# EDPS 2140: HONORS SECTION (3 credits)

**Using Technology in Diverse Elementary Classrooms: K-6**

**Fall 2020, Online**

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## Help and Consultation

**Individual Help/Consultations (By Appointment on Zoom):**
- Tuesdays, from 3-5 pm
- You must book an individual appointment at least 8 hours in advance using the online system: [https://meetwithdrbutcher.youcanbook.me](https://meetwithdrbutcher.youcanbook.me)
- Dr. Butcher will send a Zoom link/passcode to the email you provide.

**Class Drop-In Synchronous Help (Zoom): Mondays, from 3-4pm.**
- No appointment needed. Just join the meeting.
- This is not a structured class. This is purely a time for drop-in help, questions, feedback, or just a chat – whatever you need. If you would like to participate, you are welcome to join and leave the Zoom meeting at any point in the hour.
- Zoom link: [https://utah.zoom.us/j/91664029972](https://utah.zoom.us/j/91664029972)  
  - Passcode: 300110

## Textbook & Course Access

There is **NOT** a required textbook for this course—instead, you will be reading primary sources, online resources, and digital materials. Readings and online discussions will be implemented using Canvas. ([http://utah.instructure.com](http://utah.instructure.com))

EDPS 2140-003 (Honors, 3 credits) is cross-listed with the "parent" course: EDPS 2140-001 (Non-honors).
Pandemic Course Organization
This course has been organized and developed as an asynchronous, online course where individual (or group) appointments are available for remote consultation and help. The goal of the online course is to provide you with maximum flexibility to pursue your education during these uncertain times. This course also can serve as a model for how to implement fully online classes in your future classes. However, K-6 learning technologies (after a pandemic) always will include hands-on technologies that integrate into your instruction. Thus, periodic assignments will require the use of hands-on materials. You may check out materials from the College of Education (see Canvas for instructions). Checkout materials will be sanitized between users. Although our class will be online, please note that the University of Utah requires masks/face coverings in all shared public spaces on campus, including classrooms.

Evaluation Methods/Grading
The Honors Section of EDPS 2140 meets with the regular section. As such, all information (including assignments, due dates, policies, rules, procedures, etc.) provided in the EDPS 2140 "regular section" syllabus applies to this section as well. This syllabus is an addendum to the regular section syllabus for EDPS 2140. As an Honors course, this section of the class will promote an enriched academic environment for talented and highly motivated students. Additional assignments and experiences will work to foster values of social responsibility and academic quality.

Because this honors section is IN ADDITION to the assignments from the regular section, grades earned on honors projects and readings will be added to the grades you earn on assignments in the regular section. As such, grading for the full set of assignments is for a student enrolled in the honors section of EDPS 2140 is:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Research participation (online option)</td>
<td>8%</td>
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<tr>
<td>Online + honors discussion posts/replies</td>
<td>10%</td>
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<tr>
<td>Video instruction &amp; practice quizzes</td>
<td>12%</td>
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<tr>
<td>Application Activities &amp; peer reviews</td>
<td>15%</td>
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<tr>
<td>Mastery mini-projects + honors projects</td>
<td>25%</td>
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<tr>
<td>Final project</td>
<td>30%</td>
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As in the regular section, late assignments are subject to penalty. Incomplete assignments will be counted as 0 points.

Honors Class Approach
In this course, you will be further exploring theoretical issues related to how students learn with technology and digital resources and will complete additional projects that challenge you to use your new knowledge to create specialized instructional resources using technology.

In completing the additional readings and discussing them with your instructor and honors peers, you'll gain a better understanding of the cognitive processes that must be supported by
effective educational technology, theories about how technology can be best implemented in classrooms, and students’ current use of and thinking about technology for learning. You’ll be challenged to apply this knowledge to the development of technology-based instructional resources. Although many teachers talk about a need for personalizing curriculum for learners at different levels, few teachers are able to combine learning theory and technological expertise in order to create these customized materials. In addition, STEAM (science, technology, engineering, ARTS, and mathematics) is an increasing focus in elementary schools. STEAM activities help students develop creative thinking at the same time they engage in computational thinking, planning, and engineering skills. In completing the additional projects, you will be introduced to ways of creating and personalizing educational materials to support “anytime/anywhere” learning for diverse sets of learners in elementary classrooms. Thus, in addition to the requirements of the regular section, the Honors Section has the following additions to course assignments:

**Additional Readings:**
In order to deepen your understanding of the topic and to enhance your learning in this course, additional readings are assigned to honors students. Please see the attached, week-by-week schedule for a detailed list. The schedule lists the date by which your "initial post" is due (in response to the instructor question) and a date by which you should complete discussion with peers and/or the instructor by responding to peer posts and/or their responses to your post.

**Additional Honors Projects:**
- **Honors Project 1: Personalized ("Adaptive") Online Learning Activity**
  
  _Topic identification and instructional goals: September 8_  
  _Rough draft of activity due for informal feedback: September 22_  
  _Final (polished and fully functional) activity due: October 6_

  More detailed instructions and requirements for this activity are provided in Canvas. Please be sure to consult the Canvas assignment carefully for detailed instructions.

When considering the potential of online learning, many educators and researchers are excited about the potential to support personalized learning. Personalized learning involves the implementation and provision of learning materials targeted to individual learners at particular levels of understanding with specific types of background knowledge. Although some technology developers are working on highly-customized and complex tools such as intelligent tutoring systems, these complex tools are expensive, difficult to modify, and often exist for only a small subset of topics within your full curriculum. Modern web-authoring tools provide you (as an educator) the opportunity to develop learning activities that are customized for different groups of learners in your classroom. However, you must consider theoretical aspects of learning as well as practical issues of development in order to create effective personalized instruction.

Honors Project #1 challenges you to develop an online learning activity that assesses prior knowledge/skills of an individual student and then guide the student through a customized learning experience appropriate for their identified levels/group. Think carefully about how different groups of learners might benefit from customized content/instruction. For example:
Reading Ability

- Low
- Moderate
- High

Prior Knowledge of a Concept (e.g., Nutrition)

- Low
- Moderate
- High

Although you will be using many different kinds of materials in your future classes to customize your instruction, in this class you will focus on using online resources and digital instruction/scaffolding to support different learners. You will be using the technologies and applications that we have explored in class to create a variety of materials and a learning path that will be useful to each group/level of learners. Your online learning activity will represent a full instructional experience that students can use independently. Thus, you may need to include assessment items, orienting goals, and reflection questions as appropriate to the topic and learning goals.

- **Honors Project 2: Makerspaces STEAM Learning Challenge**
  
  *Check out Makey Makey kits for testing by October 13*
  *Design and document your creative STEAM challenge: October 13 - 27*
  *Schedule and complete an individual consultation with your instructor (to demo your challenge and Makey Makey solution) by October 27*
  *Submit lesson materials: Due November 3*

  Details instructions for this project are provided in Canvas. Please be sure to consult the Canvas assignment for this project before you begin.

  Educators increasingly are highlighting the importance of STEAM activities in their classrooms. You may have heard of STEM (science, technology, engineering, and mathematics) education ... the “A” in STEAM stands for arts. Thus, STEAM learning integrates arts and creativity with STEM topics. In elementary schools, makerspaces have garnered significant attention as ways to integrate an engineering mindset with hands-on activities that allow learners to follow their own individual interests. Makerspaces are not just a physical space, they are also a mindset in which creativity and innovation is valued and supported.

  Makerspaces can have strong technology components, and specific instructional tools have been developed to support this integration. Makey Makey is one such tool, which is an electronic invention kit that works well for elementary grades. The purpose of Makey Makey is to make the inner workings of computational systems understandable to young learners through the creative use of everyday objects. With Makey Makey, you can create banana keyboards, Playdough controllers, and much more.
For Honors Project 2, you will create a creative Makey Makey challenge to teach learners about circuits and inputs using the Makey Makey classroom kit. You will:

- Learn about the functionality of Makey Makey as a tool for creative innovation (surrounding computation and engineering)
- Create your own fun and challenging Makey Makey lesson. (See Canvas instructions for full instructions and requirements)
  - The more creative the better!
  - Think carefully about how to make the lesson both informative and engaging
  - Maker spaces use ordinary materials – avoid specialized equipment or unusual objects
- Submit a website that includes a student page (documenting the challenge and challenge instructions) and an instructor page (hints, grading rubric, and possible solution(s)).
  - We will make your student lesson available to other students in EDPS 2140 as an extra credit activity, so be sure your lesson can be pursued individually by other students in the class. As peer educators-in-training, your fellow students will provide you with valuable feedback on your lesson.
  - You will submit a required reflection on peer feedback as the final component of this project. (See detailed schedule, below.)
## Honors Schedule (NOTE: All Assignments IN ADDITION to “Regular” Section Assignments)

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<thead>
<tr>
<th>Date</th>
<th>Assigned</th>
<th>Due Today</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Begin honors reading #1</td>
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<td><strong>Honors Reading #1</strong></td>
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<td>Sept. 1</td>
<td>Discussion of honors reading #1</td>
<td>Initial post due</td>
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<td>Sept. 8</td>
<td>Select topic for Honors Project #1</td>
<td>Reading #1 responses to peers/instructor due</td>
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<td>Finish discussion of honors reading #1</td>
<td>Submit topic selection for Honors Project #1</td>
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<td>Begin honors reading #2</td>
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<td><strong>Honors Reading #2</strong></td>
<td></td>
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<tr>
<td>Sept. 15</td>
<td>Discussion of honors reading #2</td>
<td>Initial post due</td>
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<tr>
<td>Sept. 22</td>
<td>Submit draft of Honors Project #1</td>
<td>Reading #2 responses to peers/instructor due</td>
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<td></td>
<td>Finish discussion of honors reading #2</td>
<td>Submit rough draft of Honors Project #1 for feedback</td>
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<td>Begin honors reading #3</td>
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<td></td>
<td><strong>Honors Reading #3</strong></td>
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<tr>
<td>Sept. 29</td>
<td>Discussion of honors reading #3</td>
<td>Initial post due</td>
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<tr>
<td>Oct. 6</td>
<td>Submit final, polished Honors Project #1</td>
<td>Reading #3 responses to peers/instructor due</td>
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<td>Finish discussion of honors reading #3</td>
<td>Submit final, polished Honors Project #1</td>
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<td></td>
<td>Checkout a Makey Makey kit for Honors Project #2 by Oct. 13</td>
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<tr>
<td>Date</td>
<td>Assigned</td>
<td>Due Today</td>
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| Oct. 13 | Checkout a Makey Makey kit for Honors Project #2  
Begin honors reading #4  
**Honors Reading #4**  
| Oct. 20 | Discussion of honors reading #4  
Schedule a demo/feedback session with instructor for honors project #2 by October 27 | Honors reading #4 initial post due  
Schedule feedback session with instructor for honors project #2 |
| Oct. 27 | Finish discussion of honors reading #4  
Have demo/feedback session with instructor for honors project #2 completed by this date. | Reading #4 responses to peers/instructor due  
Feedback session with instructor for honors project #2 |
| Nov. 3 | Submit honors project #2 | Submit honors project #2 |
| Nov. 10 | Begin honors reading #5  
**Honors Reading #5**  
| Nov. 17 | Discussion of honors reading #5 |  |
| Nov. 24 | Finish discussion of honors reading #5 | Reading #5 responses to peers/instructor due |
| Dec. 1 | Reflection due on Makey Makey lesson feedback. | Reflection activity |
| Dec. 8 | **Finals week – no new honors project. No honors final.** |  |