



TECHNOLOGY FOR TEACHING AND LEARNING | EDUC-W550 | SPRING 2021

INSTRUCTOR CONTACT INFORMATION

Instructor: Jeremy Price, PhD

Contact: Canvas Inbox is my preferred means of contact, although my direct email is jfprice@iupui.edu. I will typically return your e-mails within 24 business hours, the exception being Jewish holidays.

Office: IUPUI Campus, ES3168. I am also available to meet via [Zoom](#).

Office Hours: By appointment. Please contact me via Canvas Inbox or Zoom.

COURSE DESCRIPTION

This course investigates innovations, emerging technologies, and technology's role in education reform. Students will collaborate to search out, evaluate, and synthesize research studies and verifiable information about promising educational technologies.

This course is organized around essential questions to guide our learning, discovery, and exploration. The course as a whole is guided by the overarching essential question:

What are the critical issues that intersect with technology and education, and how do we approach these issues in our classrooms, schools, and communities?

Exploring this question will prepare you to engage with the current state of educational technology in society and in the classroom more deeply. You will be introduced to four of these critical issues, and explore each issue through a spiral process of building new knowledge and deepening understandings, moving from understanding to analyzing to transforming. Each module is further guided by an essential question and a learning goal with a set of readings and a culminating performance that challenges you to engage in transforming the issue through educational technology.

There is also a culminating performance for the course as a whole, which will allow you to choose one of the critical issues. You will then create an online educational activity structure called a *WebQuest* to engage an audience of your choice in a deep exploration of one of the topics covered over the course of the semester.

In addition to exploring these critical issues in-depth, this course is also set up as a model of collaborative technology-facilitated and online learning. Please pay attention to the structure of the course itself so that you can apply some of the same ideas, practices, and tools in designing your own learning environments.

Each module is set up to explore an essential question as outlined below:



Module Essential Question	How you'll demonstrate this to your instructor
(Overarching) What are the critical issues that intersect with technology and education, and how do we approach these issues in our classrooms, schools, and communities?	Create a WebQuest that engages a specific audience in one of the topics of exploration for the course.
(1) What are the ways in which the digital divides impact our educational environments?	Design an infographic that illustrates how your context influences how digital divides play out and how an asset-based approach to addressing digital divides can work in your context.
(2) How do the tensions between truth and disinformation online and in the media impact the social and cultural purposes of education?	Develop a video Public Service Announcement (PSA) on how to identify and evaluate disinformation and effective responses.
(3) Why are white nationalism and online hate a concern for educators?	Contribute to a web-based newsletter on unravelling online white nationalism and extremism based on an interview with a former white nationalist.
(4) What roles do online algorithms play in facilitating and inhibiting equity and inclusion online, offline, in schools and classrooms, and in the wider world?	Create an online research brief/friend of the board statement/expert testimony on your position concerning the place of AI in teaching.

COURSE WEBSITE

You will participate in this course using the [IU Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

COURSE REQUIREMENTS

Required Text

No required textbook. All readings will be provided via PDF or DOCX on the course Canvas site.

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox or Google Chrome browser



TECHNICAL SUPPORT

You may also receive support from

- [University Information Technology Services \(UITS\)](#) (human support)
- [IU Knowledge Base \(IUKB\)](#) (guides)
- [IUware](#) (download free software)

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

Each module is designed to follow a progression of learning, and includes several parts: Warm-Up activities, Building Background presentations (where your instructor will provide some grounding in the materials), Building Knowledge discussions, Reflecting Back activities, Module and Intermediate Performances, and a final Culminating Performance for the course.

GETTING UP TO SPEED ACTIVITIES (2.5% OF THE FINAL GRADE)

The first week is set up to guide you through some of the technologies and practices that will be used throughout the course. You will gain an introduction in using some of these tools.

PORTFOLIO ACTIVITIES (2.5% OF THE FINAL GRADE)

You will be required to create an online portfolio using the CourseNetworking ePortfolio tool. You may have already created a portfolio for a different course, and this may be used instead. You will then be placing one of your performances on your portfolio.

WARM-UP AND REFLECTION ACTIVITIES (10% OF THE FINAL GRADE)

Each week you will engage in an activity designed to help elicit your prior knowledge of and experiences with the topic of the module as well as reflect back on the week and get you ready for the next. These activities are also designed to provide models of practice for you to bring into your own teaching with technology tools that can be used online for remote learning or in-class.

BRANCHED DISCUSSIONS (30% OF THE FINAL GRADE)

The required readings for the course involve providing you with topics and questions for exploring the critical issues of technology, education, and society. Engaging in structured discussions online is an effective way to integrate new ideas, so each week will involve participating in an ongoing discussion forum. You will be paired with a partner for each module and you will engage in conversation with this partner through a Branched Discussion model, which is explained through the Getting Started week. You will be evaluated on your timeliness, your completeness and thoroughness in responding to the prompts, and your ability to draw in and use personal experiences (either as a learner or an educator) and the readings from the course.

INTERMEDIATE AND LEARNING ACTIVITIES (30% OF THE FINAL GRADE)

Each week includes a number of activities that will help you synthesize your learning and practice. Learning Activities help you make sense of the concepts and ideas under exploration. Intermediate



Activities will guide you towards the Module Performance, providing you with building blocks for the final project. Details for each Intermediate and Module Performance is provided on Canvas.

MODULE PERFORMANCES (30% OF THE FINAL GRADE)

Each Module ends with an assignment for you to complete in order to demonstrate the new knowledge you have learned and to help you develop new skills with technology tools. The Intermediate performances will guide you towards the Module Performance, providing you with building blocks for the final project. Details for each Module Performance is provided on Canvas.

CULMINATING PERFORMANCE (30% OF THE FINAL GRADE)

The Culminating Performance is your final project, and an opportunity for you to bring what you learned over the course of the semester together into one package and to prepare you to think differently about the ways you structure your learning environments for your students. You will create a WebQuest that engages a specific audience in one of the topics of exploration for the course.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Course Assessments	Due Dates	Percentage of Grade
Getting Up to Speed Activities	1/15	1%
Warm-up and Reflection Activities	Weekly	14%
Branched Discussions	Weekly	20%
Intermediate and Learning Activities	Weekly	20%
Module Performances	2/12 3/7 4/2 4/23	25%
Culminating Performance	5/1	20%
Total		100%

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 65-69%=D; 00-64%=F






Note: If you are on track for a D, you are failing the course.



COURSE WEEKLY SCHEDULE






IMPORTANT: Due dates vary on each assignment, read carefully. Recommend double checking with the live course as instructor may update during the course.

MODULE 1 \ \ WEEKS 2-4

	Topics and Goals	Readings	Performance
 <p>Digital Divides THINKING DEEPLY ABOUT THE DIGITAL DIVIDES</p> <p><i>What are the ways in which the digital divides impact our educational environments?</i></p> <p><i>"Telling Stories"</i> by Tracy Chapman</p> 	 <p>IN THE SPACE BETWEEN Recognizing Multiple Digital Divides</p> <p><i>Distinguish between different perspectives on digital divides</i></p>	<p>What is the Digital Divide</p> <p>Reconceptualizing the Digital Divide</p>	<p>Design an infographic that compares educational-focused digital divides in the US with educational-focused digital divides in another country or region.</p>
	 <p>LINES ON YOUR PAGE How Digital Divides are Contextual</p> <p><i>Relate the aspects of the digital divide to a range of contexts</i></p>	<p>The Digital Divide</p> <p>Dollars to Megabits</p> <p>Digital Divide Plagues Urban Neighborhood</p> <p>From Rural Digital Divides to Local Solutions</p>	
	 <p>FOR THE ONES WHO DO NOT SPEAK Adopting an Assets-Based Perspective</p> <p><i>Compile resources to address contextualized digital divides</i></p>	<p>An Asset-Based Approach to Education</p> <p>Five Ways to Build an Asset-Based Mindset</p> <p>Digital Inclusion as a Core Component of Social Inclusion</p> <p>How asset-based teaching can improve classroom behavior</p>	







MODULE 2 \ WEEKS 5-7

	Topics and Goals	Readings	Performance
 <p>Media Literacies MEDIA LITERACIES AND DISINFORMATION</p> <p><i>How do the tensions between truth and disinformation online and in the media impact the social and cultural purposes of education?</i></p> <p><i>"Truth"</i> by Alexander and The RZA</p> 	 <p>BUILDING YOUR LENSES Understanding Information Ecologies</p> <p><i>Classify how truth and disinformation can be recognized and spread online and in the media</i></p>	<p>Disinformation, misinformation, fake news and conspiracies: What's the freakin' difference?</p> <p>Combatting disinformation in a social media age</p>	<p>Develop a video Public Service Announcement (PSA) on how to identify and evaluate disinformation and effective responses.</p>
	 <p>DIGGING YOUR TRENCHES Critical Media Pedagogy and Practices</p> <p><i>Evaluate the ways in which truth and disinformation spread online and in the media, and impact the teaching and learning processes in cultural contexts</i></p>	<p>Digital Disinformation and the Targeting of Affect: New Frontiers for Critical Media Education</p> <p>How Mindfulness Meditation Can Save America</p> <p>After Truth: Segments Introduction, Post-Truth Culture, Pizzagate, Weaponized Term</p>	
	 <p>EVERYTHING IS SHINING Putting Information and Practices in Context</p> <p><i>Develop a context-embedded intervention for recognizing truth and disinformation online and in the media</i></p>	<p>Media Literacy Education in the Age of Machine Learning</p> <p>How to Talk to People Who Believe Disinformation</p> <p>After Truth: Segments Technology and Disinformation, Robert Mueller Smear Campaign, Fake News and Free Speech, Fighting Disinformation</p>	

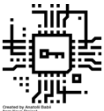






MODULE 3 \ WEEKS 8-10

	Topics and Goals	Readings	Performance
 <p>Online Hate WHITE NATIONALISM AND ONLINE HATE</p> <p><i>Why are white nationalism and online hate a concern for educators?</i></p>  <p><i>"All Along the Watchtower" by Bob Dylan</i></p>	 <p>THE JOKER TO THE THIEF Recognizing Extremism Online</p> <p><i>Summarize the impacts of white nationalism and online hate on teaching and learning environments</i></p> <hr/>  <p>THE THIEF HE KINDLY SPOKE Communities of Hate</p> <p><i>Assess the modes by which hateful ideologies spread online</i></p> <hr/>  <p>KEEPING THE VIEW Practices of Resistance</p> <p><i>Curate a response to online hate based on your context</i></p>	<p><u>White Supremacy: Demystifying the Problem</u> <u>As White Supremacy Falls Down White Nationalism Stands Up</u> <u>What Happened After My 13-Year-Old Son Joined the Alt-Right</u> <u>Teen Hate Crime Divides Maryland High School</u></p> <hr/> <p><u>Memetic Irony and the Promotion of Violence in Chan Cultures</u> <u>Hate By The Numbers</u> <u>New Perspectives: The Way Out</u></p> <hr/> <p><u>Confronting White Nationalism in Schools Toolkit</u> <u>Countermeasures in Practice</u></p>	<p>Contribute to a web-based newsletter on unravelling online white nationalism and extremism based on an interview with a former white nationalist.</p>







MODULE 4 \ \ WEEKS 11-13

	Topics and Goals	Readings	Performance
 <h2 style="margin: 0;">Algorithms</h2> <p>ALGORITHMS, EQUITY, AND INCLUSION</p> <p><i>What roles do online algorithms play in facilitating and inhibiting equity and inclusion online, offline, in schools and classrooms, and in the wider world?</i></p> <div style="margin-top: 20px;">  <p><i>"Never Ending Math Equation"</i> by Sun Kil Moon</p> </div>	<div style="border-bottom: 1px dashed black; padding-bottom: 10px;">  <p>THE UNIVERSE WORKS ON A MATH EQUATION</p> <p>Seeing Algorithms</p> <p><i>Understand how algorithms structure and influence online experiences in terms of equity and inclusion</i></p> </div> <div style="border-bottom: 1px dashed black; padding-bottom: 10px;">  <p>THEY ARE LINKED</p> <p>Bias in the Math</p> <p><i>Identify algorithmic biases</i></p> </div> <div style="padding-bottom: 10px;">  <p>INFINITY SPIRALS</p> <p>Real Life and Algorithmic Influence</p> <p><i>Support a response to the influence of online algorithms</i></p> </div>	<p><u>Crash course algorithm</u></p> <p><u>Five components of AI</u></p> <p><u>When an Algorithm Isn't</u></p> <p><u>An AI-based platform to enhance and personalize e-learning</u></p> <hr/> <p>Algorithms of Oppression, Chapter 1, "A Society, Searching"</p> <p><u>InCoding--In the Beginning was the Coded Gaze</u></p> <p><u>Lensa's viral AI art creations were bound to hypersexualize users</u></p> <p><u>This Is How AI Bias Really Happens--And Why It's So Hard To Fix</u></p> <p><u>How our data encodes systemic racism</u></p> <hr/> <p><u>The UK Exam Debacle Reminds Us Algorithms Can't Fix Broken Systems</u></p> <p><u>No, the Essay Isn't Dead</u></p> <p><u>How We Might Use ChatGPT in Education</u></p> <p><u>How AI and Data Could Personalize Higher Education</u></p> <p><u>The Algorithmic Justice League's 101 Overview</u></p>	<p>Create an online research brief/friend of the board statement/expert testimony on your position concerning the place of AI in teaching.</p>



MODULE 5 \ \ WEEKS 14-15

	Topics and Goals	Readings	Performance
 <p>Making Change</p> <p>THE WORLD WON'T GET NO BETTER IF WE JUST LET IT BE</p> <p><i>How can we use deep understandings of technology to prepare students to meet the challenges and opportunities of the era?</i></p> <p><i>"Wake Up Everybody"</i></p> <p><i>by John Legend and the Roots featuring Melanie Fiona & Common</i></p> 	 <p>WAKE UP ALL THE TEACHERS</p> <p>Getting Your Project Started</p> <p><i>Identify essential question and goals in collaboration with the instructor</i></p>	<p>What is a WebQuest?</p> <p>Essential Parts of a WebQuest</p>	<p>Create a WebQuest that engages a specific audience in one of the topics of exploration for the course.</p>
	 <p>WE GOTTA CHANGE IT, JUST YOU AND ME</p> <p>Partnerships and Peer Reviews</p> <p><i>Engage in peer review and support to expand goals and incorporate activities</i></p>	<p>None</p>	



COURSE EXPECTATIONS

CONSTRUCTIVE CONFLICT IN THE CLASSROOM

We will be addressing issues of race, class, sex, sexuality, religion, gender identity, and ethnicity. These are difficult conversations for anyone. It is therefore to recognize when you or your conversation partner is feeling triggered, and to work through those triggers in order to gain an understanding of other perspectives.

Use the following guidelines to maintain constructive conflict in our course:

- Seek to maintain relationships with your fellow students and professor;
- Check your motivations and work to solve problems rather than to win an argument;
- Listen to other sides and be ready to admit that you might be wrong;
- Accept that both sides might be right.

For more information, see: [The 9Adar Project for Constructive Conflict](#).

PARTICIPATION

We learn best when we converse with others about ideas and concepts, and participation is an important practice for success in university academic life in general. Ongoing participation is an important and required practice in this course. I understand that this may be out of some students' comfort level, but as you will be educators in the near future, I want to help you develop the skills and confidence to lead a discussion and take intellectual risks. Teaching is also a highly collaborative career, meaning that you will be working closely with other teachers, school and district administrators, your students and parents just to do your job. Our classroom is a safe environment in which to practice participation skills.

Quality participation does not mean that you talk the most, or even responding to my questions all the time. Some of the behaviors that show me that you are developing strong participatory and collaborative practices include:

- Asking questions;
- Responding to a fellow student;
- Providing assistance or helping another student;
- Making comments drawn from course readings;
- Agreeing or disagreeing with something in the readings or said in class by the instructor or another student in a way that takes the conversation to a new level.

It is good to "answer questions" and it is often good to draw on your personal experience. But there's more to it than that; participation also involves bringing in what you have learned from the readings and applying what you learn from the in-class discussions to your Performances.

COURSE ABSENCE



There may be times where emergencies and unforeseen events crop up, such as illnesses, accidents, or global pandemics. If this is the case, please contact me as soon as possible so that we can determine the best path forward together.

LATE WORK

Work is due on dates specified on this syllabus and on Canvas. In the event that an emergency or accident presents itself that may prevent you from submitting assignments on time, please contact the instructor as soon as possible so that a plan can be developed to keep you on track.

Late work can be turned in up to two days late for a 10% deduction, or four days late for a 25% deduction. Work will not be accepted after four days without contacting the instructor first to work out a plan to keep you on track.

PLAGIARISM

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

(Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from [IU's Policies site](#).

According to the [Indiana University Code of Student Rights, Responsibilities, and Conduct \(2010\)](#), a student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.



RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

In addition, you have the right to revise and resubmit your work to demonstrate what you have learned from the instructor's feedback. If you wish to revise and resubmit your work, please inform me via email within 48 hours of receiving feedback. You have one week from when you inform me to resubmit your work for review.

CREATIVE COMMONS LICENSING

This course and its materials are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

RELIGIOUS HOLIDAYS

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. On occasion conflicts may occur between a student's obligations in a course and the student's obligations in observing major religious holidays.

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts early in the semester so that accommodations can be made.

For more information, see the [IUPUI Policy on Religious Holidays](#).

SAFEGUARDING THE PRIVACY, HEALTH, SAFETY AND RIGHTS OF STUDENTS

The Faculty and Staff at the Indiana University School of Education-Indianapolis at IUPUI stand together to support the academic success and wellbeing of our students. In order for this success to be safeguarded, we must protect and safeguard the privacy, health, safety, and civic and human rights of all students and their families. In securing these rights, we will not act as agents of the U.S. Immigration and Customs Enforcement (ICE) or the U.S. Department of Homeland Security. We also reject the creation of any registry of students based on any single or set of characteristics, such as language, race, culture, religion, cognitive ability, physical ability, sexual orientation, gender, gender identification, or national origin. We further affirm that we are bound to protect our students by the Federal Family Educational Rights and Privacy Act (FERPA) and by ethical and moral imperatives.

UNIVERSITY POLICIES

ACCOMMODATIONS



Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. [Find your campus office serving students with disabilities.](#)

INTELLECTUAL DISHONESTY

All work should be your original product, unless explicitly noted otherwise. Any materials you reference or take from others should be properly cited. Cheating, plagiarism, or fabrication in any form will not be tolerated, regardless of any justification. For more detailed information see the [Student Responsibilities section of the Code of Student Rights, Responsibilities, and Conduct](#). Academic misconduct will not be tolerated. The minimum consequence is failing the assignment. In a case of more serious offense, a student may fail the course. **Students should NOT present work from other courses in this class (i.e., using pieces of previous papers you have done is considered plagiarism).** I may use the services of Turnitin.com to check for originality of your written work.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Stop Sexual Violence website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a [Mental Health Counselor on campus](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.



CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students are expected to adhere to the Code of Student Rights, Responsibilities, and Conduct at all times. Any inappropriate behavior, disruptive conduct (e.g., engaging in hostile or disrespectful commentary on the site, or discussing irrelevant evidence) or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, the consequence of which could be a variety of sanctions either from the instructor or the Dean of Students. For more information see [The Code of Student Rights, Responsibilities, and Conduct](#).

CAMPUS GRADING POLICIES

Visit the Campus Course Policies button on your Canvas tool bar to access the full range of campus-based Academic Policies.