ED 5976 – Instructional Technology Across the Curriculum (3ch)
Summer 2024 (May 1 – June 30, 2024) | Online via D2L & Teams (Monday & Wednesday 6:00pm – 8:00 pm)
Faculty of Education, University of New Brunswick

Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsurrendered and unceded traditional lands of Wolastoqiyik. This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik, Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey, Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Instructor: Kendra Haines
Office: 228 Marshall d'Avray Hall / Virtual Office
Office Hours: By appointment
Email: khaines@unb.ca

The instructor will check email M-F and will strive to respond within 24 hours (M-F only). The instructor will meet by appointment online in Teams upon request. Please email me as first line of communication as I am not logged into UNB Teams 24/7.

COURSE DESCRIPTION

A critical examination of the role of instructional technology across the curriculum. Technologies and strategies for integration to enhance classroom instruction will be developed and evaluated.

COURSE OBJECTIVES

This course will help you will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how you can engage these processes in your classroom. You will become skilled in some of the many digital tools used in today's schools. Practice outside of class time will be necessary to reach a high degree of competence.

By the end of this course, with reasonable effort, you will be able to:

- Work with various technologies for teaching and learning applicable to K-8.
- Consider the ways in which instructional technology can enhance children's learning in all curricular areas.
- Explore the New Brunswick Digital Literacy Framework and how the integration of digital literacy can support the holistic growth of our K-8 (and high school) learners.
- Develop technology infused lessons incorporating a range of instructional technology resources (software, hardware and the Internet) into students learning activities.
- Participate in discussions with peers and instructor on the use of instructional technologies.

COURSE STRUCTURE
This course will be delivered remotely through synchronous (Teams) and asynchronous (D2L) modes. Readings and semi self-paced lectures will be available in D2L / Course Reserves. Please see Live Team Class Schedule (required sessions) in Brightspace. I have also sent invites to all required and tutorial sessions to you. Please check your UNB email.

TEXT AND READINGS
All materials will be posted to D2L/In our reading reserves at the HIL. There is no textbook to purchase for this course. Any software used in our course will be free / open source. You are more than welcome to use your own software and apps that are equivalent to the ones we are exploring in class.

TECHNOLOGY REQUIREMENTS
To fully participate in online courses, you will need to ensure your browser is up-to-date. For PC and Mac users the suggested browser is Mozilla Firefox or Google Chrome.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Computer (Windows or Mac) running a current operating system
- Browser: Edge, Firefox, Chrome or Safari
- Broadband Internet connection recommended– video lectures and/or video content is part of the course
- Word-processor that allows you to create .doc or .docx files (ie: Microsoft Word)
- The ability to install software on your computer (if needed)

You may find having access to other tools (ie: tablets, video camera, microphone) and art/craft supplies (ie: playdough, plasticine, lego mini figures, construction paper) to be useful in thinking about your assignments and the artifacts you will be creating. Part of learning how to integrate technology into lesson plans is learning how to create the artifacts you will have your students create.

COURSE UNDERSTANDINGS

Email Policy
Students can expect a response to emails within 24-48 hours, excluding weekends and holidays. Include the course name (eg. ED5976) in the subject line; please send all correspondence through your UNB email. Before sending an email, please check both D2L and the syllabus to see if the answer can be found there. Please send all correspondence to my UNB email: khaines@unb.ca rather than through D2L or on Teams if it is urgent.

Online Classroom Attendance and Conduct
Classes will be delivered = online through Teams (required live class on Mondays from 6:00-8:0 0pm with a tutorial on Wednesdays from 6:00 – 8:00 pm – except for May 1, May 22, and June 26 these three classes will be required), and the Brightspace D2L system.

Please check in to our Teams class frequently as we will use that platform for communications – Teams is also your place to gather and communicate with each other! D2L will be used as our class content digital binder / assignment submissions. We will be using several technologies during the course; it will be important to bookmark these sites for quick access.

Workload

This is a 12 week 3-credit hour undergraduate course compressed into 7 weeks. Expect the work to equal the time and effort you'd spend in any other undergraduate class. It will be equivalent to 12 weeks of face-to-face meetings, which means roughly 36 hours of "face-to-face lecture/asynchronous activity time", plus course work (group and individual assignments). Expect to spend about 6-8 hours a week completing course requirements and engaging in self-directed practice.

WRITING AND STUDIES SKILLS SUPPORT

UNB's Student Services Writing and Studies Skills Centre provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success. If you are outside of the Fredericton area, you can contact the centre for information on support / tutoring arrangements by phone: (506) 452-6346 or email: wss@unb.ca

LIBRARY RESOURCES

The Harriet Irving Library (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for educational technology (link will be provided once it is available) that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the library system. There is also a research toolkit that will help you through the research process. If you have made it this far in the syllabus, send me a picture of an otter for two bonus points by the end of the first week of class. You also have access to a research librarian that has education under their portfolio: Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact him when you are researching for your assignments. They (the library) are there to help you through the process.

The library research desk, located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca .

TECHNICAL SUPPORT

Information Technology Services (ITS) Help Desk can be reached by phone 506-453-5199 / 506-457-2222, email: helpdesk@unb.ca / **itservicedesk@unb.ca**, or visited in person at the Harriet Irving Library Learning Commons. If you are new to learning online and to D2L, consider registering for the self-registration D2L Help Site for Students. The Centre for Enhanced Teaching and Learning provides students with a variety of online support documents and videos in the use of D2L.

ACCOMMODATION AND DISABILITIES

I will accommodate your needs as much as is reasonably possible. If you have any learning disability or illnesses that requires specific accommodations, please let me know at the beginning of the course so that we can make any necessary arrangements to assist your learning. You are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC), Tel: (506) 453-3515 or unbds@unb.ca so that you may receive appropriate services and accommodations. Once you are registered with SAC, the instructor will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your needs with the instructor, please contact me so we can book a time for a confidential appointment.

ACADEMIC INTEGRITY

Language

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly

Plagiarism

Since plagiarism is a serious offence, care should be taken to ensure that materials from other sources are correctly attributed to their authors. The Undergraduate Calendar (pg. 42-43) describes plagiarism as:

1) quoting verbatim or almost verbatim from any source, regardless of format, without acknowledgement;
2) adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, statistics, bibliographies, etc.) without indicating such dependence;
3) submitting someone else's work, in whatever form (essay, film, workbook, artwork, computer materials, etc.) without acknowledgement;
4) knowingly representing as one's own work any idea of another.

NOTE: In courses, which include group work, a penalty may be imposed on all members of the group unless an act of plagiarism is identified clearly with an individual student or students. Resubmitting the same paper or assignment from another course is also a form of plagiarism.

NOTE: Downloading or purchasing lesson plans and actives from sites such as Teachers Pay Teachers or other online marketplaces or from teacher guides included with textbooks and curriculum and submitting them as your own is also a form of plagiarism. OER resources must be used according to the CC-copyright statement and must not be submitted as your own work.

Examples of other academic offences include: cheating on exams, tests, assignments, or reports; impersonating somebody at a presentation, test, or exam; obtaining an exam, test, or other course materials through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course; and more as set out in the academic regulations found in the undergraduate calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam, or test, to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, refer to section VIII Academic Offences in the Undergraduate Calendar for further information on academic offences. It is the student's responsibility to know the regulations.

USE OF GENERATIVE AI

UNB does not have a formal approach to the use of Generative AI in courses. While I am not against its use in the teaching and learning process, we must use it in ethical ways.

One AI tool, I am happy to support the use of with learners in ED 5976 is AI Tutor Pro a a free AI app designed to support the way students learn developed by ContactNorth.

ASSIGNMENTS

You will have a variety of formative and summative assignments in ED 5976 which will help you gain hands on experience using the instructional technologies tools introduced to you in this course but will also encourage reflection on your learning process. See assignment descriptions at the **end of your syllabus for further details**.

ADJUSTMENTS TO ASSIGNMENTS, SCHEDULE, AND SYLLABUS

The syllabus is a guide. Circumstances and events, such as student progress, the current pandemic situation, may make it necessary for the instructor to modify the syllabus during the semester. The scope, timing, and due date/time of any assignments, projects, or any other required work may be adjusted by the instructor as needed to maximize learning opportunities for students and/or better serve the goals of the course. The syllabus may likewise be modified at the discretion of the instructor. Any adjustments will be communicated to students in class, on D2L, and through Email with as much advanced notice as possible.

SUBMISSION OF ASSIGNMENTS

Assignments and supporting work should be submitted via D2L **unless otherwise noted** (large video and/or audio files may need to be securely dropped through Teams). Please submit all written assignment as word documents (.doc or .docx) or as a .pdf file. Please use APA and remember to provide citations for your resources. Please do not submit assignments as a link from your OneDrive – this does not always guarantee access to the instructor.

GRADING SCALE

The assessments and learning activities in the course are designed to help you meet the learning objectives and demonstrate your progress. Each assignment is directly related to one or more learning objectives, so that in the end, your grade will reflect how much you have learned in the course.

"A" Level Work [85-100%]	A+ 95-100% [4.3]	Is reserved for exceptional work that greatly exceeds course expectations on every criterion.
	A 90-94% [4.0]	A mark of this order suggests a very high level of quality on every criterion used for evaluation. Work deserving of an A is distinguished in virtually every aspect.
	A- 85-89% [3.7]	It is awarded when the quality of work is generally high, but uneven.
"B" Level Work [70-84%]	B+ 80-84% [3.3]	It will be awarded if the work shows adequate and accurate understanding and analysis, and goes beyond what was provided, but is careless or sloppy in its presentation.
	B 75-79% [3.0]	This grade will be assigned if the work has more significant problems and is sloppy and careless.
	B- 70-74% [2.7]	This grade will be assigned if the work has significant problems, and shows little or no evidence of initiative or depth of understanding.
"C" Level Work [60-69%]	C+ 65-69% [2.3]	A mark below 69% will be assigned to work that is more seriously flawed, e.g., lack of attention to requirements; little organization; topic coverage and comprehension is weak; little use of resources and ideas gained in class; or superficial representation or evaluation of course content.
	C [2.0] 60-64%	
"F" Level Work [0-59%]	F 0-59% [0]	Inadequate performance. Insufficient attainment for concepts; insufficient organization is present; insufficient topic coverage and comprehension demonstrated; Insufficient personal interest in the work; insufficient use of resources and ideas gained in class. Work is incomplete.

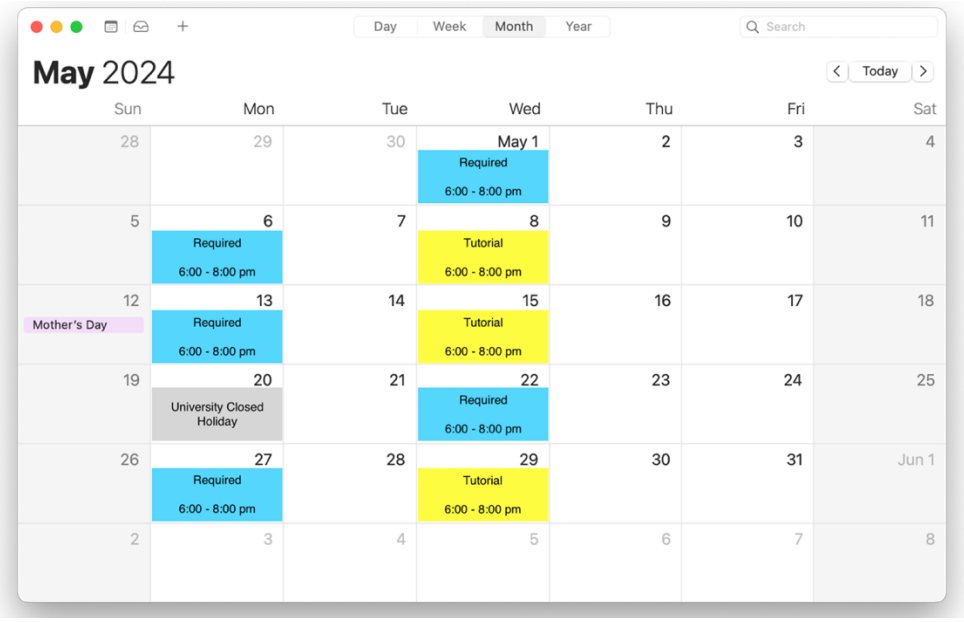
Please note: Grades will **not** be rounded up.

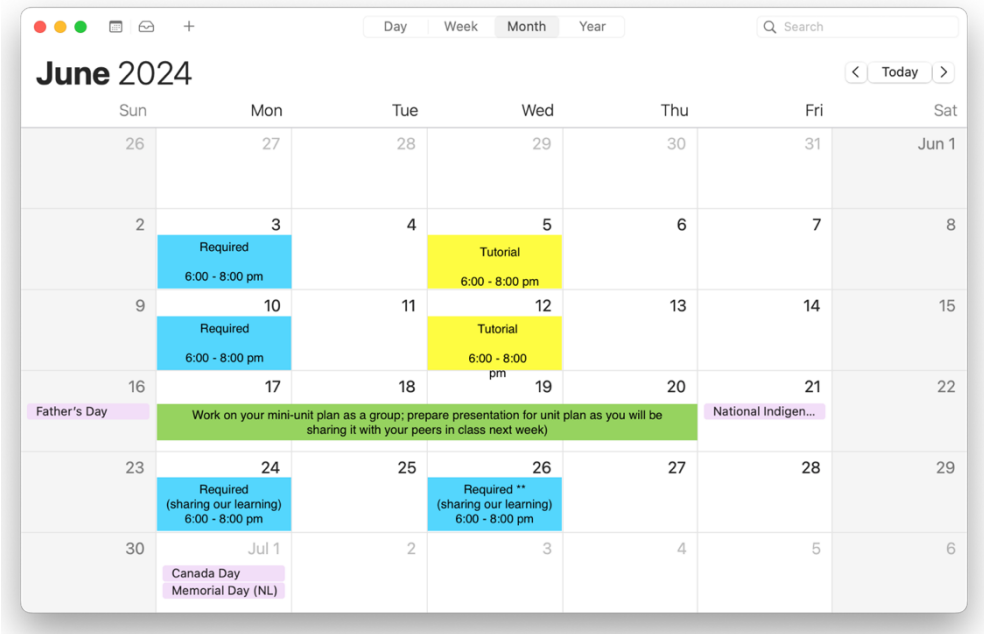
Further information on Examination, Standing and Promotion can be found in the Undergraduate Academic Calendar. It is the student's responsibility to understand their rights within this policy.

ATTENDANCE POLICY

Attendance at Live (non-optional) Monday and Wednesday live classes is required (schedule is below). Most Wednesdays will be a tutorial for you to drop in and ask questions, get clarification, and help. Missing three required classes without a valid excuse may earn a grade of F. Please email me if you will be missing a class for a valid reason (ie: medical, community ceremony) . Going on vacation is not considered a valid excuse.

COURSE SCHEDULE (TENTATIVE)





NOTES:

- **May 20, 2024** is Victoria Day and is a University holiday. There is no expectation for you to log into D2L or Teams to complete course work during this time. We will shift our class to Wednesday May 22, 2024 (this session is required).

- **June 17 – 20, 2024** is a work week for you to collaborate with your group to complete your mini-unit plan integrating technology into three lessons and to prepare a short **10 minute presentation** about your mini-unit plan to your peers on June 24, 2024 and June 26, 2024 (if we need the second day).

- **Pow Wow's, Community Celebrations and Cultural Events:** please let me know if you will be away from a live session. Materials will be posted on Brightspace D2L for you. You are responsible for missed work. Please organize your time to ensure assignments that are due are completed in a timely manner.

COURSE SCHEDULE (TENTATIVE – SUBJECT TO CHANGE IF NEEDED TO MEET COURSE NEEDS)

** Teams Meeting Links have been emailed to you and are on our Team's Calendar. Please ensure you join the meeting from the right day on the calendar. Each session is a separate link.

May 1 – 4	**Welcome to ED 5976: Overview of course, Intro to Instructional Technology**	
	Live Class (Required)	Wednesday, May 1, 2024
	Readings	Saavedra, A. R., & Opfer, V. D. (2012). Learning 21st-century skills requires, 21st-century teaching. *Phi Delta Kappan*, 94(2), 8–13. (in HILReserves) [it's ok if you don't read this for Wednesday] 15 Questions You Should Ask Yourself About Tech Integration (In Brightspace)
	Technology	Power Point; Learning Management System
	Assignments	KWHLAQ Part 1 (Individual) Due May 5, 11:59 PM
May 5 – 11	**Digital Citizenship**	
	Live Class (Required)	Monday, May 6, 2024
	Tutorial (Optional)	Wednesday, May 8, 2024
	Readings	Digital Citizenship: Digital Literacy Framework, Province of New Brunswick (pages 10, 11-13) (In Brightspace) COEDI. (February 28, 2023). Digital literacy series: What is digital citizenship? Centre of Excellence Digital Innovation Speaker Series, Department of Education and Early Childhood Development, Province of New Brunswick. [YouTube Video] https://youtu.be/1lodInu3Y6Q?si=_qEGi7AhgfIfSFCq Media Smarts. (2018). Classroom guide: Integrating digital literacy into your classroom practice.
	Technology	Canva or Adobe Express; you can also use Word or Google Docs.
	Assignments	Digital Citizenship Newsletter to Parents (Group) Due by May 11, 2024 at 11:59 PM

May 12 – 18	**Digital Health and Wellness**	
	Live Class (Required)	Monday, May 13, 2024
	Tutorial (Optional)	Wednesday, May 15, 2024
	Readings	Digital Health and Wellness: Digital Literacy Framework, Province of New Brunswick (pages 10, 14-15) (in Brightspace) COEDI. (February 28, 2023). Digital literacy series: What is digital health and wellbeing? Centre of Excellence Digital Innovation Speaker Series, Department of Education and Early Childhood Development, Province of New Brunswick. [YouTube Video]
	Technology	Excel, Google Sheets, Digital Data Collection across the Curriculum (SMART Notebook)
	Assignments	Digital Habits Checkup (Individual) Due May 18, 2024 at 11:59 PM
May 19 – 25	**Critical Inquiry and Meaning Making**	
	Live Class (Required)	Wednesday, May 22, 2024
	Readings	Critical Inquiry and Meaning Making: Digital Literacy Framework, Province of New Brunswick (pages 10, 16-18) (in Brightspace) COEDI. (April 4, 2023). Digital literacy series: Critical Inquiry and Meaning Making? Centre of Excellence Digital Innovation Speaker Series, Department of Education and Early Childhood Development, Province of New Brunswick. [YouTube Video] https://youtu.be/PdWsAdRM-AE?si=M-jQIVfC_jDoZhhn Jack to the Future (February 28, 2023): Episode 12 - The Future of AI. Jack to the Future Podcast. ISTE Radio. (March 8, 2020). Teaching critical thinking in the age of fake news, disinformation, and CRAAP. Learning Unleaded: ISTE Radio. PEPTalk. (April 24, 2020). Confronting Fake News in Classrooms: Equipping Children to sift factual information from misinformation. Pacific Education Pulse Podcast.
	Technology	Artificial Intelligence (Online Tools).
	Assignments	AI Generated Lesson Plan (Group) Due May 25, 2024 at 11:59pm Mid-Course Reflection (Individual) Due by May 25, 2024 at 11:59pm

May 26 – June 1	**Computational Thinking**	
	Live Class (Required)	Monday, May 27, 2024 6:00 pm – 8:00 pm
	Tutorial (Optional)	Wednesday, May 29, 2024 6:00 pm – 8:00 pm
	Readings	Computational Thinking: Digital Literacy Framework, Province of New Brunswick (pages 10, 23-24) (in Brightspace) Bull, G., Garofalo, J., & Hguyen, N. R. (2020). Thinking about Computational Thinking: Origins of Computational Thinking in Educational Computing. *Journal of Digital Learning in Teacher Education*, *36*(1), 6–18. The MindFuel Foundation. (December 2, 2019). Computational Thinking for the Classroom. The MindFuel Foundation Youth STEM Innovation Professional Learning Series [YouTube Video]
	Technology	Scratch and Unplugged Computational Thinking
	Assignments	Choose from one of the two options: Option 1: Scratch "Stories" (Individual) Reflection and Example Scratch Program Due by June 1, 2024 at 11:59 PM Option 2: Unplugged Computational Thinking Activity and Reflection (Individual) Due by June 1, 2024 at 11:59 PM
June 2 – 8	**Creativity, Design, and Problem Solving**	
	Live Class (Required)	Monday, June 3, 2024 6:00 pm – 8:00 pm
	Tutorial	Wednesday, June 5, 2024 6:00 pm – 8:00 pm
	Readings	Creativity, Design, and Problem Solving: Digital Literacy Framework, Province of New Brunswick (pages 10, 19-20) (in Brightspace) COEDI. (May 8, 2023). Digital literacy series: Creativity, design and problem solving? Centre of Excellence Digital Innovation Speaker Series, Department of Education and Early Childhood Development, Province of New Brunswick. [YouTube Video] Noel, W. & Snel, J. (2022). Copyright Matters! Some key questions & answers for teachers, 5th Ed. Council of Ministers of Education, Canada (CMEC)
	Technology	Pixel Art
	Assignments	Pixel Art Integration (Individual) Due by June 8 at 11:59 PM

June 9 – 15	**Communication and Collaboration**	
	Live Class (Required)	June 10, 2024 6:00 pm – 8:00 pm
	Tutorial (Optional)	June 12, 2024 6:00 pm – 8:00 pm
	Readings	Communication and Collaboration: Digital Literacy Framework, Province of New Brunswick (pages 10, 21-22) (in Brightspace)
	Technology	Green Screen Technology
	Assignments	Work on your group 3 Lesson Mini-Unit Plan
June 16 - 20	**Work week for your 3 Lesson Mini-Unit Plan**	
	Assignments	3 Lesson Mini-Unit Plan (Group) Due June 20, 2024 11:59 PM
June 24	**Sharing of our Mini-Unit Plans (short presentations)**	
	Live Class (Required)	June 24, 2024 6:00 pm – 8:00 pm
June 26	**Sharing of our Mini-Unit Plans (short presentations) ** if time is needed**	
	Live Class (Required)	June 26, 2024 6:00 pm – 8:00 pm
	Assignments	KWHLAQ Part 2 Due by June 30, 2024 11:59 PM

ASSIGNMENTS [DETAILS]

Assignments in ED 5976 are divided into three categories:

Reflection

- KWHLAQ Part 1 (beginning of class)
- KWHLAQ Part 2 (end of class)

Individual Instructional Technology Experimentation

- Digital Habits Checkup
- Scratch OR Computational thinking in K-2
- Pixel Art

Group

- Digital Citizenship Newsletter
- AI Generated Lesson Plan and Analysis
- Mini-Unit Plan (three lessons) & Group Work Reflection & In-class presentation (10 min max)

KWHLAQ Reflection (Part 1) (Individual)
Due May 5, 2024 at 11:59 PM
Grading: Completed / Not-Completed

Your first assignment is a beginning-of-course reflection for you to self-assess, self-measure, and self-identify your current knowledge base (what I know), what you are curious about (what I want to know or learn), and how you will support your self-directed/determined learning outside of our class sessions (how I will learn what I want to know or learn).

Using the KWHLAQ Power Point Template (located in Brightspace), complete the **K**, **W**, and **H** sections and submit to the assignment folder by **May 5, 2024 at 11:59 PM**. The template is set up for you to write your reflective answers in, however, if you would rather submit your reflection as a recorded video or as an audio file you may do so. Each section response should be between 150-200 words or 45-60 second in length for video and audio files. Total assignment should be 450 – 600 words or 2:15 – 3:00 minutes.

Digital Citizenship Newsletter to Parents / Guardians (Group)
Due May 11, 2024 at 11:59 PM
Grading: 25 points

Create a 2-page (max) newsletter aimed at parents and guardians to explain what digital citizenship is for your groups chosen program block (primary, elementary, middle, or high school). In the New Brunswick Digital Literacy Framework under Digital Citizenship there are five competencies (in the red boxes) with various associated “look fors” (what we look for as teachers to see our learners demonstrating specific knowledge, skills, or abilities.

For our purpose in this assignment we will **focus on Competency 1C and 1D** (Learners engage in and reflect on safe and ethical behaviour when using digital technologies, including social interactions online or when using networked devices and Learners are aware of and understand the broader context of digital technology use and can leverage these into activities of everyday life if they so choose) which focuses on issues such as online safety, how to deal with behaviours online that make them feel unsafe, the risks associated with “making friends” online, netiquette, cyber-safety, cyber bullying, cyber-hate and harassment, and positive technology use.

As a group, create a newsletter about digital citizenship (competencies 1C and 1D) targeted to parents and guardians to help them better understand a specific issue (see above). Explain its significance to parents and guardians and strategies they can use at home and strategies you will use in school to support learners in developing the knowledge, skills, and attributes for competency 1C and 1D.

Your newsletter should show you have engaged in external research to learn more about issues such as online safety, how to deal with behaviours online that make them feel unsafe, the risks associated with "making friends" online, netiquette, cyber-safety, cyber bullying, cyber-hate and harassment, and positive technology use and is written in a way that addresses the specific concerns for the program block (ie: you probably won't talk about issues such as sexting and sextortion with kindergarten students, but it would be appropriate for grades 6 and up as those are the ages that are typically targeted; you might not discuss online hate with grade 2 students, but you might have a conversation with them about what they should do if they read or see something online that makes them feel uncomfortable). The key with the newsletter is to keep the content program block appropriate.

Resources sites to help you find information:

- Internet Matters: https://www.internetmatters.org/issues/
- Telethon Kids Institute: https://www.telethonkids.org.au/our-research/research-topics/cyber-safety/
- Get Cybersafe: https://www.getcybersafe.gc.ca/en
- Cybertip.ca: https://www.cybertip.ca/en/
- Canadian Centre for Child Protection: https://protectchildren.ca/en/
- Protect Kids Online: https://protectkidsonline.ca/app/en/
- Zoe and Molly Online: https://www.zoeandmolly.ca/app/en/
- Media Smarts: https://mediasmarts.ca
    - Internet Safety Tips (ages 5-7): https://mediasmarts.ca/tipsheet/internet-safety-tips-age-5-7
    - Internet Safety Tips (ages 8-10): https://mediasmarts.ca/tipsheet/internet-safety-tips-age-8-10
    - Internet Safety Tips (ages 11-13): https://mediasmarts.ca/tipsheet/internet-safety-tips-age-11-13
    - Internet Safety Tips (ages 14-17): https://mediasmarts.ca/tipsheet/internet-safety-tips-age-14-17
- Need Help Now: https://www.needhelpnow.ca/en/
- Internet Safety Tips for Youth: https://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/Safety_on_the_Internet_Youth_EN.pdf
- Think Twice Click Once: https://think2click1.com

Please note, not all of these sites are Canadian, so some terminology and legal suggestions may not be applicable here.

Digital Habits Checkup (Individual)
Due May 18, 2024 at 11:59pm
Grading: 25 Points

Digital habits are the routines, behaviors, and actions that people have developed as a result of their interactions with technology. These habits can be both positive and negative. Positive habits can help people be more productive, efficient, and connected. Negative habits can lead to addiction, distraction, and decreased mental and physical health. The Digital Habits Checkup helps us as educators identify our digital habits and make positive changes that support well-being. A similar activity can also be done with students to help them better understand their digital habits.

This assignment has three parts:

1. Identify your digital habits (positive, negative, and mixed) [complete the digital habits checkup document]
2. Track your digital device use for three days (you can do this in excel or google sheets). Consider what you use your digital device for over the course of the day and track five different activities.
    a. How many times did you visit specific apps?
    b. How often and how long are you on social media (Facebook, Instagram, Tik Tok....)
    c. How many hours were you using your device for productive activity? (ie: email)
    d. How many hours were spent playing games on your device ....
    e. .....
3. Examine and reflect upon your identified digital habits and the data you tracked.
4. Make a plan to challenge yourself to change your behaviour for a set period of time (e.g. one or two weeks to start).

For three days keep track of ALL of your technology use in an Excel or Google Sheet file (or you can keep track on a sheet of paper and enter the data into an Excel Sheet or Google Sheet file).

Reflect: What do you notice about your digital habits? What surprised you? What didn't surprise you? What potential barriers or things might get in the way of actually succeeding with their challenge. How do you think your students digital habits compare?

Submit the Digital Health Check-Up document, your tracked data, and a 250-word reflection answering the reflection questions above.

AI Generated Lesson Plan (Group)
Due May 25, 2024 at 11:59pm
Grading: 25 Points

Generative AI has great potential for educators – namely in making lesson planning more efficient... however, is it really more efficient? Using one of the following Generative AI tools create a lesson plan based on your chosen program block (primary, elementary, middle, or high school) and a learning area (subject) from the New Brunswick Holistic Curriculum.

Generative AI Lesson Plan "Creators" (choose from this list)

- Auto Classmate (use the Chat GPT 3.5 button as it is FREE): https://autoclassmate.io/tools/ai-powered-lesson-plan-generator/
- Magic School AI: https://www.magicschool.ai
- School AI: https://app.schoolai.com
- Eduaide.AI: https://www.eduaide.ai/#pricing

As a group, using one of the above tools, prompt the Generative AI to build a lesson plan for you. Ensure you tell the generator the parameter you are seeking (New Brunswick Curriculum, what program block (grade), what learning area (subject)....) you want to create a lesson plan for. See what the Generative AI tool creates for you.

Evaluate the lesson plan the Generative AI tool has created for you as a group (imagine you are going to "grade" the lesson plan the GenAI tool created: would you give it a good mark?). Do you feel as a group it is a good lesson plan? Is it of quality? Does it reference the correct New Brunswick curriculum? The correct year? The correct skill descriptor? Achievement indicators? Are the learning outcomes and objectives "solid"? If you were going to teach this lesson, what would you change? Submit a max 2-page, single-spaced group reflection of your experience

using the AI tool and your evaluation of how well it created the lesson plan. Submit this evaluation AND the generated AI lesson plan to Brightspace.

I STRONGLY suggest you create a "dummy" email account when signing up for these services so you are not inundated with junk email in your UNB or your school/work/personal email account.

Computational Thinking Activity and Reflection (Individual)
Due June 1, 2024 at 11:59pm
Grading: Completed / Not-Completed

CHOOSE ONE OF THE FOLLOWING TWO OPTIONS

Experiment with Scratch! (https://scratch.mit.edu)
This week we explored Scratch, an online coding platform created by MIT that is often used to introduce coding and computational thinking to grades 3+. Take some time and play with scratch. Following one of the tutorials here (https://scratch.mit.edu/projects/editor/?tutorial=all) create a small scratch project.

Reflect upon your experience creating your Scratch program. What do you think about Scratch? Is it easy to learn? How might you integrate Scratch into your teaching? Write a 250-word (single spaced) reflection answering the questions above. Download and submit your scratch program with your reflection.

Unplugged Computational Thinking Activity
Computational thinking is embedded in everything we do every day (and we don't even know we are engaging in computational thinking activities!). Computational thinking is founded on four concepts: decomposition, pattern recognition, abstraction, and algorithms. Consider the work you have done with the New Brunswick Curriculum and in the subjects you currently or plan to teach. Where do you see computational thinking "fitting in"? Write a 250-word (single spaced) reflection on how computational thinking can be integrated into the K-2 classroom. Create an activity related to a learning area in K-2. Submit your reflection and activity. Your acitivty should be linked to the New Brunswick curriculum.

Pixel Art Experimentation (Individual)
Grading: Complete / Not-Completed
Due June 8, 2024 11:59 PM

Experiment with one of the pixel art technologies we examined in class. Write a 250 word (single spaced) reflection on your time exploring pixel art and how you might integrate pixel art into your teaching. Are there specific areas within the New Brunswick Curriculum that pair with the concept of pixel art? Submit your reflection and your pixel art creation.

3 Lesson Mini-Unit Plan 1 (Group)
Due June 20, 2024 11:59 PM
Grading: 30 points

Using concepts from the last four weeks (Digital Citizenship, Digital Health and Wellness, and Critical Inquiry and Meaning Making, Computational Thinking) as a group (no more than 4 members) create a three-lesson mini-unit plan for your selected program block (K-2, 3-5, 6-8). Your unit plan should integrate instructional technology at a level appropriate for the program block selected.

More details about the Mini-Unit Plan will be available in Brightspace.

Mini-Unit Plan Presentations
June 24, 2024 & June 26, 2024
Grading: Complete / Not-Complete

During our last two classes you will present your mini-unit plan to your peers to share the lesson ideas how you plan to integrate technology into the lesson. This is an opportunity for us to share and celebrate our learnings over the term and to fill our educational toolkits with additional ideas. You may choose to present your mini-unit plan as a power point presentation, or you can just talk about it as a group. There will be time for Q&A from your peers.

KWHLAQ + Overall Learning Self-Reflection (Part 2) (Individual)
Due June 28, 2024 at 11:59 PM
Grading: Complete / Not-Complete

Using the KWHLAQ Power Point Template (located in Brightspace) OR using the same one you completed earlier in the term, complete the **L**, **A**, **Q,** and **overall learning self-reflection** sections and submit to the assignment folder by **June 17, 2024 at 11:59 PM**. The template is set up for you to write your reflective answers in, however, if you would rather submit your reflection as a recorded video or as an audio file you may do so. Each section response should be between 150-200 words or 45-60 second in length for video and audio files. Total assignment should be 450 – 600 words or 2:15 – 3:00 minutes.

- This assignment is to be completed and submitted individually. It is not a group assignment.
- Use of Generative AI tools is not permitted for this assignment.
- Late assignments will not be accepted (without valid reason)