Temple University
Center for the Advancement of Teaching

Innovation, Technology, and Teaching in Higher Education
(Teaching in Higher Education Certificate Course 2 of 2)

Course Format

This is a hybrid class that utilizes synchronous on-line and asynchronous course work. The rationale for the hybrid approach is that the asynchronous activities allow you more time to research additional information (using course materials and outside readings/materials) to support class contributions, as well as spaces for individual reflection. The synchronous sessions allow the instructor and students to engage in live discussions, raising and answering questions that stem from the course materials.

Instructional methods include, but are not limited to, lectures, discussions, small group activities, and individual reflections.

Course Description

This seminar provides instructors with the knowledge and experience to use research-based best practices when incorporating technology to support student learning. Together we will examine, interact with, and evaluate the application of a wide range of technology-based innovations to achieve and assess learning goals and actively engage students.

Learning Goals

Upon completion of this course, you will be able to:

1. Articulate a personal philosophy and vision for using technology to support student learning;
2. Explain and evaluate uses of technology to support teaching and learning;
3. Develop technology-based teaching materials, which demonstrate:
   - an alignment with learning goals
   - competency
   - best practices
   - active student engagement;
4. Apply principles of *Universal Design for Learning* to teaching with technology

Accomplishments and Requirements

The assessments in this course have been created for two reasons: (1) For you to demonstrate that you have met the learning goals for the course and, (2) For you to develop teaching materials, examples, and competencies that you can use in your courses.

- **Synchronous Zoom Participation**

- **Asynchronous Discussion Boards**

- **Asynchronous Voice Thread**

- **Teaching with Technology Portfolio**

Course Policies

Attendance: Your attendance and participation is expected at all iterations of our asynchronous and synchronous meetings and assures that you and your colleagues get the full benefit this course has to offer. It takes all of us to have productive and meaningful discussions. If this course is successful, you will learn as much (or more) from your colleagues as you will from me. If an emergency situation arises, please contact me by email.

Grading scale: Each assignment will receive a numerical grade and be weighted in the calculation of a final numerical grade as indicated below.

93-100 A 90-92 A-	88-89 B+ 83-87 B 80-82 B-	78-79 C+ 73-77 C 70-72 C-	60-69 D 0-59 F

Netiquette Statement: In order to include all students in our diverse community of learners, it is important to foster a respectful and productive online learning environment. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. All opinions and experiences must be respected in the tolerant spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings; please do not attack any individual. Please avoid the use of profanity, sarcasm, and slang as well as the use of all capital letters when composing responses in discussion threads, as these forms of communication may be disruptive. Remember to be careful with your own and others' privacy. Please treat others the way you wish to be treated.

Technology in the Classroom: Students are invited to bring their smartphones, tablets, laptops, and other electronic devices into the online classroom space. While in our synchronous meetings, please turn off all sound and switch devices to vibrate. You are welcome to use your devices for purposes related to the class (e.g., taking notes, searching for class-related information). Please do not spend class time checking or sending emails or text messages, reading or updating social media, shopping online or other similar activities.

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Policy on Academic Honesty: Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Please follow this link to see Temple University's Policy on academic honesty and plagiarism: **http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm**

Course Readings, Technology and Additional Resources

- There is no required textbook. All required materials will be made available on Canvas.
- While we will engage in a number of hands-on experiences, this course is not designed to teach you specific computer skills or software.
- In most cases, software featured in the course will be open source and/or available for download by Temple students. However, you may be required to sign up for free online accounts in order to complete assignments. If you have any concerns about creating accounts for any of the technologies we will be using, please contact us immediately and we can discuss alternative options.

Please note: if you are concerned about learning the technology, struggling with course concepts, or require additional support for any reason, please contact me or sign-up for a one-on-one meeting.