrument. On the assignment, highlight the area or component that you believe should be reconsidered. On a separate piece of paper, detail why and how you think the assignment should be reconsidered. Turn this information in to your professor for a reconsideration of your grade.

Online Exams
Online midterm and final exams will be administrated online through Blackboard on the day/time noted in the syllabus course schedule. However, the allotted time to complete the exam is at the discretion of the instructor in order to protect the integrity of the exam. All students in the class will be informed of any time constraints for the exam prior to exam administration.

Syllabus Change Policy
This syllabus reflects expectations for the course. However, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, the students will be notified accordingly.

Grading Scale

Percentage	Grade		Percentage	Grade		Percentage	Grade
94-100	A		80-83	B-		67-69	D+
90-93	A-		77-79	C+		64-66	D
87-89	B+		74-76	C		60-63	D-
84-86	B		70-73	C-		<60	F

Course Assignments

Assignment	Points Earned	Points Possible	Percentage of Course
Participation: Technology Activities and Discussions		25	25%
Midterm		10	10%
Field Experience Rubric		10	10%
Contextual Factors *(Key Assessment Part I)*		10	10%
Technology Integrated Activity *(Key Assessment Part II)*		30	30%
Final		15	15%

Participation: Technology Activities and Discussions – 25 points
Students will work through and complete technology activities as assigned by the instructor. Activities include but are not limited to graphic organizers, digital image manipulation files, digital videos, and digital storytelling products. Additionally, students are expected to fully participate in course discussions. In order to foster comprehension, students will come to class with talking points and questions prepared. Not being present in class means that the student forfeits all participation points for the day.

Midterm – 10 points
Students will take a midterm at the halfway point in the semester. This will provide an opportunity to demonstrate knowledge gained in the course and will be based on course readings and class activities.

Field Experience Rubric – 10 points
To build an inclusive classroom, teacher candidates will utilize the three principles of Universal Design for Learning (UDL) to implement a technology integrated activity to support diverse learner needs. The Field Experience Rubric will be completed by the Host Teacher and submitted to Via. **The student must pass the field to pass the course.**

EDCO 305 Key Assessment - 40 points
The Key Assessment in EDCO 305 has two parts. First, students will gather contextual factors about their students, classroom, and school. Then, students use that information and work with the host teacher to develop and implement a technology-integrated activity.
* Students must earn a C or better on the key assessment to earn a C in EDCO 305. A grade of C or better in EDCO 305 is required for successful completion of the Winthrop University initial teacher preparation program.

Final – 15 points
Students will take a final at the end of the semester. This will provide an opportunity to demonstrate knowledge gained throughout the course.