



## HIST 7900: TECHNOLOGY FOR HISTORIANS AND HISTORY EDUCATORS SUMMER 2017

### SYLLABUS

### FACULTY AND COURSE INFORMATION

#### INSTRUCTOR:

Tom Okie, Ph.D., Assistant Professor of History and History Education

#### INSTRUCTOR CONTACT INFORMATION:

Office: 4093 Social Sciences Building

Office Phone: 470-578-7731

Office Hours: Thursdays 2-4pm, Mondays 10am-12pm

Email: [wokie1@kennesaw.edu](mailto:wokie1@kennesaw.edu)

#### CLASS LOCATION:

Online

#### CLASS MEETING TIMES:

Online.

#### COURSE COMMUNICATIONS:

Office hours are via Google Hangout, every Thursday from 2-4 and Mondays from 10-12. Otherwise, the preferred method of communication for routine matters is through slack, KSU email, or office phone. I strive to respond promptly, but if you have not heard back in 24 hours during the week, and 48 hours on the weekend, please contact me again.

#### ELECTRONIC COMMUNICATIONS:

The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

#### REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

1. Nicholas Carr, *The Shallows: What the Internet Is Doing to Our Brains* (W.W. Norton, 2011). ISBN: 978-0393339758.
2. Additional required readings/viewings posted or linked to D2L/BrightSpace
3. Chalk and Wire account (available from bookstore)
4. Laptop or desktop computer
5. Reliable internet access
6. Hypothes.is account (free)
7. Slack account (free)
8. Google account (free)
9. Webcam
10. Earphone/microphone headset (recommended)

## COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

### COURSE DESCRIPTION

Students examine, critique, and practice using technology in the context of doing history and promoting student achievement in the secondary classroom. Special topics may include the theory, political economy, and history of educational technology, technologies of reading, writing, presenting; historical thinking; and spatial history and text analysis in the “digital humanities.” The course emphasizes making informed, wise decisions about the best uses of technology in the discipline of history and the history classroom.

### CREDIT HOURS:

3 class hours, 0 laboratory hours, 3 credit hours

### PREREQUISITES:

Admission to MEd Program or Permission of Department

## COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES

Course Goals	Standards	Activities
1. Describe the role of technology in the creation and teaching of historical scholarship	NCSS Theme 8 (Kn) understand that society often turns to science and technology to solve problems, that science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present, and that science, technology, and their consequences are unevenly available across the globe; NCSS Theme 8 (Ps) ask and find answers to questions about the impact of science and technology in the past and present, and in different places and societies, and select, organize, analyze, and evaluate information, and communicate findings regarding the impact of science and technology on a society today or in the past.	Application essays; digital history remix project

<p>2. Evaluate the past, present, and future impact of specific applications of educational technology on students, teachers, and educational institutions</p>	<p>NCSS 8 (Ps) Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and societies in an interdependent world; NCSS 8 (Ps) Identify the purposes, points of view, biases, and intended audience of reports and discussions related to issues involving science and technology; InTASK 8(o), 8(r); CAEP Standards for advanced programs A.1.1</p>	<p>Application essays; tech reviews</p>
<p>3. Evaluate the impact of digital methods and the broader digital humanities on historical scholarship and the implications for the social studies classroom</p>	<p>NCSS 8(Ps) Use diverse types of media technology to access, analyze, evaluate, create, and distribute messages; InTASC 8(r); CAEP Standards for advanced programs A.1.1</p>	<p>Application essays; tech reviews; discussions</p>
<p>4. Identify research-based, learner-centered, technology-enhanced strategies for engaging 6–12 students in primary source analysis, the development of historical arguments using evidence, the evaluation of multiple perspectives, and historiographical debate.</p>	<p>NCSS 8 (Ps) Select, organize, analyze, and evaluate information, and communicate findings regarding the impact of science and technology on a society today or in the past; NCHE Teacher Education Guidelines; InTASC 5(l), 8(o), 8(r); CAEP Standards for advanced programs A.1.1</p>	<p>Application essays; Digital history remix project</p>
<p>5. Design and implement lessons (or research projects) engaging in source analysis, the development of historical arguments using evidence, the evaluation of multiple perspectives, and historiographical debate, and that use digital tools.</p>	<p>NCSS Theme 8 (Kn), understand that achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences; NCSS Theme 8 (Ps), use diverse types of media technology to access, analyze, evaluate, create, and distribute messages ; NCHE Teacher Education Guidelines; InTASC 5(l), 8(o), 8(r); CAEP Standards for advanced programs A.1.1</p>	<p>Digital history remix project</p>

## COURSE OUTLINE AND REQUIREMENTS

The content and assignments in each module will contribute to the student being able to complete the course. Please note that these modules will be completed on a weekly basis and refer to the “About this Course” document on D2L.

### FINAL EXAM:

See the Registrar's Academic Calendar site for final exam date/time.

<http://registrar.kennesaw.edu/datesanddeadlines/>

### DISCLAIMER:

This syllabus is subject to change as the need arises; expect changes.

## EVALUATION & GRADING SCALE

Tech Reviews: 10%

Discussions: 10%

Annotations: 10%

Application Essays: 20%

Digital History Remix Project: 50%

## COURSE, COLLEGE, AND UNIVERSITY POLICIES

### ATTENDANCE POLICY:

This is an online course, so attendance is mostly measured by your participation and collaborative spirit throughout the course. There will be at least 4 synchronous meetings throughout the semester, approximately every other module, to offer a chance for real-time discussion. I will provide at least 2 time slots for these discussions, and you are expected to be in attendance at least 3 of the 4 times.

### MAKE-UP AND LATE WORK POLICY:

Late work will be docked ten percent for every day it is late.

### QUIZ/EXAM POLICY:

Any exams will be given according to KSU proctored exam requirements:

<http://www.kennesaw.edu/dlc/virtualexam/>

### COURSE TECHNOLOGY:

See above.

### CHALK AND WIRE POLICY

All Secondary & Middle Grades M.Ed. students are required to purchase a Chalk and Wire account from the KSU Bookstore. Please contact the Chalk and Wire Administrator at

[chalkandwirehelp@kennesaw.edu](mailto:chalkandwirehelp@kennesaw.edu) for help in setting up your Chalk and Wire portfolio.

You will be required to upload the program assessments listed below into Chalk and Wire by the deadlines in the syllabus. These assessments will not be graded until AFTER they are uploaded into

Chalk and Wire. You will earn a grade of ZERO for these assignments if you do not upload them into Chalk and Wire.

#### FEEDBACK/REPLIES IN A TIMELY MANNER:

As I expect you to be in the course on a weekly basis, I will also be reading and commenting on your work on a weekly basis. Weekly assignments, such as blog posts and exercises, will receive feedback within the week. Lengthier assignments, such as the reflective essays, may take two weeks.

#### COURSE WITHDRAWAL:

The last day to drop the course without academic penalty is listed on the Registrar's Academic Calendar site: <http://registrar.kennesaw.edu/datesanddeadlines/>

#### ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

#### ACADEMIC HONESTY/INTEGRITY:

<http://scai.kennesaw.edu/codes.php>

#### CONFIDENTIALITY AND PRIVACY STATEMENT (FERPA)

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

#### UNIVERSITY – STUDENT RIGHTS:

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

#### ETHICS STATEMENT:

<http://scai.kennesaw.edu/codes.php>

#### SEXUAL HARASSMENT:

<http://scai.kennesaw.edu/codes.php>

#### COURSE ACCESSIBILITY (ADA):

<http://sss.kennesaw.edu/sds/institutional-policies.php>

#### EPP POLICY STATEMENTS

**Important information about edTPA and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.**

1. KSU EPP Conceptual Framework
2. Use of Technology Statement
3. School-Based Activities Statement
4. EPP Diversity Statement
5. Campus Resources Statement