

UNIVERSITY OF SAN FRANCISCO

SCHOOL OF EDUCATION

Technology and Diverse Learners

(Offered jointly by the Educational Technology and International/Multicultural Education Departments)

June 12 – June 27, 2006

4:00 p.m.—7:45 p.m. (Monday-Thursday)

Professor:	Dr. Kevin J. Graziano School of Education, University of San Francisco
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Office Hours:	Before and after class and by appointment

Catalogue Description:

This course focuses on the use of computer technology for diverse learners in the United States. Students will explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students will study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the Internet outside of class time. Knowledge of basic computer software is recommended but not required.

Course Objectives:

1. The students will experience a new way of learning and teaching using technology. Learning and teaching activities will be based on the constructivist perspective where all members of the learning community will be expected to make a contribution.
2. The students will explore the role of culture in the technology agenda. Students will come up with their own understanding of why technology has failed to change the lives of persons of color, people who are poor, people with special needs, and other sectors of society whose voices are not part of the technology agenda.
3. The students will study current technology applications and create activities that allow diverse perspectives to be shared.
4. The students will come up with a technology action plan that can benefit an organization that serves people who are normally not part of the technology agenda.

5. The students will reflect on their own practices and evaluate whether or not their own teaching practices are inclusive so that everyone benefits from the power of technology.

In less fancy terms, at the end of the course, it is hoped that each student will:

- a. learn
- b. think about why technology isn't changing the lives of all people.
- c. come up with a plan to make technology meaningful/accessible for most people.
- d. Devise a way to use technology to change the way we teach and learn.

Required Texts:

Solomon, G., Allen, N.J., & Resta, P. (Eds) (2003). Toward digital equity: Bridging the divide in education. Boston: Allyn and Bacon.

* Selected reading articles will be distributed in class and/or downloaded from the World Wide Web.

Course Requirements:

1. Students will be required to participate in online discussion groups during the week prior to each formal class meeting. Discussions will be connected to the reading assignments for the week. Student will also be required to respond to the posting of participants in their selected reading circles.
2. Attendance is required for every class. The class does not meet often and so all students are asked to make a special effort not to schedule any other appointments during the class period. It is expected that everyone is coming to class to learn.
3. Students will be expected to conduct a field report with groups of people who have been excluded from the discussions on technology. The findings of this report will be presented to the class through a PowerPoint presentation or other educational software familiar to the student.
4. Students will write a grant application that could be submitted to a foundation for funds for an organization that serves people who are in most need of technology. At the last class meeting, students will present their project to the class. Aside from the oral report, students will be expected to submit to the professor an actual copy of the proposal.
5. At the end of the session, all students will write a final reflection paper that includes a self-assessment of the learning experience.

Policy on Class Attendance:

Class attendance is necessary and no classes are optional. If a student will miss more than one class in the course of the semester, it is suggested that the student take this course in a different semester when he or she does not have such conflicts. Please contact

the professor individually to discuss this. A student who is absent more than once (except in cases of illness or an emergency), is late for class excessively, or leaves class early will end up receiving a grade that is at least one grade lower than the computed grade (e.g. A minus becomes a B plus). **A student with excessive absences cannot receive a grade of A or A minus at the end of the course.** Class participation in small group and large group activities is necessary to pass the course. Students should come to class prepared to participate in discussions.

Written Work:

Written work should be well written, grammatically correct, and conform to the latest edition of the style manual of the American Psychological Association (APA) style. All assignments (with the exception of any assignment posted on the Internet) should be typewritten and double-spaced.

Policy on Late Work:

Late assignments will be accepted until one week after the assignment was originally due. After the designated time period, late assignments will not be accepted. Late assignments will receive an automatic deduction of 10% regardless of the reason.

Grading Policy:

Grading will be both **competency-based and comparative**. Grades will thus reflect demonstration of a student's competencies in an assignment and of a student's standing in comparison with the class. Grades on assignments will be given in numerical percentages that translate to letter grades.

Attendance and Participation: 20
Field Report Presentation: 15
Tumblebooks Assignment: 10
Inspiration Project: 10
Grant Application and Presentation: 30
Final reflection paper: 15

Total: 100 points

Grading Scale:

97% - 100% = A
91% - 96.9% = A-
87% - 90.9% = B+
84% - 86.9% = B
80% - 83.9% = B-
77% - 79.9% = C+
74% - 76.9% = C
70% - 72.9% = C-
65% - 69.9% = D
Below 65% = F

DATE	Topics, Activities, Readings, Assignments
12 June (Monday)	<ul style="list-style-type: none"> • Introductions • Course Objectives: What this course is and is not! • Course Requirements • Schedule for the next two weeks • How have computers changed your life? How are computers used in our culture? What are the benefits of using computers for teaching and our everyday lives? • Collage activity • Models of computer based instruction <p>The Digital Divide Network: http://www.digitaldivide.net/ Become a member and participate in the discussion board throughout the semester.</p>
13 June (Tuesday)	<ul style="list-style-type: none"> • The Digital Divide <p>Does money really make a difference in education? Education as the great equalizer in American society Evidence of a Digital Divide Factors that influence the use of computers in daily life.</p> <p>MOVIE: Children in America's Schools PRESENTATION: THE HOMELESS AND COMPUTERS</p> <p>READING FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon et al, Chapters 1, 2. <p>Digital Equity Toolkit: http://www.nici-mc2.org/de_toolkit/</p>

<p>14 June (Wednesday)</p>	<ul style="list-style-type: none"> • Technology and Power Who controls the Technology agenda? Whose voices are heard? Who is represented in technology and the WWW? • Ethnicity/Race and Educational Technology Relationship of ethnicity and access Bridging cultures through technology <p>READINGS FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon, et al, Chapter 4 and 6. <p>Review the following website. Select two links within the website on race and ethnicity that you feel would be useful to bookmark and use in the classroom. Then, a) summarize the site, b) provide an explanation on why you selected your two sites and c) explain how you would use the sites in your classroom/school.</p> <p>http://www.public.iastate.edu/~savega/divweb2.htm</p>
<p>15 June (Thursday)</p>	<ul style="list-style-type: none"> • Gender and Educational Technology Technology and the portrayal of gender stereotypes Factors that hinder women from using computers. <ul style="list-style-type: none"> • Discuss reading questions from online reading circles <p>READINGS FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon, et al, Chapter 9 • Photovoice: www.photovoice.com • www.photovoice.org <p>WRAP UP FIELD PROJECTS</p>
<p>19 June (Monday)</p>	<ul style="list-style-type: none"> • Grant writing: Making a difference Foundations that support technology projects Tips for writing the perfect grant. • FIELD PROJECT PRESENTATIONS <p>LAB TIME TO WORK ON GRANT APPLICATIONS</p>

<p>20 June (Tuesday)</p>	<ul style="list-style-type: none"> • Educational Technology and Inclusion Computers and children with special education needs Assistive Technology Computers and children who are learning English <p>MOVIE: How Difficult Can This Be?</p> <ul style="list-style-type: none"> • TUMBLEBOOKS ASSIGNMENT DUE <p>READINGS FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon, et al, Chapter 8.
<p>21 June (Wednesday)</p>	<p>FIELD TRIP TO “Plugged In” (East Palo Alto). Arrive in East Palo Alto by 4:00 PM. We will leave East Palo Alto by 6:00 at the latest.</p>
<p>22 June (Thursday)</p>	<ul style="list-style-type: none"> • Technology and School Reform Myths of educational technology in the schools Barriers to the effective use of technology in schools Ways to use computers in the classrooms to promote equity. <ul style="list-style-type: none"> • INSPIRATION PROJECT DUE <p>READING FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon, et al, Chapter 10 and 13.
<p>26 June (Monday)</p>	<ul style="list-style-type: none"> • Exemplary Programs: What’s working out there? • Wrap Up and Synthesis: So, what do we do now? <p>READING FOR TODAY:</p> <ul style="list-style-type: none"> • Solomon, et al, Chapter 14 and 15. <p>GRANT APPLICATIONS DUE</p>
<p>27 June (Tuesday)</p>	<p>FINAL PAPER DUE, REFLECTION, ACTION PLANS</p>

UNIVERSITY OF SAN FRANCISCO SCHOOL OF EDUCATION

Technology and Diverse Learners Dr. Kevin Graziano

TumbleBook Assignment:

TumbleBookLibrary is an online collection of TumbleBooks , animated, talking picture books which teach kids the joy of reading. TumbleBooks are created by taking existing picture books, adding animation, sound, music, and narration to produce an electronic picture book which you can read, or have read to you.

Go to <http://www.tumblebooks.com> and type the username, nevada, and password, books.

For this assignment, please critique the website. Review three books and write a two page reflection on how teachers can integrate TumbleBooks into the classroom. Your assignment should contain the following:

- List the three books you reviewed, including the author's name and illustrator's name.
- What are the strengths or best features of TumbleBooks?
- What are its limitations?
- How would you use TumbleBooks in your classroom?

This TumbleBooks link provides access to books for young adults and secondary students:

www.tumblereadables.com

Before you write your review, please be certain to review all six links Story Books, Puzzles and games, Tumble Readables, Language Learning, Life Learning and Teacher Resources.

Inspiration Project

Inspiration, www.inspiration.com, is a visual learning tool that inspires students to develop ideas and organize thinking. This is a relatively easy piece of software to learn and use. Students enjoy using it in the classroom as well.

Answer the following question using Inspiration:

- Identify barriers that limit teachers from integrating technology into the classroom.

Break your responses down as much as possible. For example, if you believe that one barrier is funding then you should break that down and define or list how you would overcome, take action, or combat lack of funds that limit teachers from integrating technology into the classroom. The idea is to Show me not simply Tell me.

An Inspiration tutorial is available at
<http://www.inspiration.com/popups/insptutorial/index.cfm>

Keep your main ideas and responses simple. You do NOT want to write complete sentences. Use words or phrases in your diagram.

Assignments must be posted as JPEG or GIF files. When in Inspiration, go to File, Export, give your file a name and then click Save. This will allow others who do not have inspiration installed on their computers an opportunity to view your project as an image or picture.

Field Report Project

The purpose of this assignment is to gather first-hand information on the digital divide. In many ways, I hope this assignment will make the digital divide more real and personal to us so that when we talk about the digital divide, we do not see it as an abstract concept but a real, everyday phenomenon.

BIG QUESTION TO ANSWER: How do people of particular cultural groups see the importance of computers in their lives?

- **Here's what I suggest you do:**

- a. Find two or three people who represent ONE of the following groups (these are groups who are traditionally part of the HAVE NOTS of the digital divide).:
 - i. Senior citizens
 - ii. Members of an ethnic minority group
 - iii. People who live in poverty
 - iv. Women who do not use computers
- a. Ask the following questions:
 - i. How important are computers in your life today?
 - ii. What are some things you would like to do with a computer if you had access to a computer?
 - iii. What is preventing you from using a computer?
 - iv. How do you think a computer will change your life?

- **The Final Product**

The final product for this project is a brief PowerPoint presentation where you present your findings to the group. Be creative with your presentation!

Grant Application

Throughout the class, we have been studying issues that are often problematic in educational technology. Discussing these issues is really only worthwhile if we do something about these problems. One of the best ways to promote digital equity is to create programs that are inclusive for people who normally are excluded. These programs, however, cannot be done on good will alone.

For your final project, you are asked to write a grant application to a fictitious foundation (“The Digital Divide Foundation”). The Foundation is committed to bridging the digital divide and is seeking grant applications for innovative projects. The Foundation does not limit funding to “school-based” projects. Funding is for 12 months with an option to renew for another 12 months after a successful evaluation of the project. The maximum amount you can ask is \$50,000.

The final products for this project are:

- a. The grant application. – Paper (no more than 7 pages) submitted to Dr. Graziano.
- b. A presentation to the class - The class will pretend to be members of the foundation and you will present your project to the class. If you are going to use PowerPoint or any kind of presentation software for the presentation, please submit an electronic copy of this presentation on a disk. Presentations must not exceed 15 minutes (with an additional 5 minutes for class discussion/comment).

Grant applications must contain the following information:

- a. Title Page: Title of the project. (not part of the 7 page limit)
- b. Organization: A complete description of your organization
- c. Project Description: A complete description of your project. What do you want to do?
- d. Significance of the Project. Why is your project important? What are you trying to change? Who will benefit most from the project?
- e. Project Personnel: Who are the key people who will be responsible for the project? What will they do?
- f. Project Needs: What do you need in order to get your project done? (e.g., I need 5 computers, training for teachers, funds for subs, travel money to attend conference).
- g. Budget: How much will your project cost? Provide a budget in the form of a table.
- h. Assessment: How will you assess the success of your project? How do you know that you have made an impact? (e.g. At the end of this project, teachers will be able to integrate technology in their teaching as evidenced by the completion of a Science unit). See Chapter 14 of Solomon, et al for ideas on assessing digital equity.

Final Reflection Paper

For your final assignment, I would like you to reflect on what you learned in this class. I know we discussed a lot of issues related to technology. So, for the final paper, please write a 2-3 page (double spaced) paper answering the following question:

What were the three most valuable lessons I learned in this class? How will these lessons change the way I use technology in schools or in my profession?

Please cite any of the readings to support your reflections.

What are open-ended questions?

Questions that have no one right answer. There are also no wrong answers.

The purpose of open-ended questions is to invite responses from students, to encourage conversation, and to provide opportunities to explore, think creatively, problem-solve, see connections, and make discoveries on their own.

Additionally, the purpose of open-ended (or divergent) questions is to promote the development of early critical-thinking skills and problem-solving skills. Open-ended questions set the stage for discovery, yield multiple solutions, and involve asking the “why” of student’s thinking. Students should be given time to consider the possibilities!

Open-ended questions, discussions, materials, and activities must be meaningful and relevant. They should also integrate language activities with other domains of learning.

A critical part of the teacher’s role is to model critical thinking and problem solving, to trust the learner, and to learn with the child.

The basis of open-ended questions is the use of wording which naturally invites critical thinking and problem solving. Asking open-ended questions often involves phrases such as:

“What if...?”

“How could you...?”

“What can you...?”

“Why do you think...?”

Source: <http://www.eichild.com/pages.cfm?ID=14&CFID=691027&CFTOKEN=70254053>

Overview on reference citations using the *American Psychological Association Publication Manual, 5th Edition*

APA journals use the author-date method of citation; that is, the surname of the author and the year of publication are inserted in the text at an appropriate point:

Smith (1970) compared reaction times

In a recent study of reaction times (Smith, 1979)

This method gives readers useful information in text and enables them to locate the citation easily in the alphabetical list. As indicated in the first example, if the name of the author occurs in textual discussion, only the year of publication is cited in parentheses. Otherwise, both name and date appear in parentheses, separated by a comma (second example). In the rare case where both the year and author are given in text, no further reference is required:

In 1970, Smith compared

In continuous discussion on the same page, or even on the next pages, the name or study may be mentioned again without parenthetical citation of the year if no ambiguity results.

If a work has two authors, always cite both names every time the reference occurs in the text. If the work has more than two authors, cite all author the first time the reference occurs; include only the surname of the first author followed by "et al." (not italicized) and the year in subsequent citations of the same reference.

Williams, Jones, and Smith (1963) found (first occurrence)

Williams, et al. (1963) found (subsequent citations)

If, however, citation of two references in the same year shortens to the same form (e.g., Williams et al., 1963, for Williams, Jones, & Smith, 1963, and Williams, Jones, Smith, & Brown, 1963) always cite both in full to avoid confusion. (Note: All multiple-author citations in footnotes, tables, and figures should include surnames of all authors.) If multiple-author citations occur in running text, the names are connected by "and." In parenthetical and tabular material, the names are joined by an ampersand (&):

as shown by Jones and Smith (1963).

As has been shown (Jones & Smith, 1963).

Examples for Reference Pages

Note the indentation style used for references. It is reversed from standard paragraph format to emphasized the authors' last names.

1. Journal articles

(one author)

Harlow, P.Q. (1981). Getting ready. *Journal of Preparedness*, 6, 893-894.

(two authors)

Stauffer, R., & Homes, R.V. (1952). Losing pages. *Journal of Library Science*, 7, 894-896.

2. Books

(co-authored book)

Strunk, W., Jr., & White, E.B. (1972). *The elements of style* (2nd ed.). New York: Macmillan.

(edited book)

Maher, B.A. (Ed.). (1923). *Progress in personality research*. New York: Academic Press.

(chapter in edited book)

Riesen, A.H. (1966). Sensory deprivation. In E. Stellar and J.M. Sprague (Eds.), *Progress in hope*. New York: Academic Press.

For further information see <http://www.apa.org/sitemap.html>