



## HIST 7900: TECHNOLOGY FOR HISTORIANS AND HISTORY EDUCATORS, SUMMER 2019 SYLLABUS

### FACULTY AND COURSE INFORMATION

#### INSTRUCTOR:

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

#### INSTRUCTOR CONTACT INFORMATION:

Office: 4093 Social Sciences Building

Office Phone: 470-578-7731

Virtual Office Hours: Updated weekly in [this shared document](#)

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

#### CLASS LOCATION:

Online

#### CLASS MEETING TIMES:

Online.

#### COURSE WEBSITES:

[HIST 7900 Desire2Learn/Brightspace, CRN 50916](#)

[HIST 7900 Microsoft Teams](#)

#### COURSE COMMUNICATIONS:

Microsoft Teams will be the primary communications tool for the course.

I will host 2-5 virtual office hours via Meetings in Microsoft Teams each week. The time slots will vary each week, but I'll announce the hours via a shared Word document at the start of each module. Feel to drop in to office hours without an appointment, or to make an appointment if the posted hours don't work for you in a given week.

Otherwise, the preferred method of communication for routine matters is through messages in Microsoft Teams, followed by KSU email—your Office 365 [netID@students.kennesaw.edu](mailto:netID@students.kennesaw.edu) account, not D2L 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 “netID@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, TOOLS, AND SKILLS:

1. Sherry Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other* (Hatchett, 2017), ISBN: 9780465093656. Earlier editions are available in the KSU Sturgis Library (Call Number: HM851 .T86 2011), as an [ebook](#), and in at least [11 other USG Libraries available through GIL Express](#)
2. Larry Cuban, *Oversold and Underused: Computers in the Classroom* (Harvard University Press, 2009), ISBN: 9780674011090. Available in the Sturgis Library as an [ebook](#).
3. Sam Wineburg, *Why Learn History (When It's Already on Your Phone)* (Chicago: University of Chicago Press, 2018), ISBN: 9780226357218. Copies may be available through [Interlibrary Loan](#)
4. Additional required readings/viewings posted or linked to D2L/BrightSpace and/or in the syllabus
5. Chalk and Wire account (available from bookstore)
6. Microsoft Office 365 Account (available as part of your student technology at KSU), including Microsoft Teams, Word, Excel, Powerpoint, and Outlook. You may also want to download the Microsoft Office Apps (including Teams, Word, Excel, Powerpoint, Sharepoint, Onenote, and Outlook) for your desktop/laptop or mobile device
7. Laptop or desktop computer (a tablet or phone will not be sufficient), with
  - a. Webcam
  - b. Microphone (Microphone/Earphone Headset recommended)
  - c. Speakers
  - d. A modern web browser such as Firefox or Chrome.
  - e. Reliable internet access Right now, write down two backup places that you will go if your preferred internet access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your aunt's house? In other words, if your internet fails, it may severely hinder your progress in this class.
8. Basic computer skills.
  - a. finding a web site if you are given a web address
  - b. sending and and receiving email
  - c. attaching files and opening attachments
9. Acceptable file formats for assignments:
  - a. Microsoft Word (.doc, .docx)
  - b. web pages (.htm, .html)
  - c. mp4 (video)
  - d. mp3 (audio)

## NAVIGATING THE COURSE

- **Modules.** The course is laid out in modules that, in a summer session, correspond to weeks (6 weeks, 6 modules).
- **Checklists.** As you navigate through the course, pay attention to the *checklists* in each module. I've worked hard to make sure the checklists are comprehensive, so if you keep track of them, you should be on track in the course.
- **Links.** The vast majority of content in this course is available freely, on the web. Hyperlinks and Uniform Resource Locators (URLs), therefore, are quite important. If a link is does not seem "clickable," or if it doesn't take you to the designated webpage, try 1) right-clicking and selecting "Open Link in New Tab", or 2) copying and pasting the link in a new browser tab
- **Asking Questions.** Please ask questions on Microsoft Teams – as a public discussion in the “General” Channel if you think other classmates might also have the same question, or privately if it's just for the professor.
- **Online Learning Support.** Early on, especially if you haven't taken online course before, please visit the [Online Learning Student Resources Page](#)

## 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	Discussion participation; technology remix project

	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.	
2. Evaluate the past, present, and future impact of specific applications of educational technology on students, teachers, and educational institutions	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; InTASC 8(o), 8(r); CAEP Standards for advanced programs A.1.1	Discussion participation; technology remix project; tech reviews
3. Evaluate the impact of digital methods and the broader digital humanities on historical scholarship and the implications for the social studies classroom	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	Discussion participation; technology remix project; tech reviews;
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.	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	Discussion participation; technology remix project
5. Design and implement lessons (or research projects) engaging in source analysis, the development of	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	Discussion participation; technology remix project

<p>historical arguments using evidence, the evaluation of multiple perspectives, and historiographical debate, and that use digital tools.</p>	<p>Guidelines; InTASC 5(l), 8(o), 8(r); CAEP Standards for advanced programs A.1.1</p>	
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## EVALUATION & GRADING SCALE

I will give you your final grade based on the following scale:

- A = 90+
- B = 80–89
- C = 70–79
- D = 60–69
- F = 60 and below
- I = Indicates an incomplete grade for the course, and will be awarded only when you have done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond your control are unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

The overall grade is broken down into the following categories:

- Discussion Participation: 40%
- Tech Reviews: 20%
- Technology Remix Project: 40%

In general, I grade assignments using a simple 4-point framework: Exceeds, Meets, Needs Improvement, and Does Not Meet, which generally corresponds to 100%, 85%, 70%, and 50%, with 0% reserved for assignments that are not turned in at all.

The gradebook in D2L will automatically calculate your grade, but there are also lots of weighted grade calculators on the Internet. Here’s one that should work for you: [http://www.benegg.net/grade\\_calculator.html](http://www.benegg.net/grade_calculator.html)

PLEASE NOTE: Except as noted below, *all* assignments must be completed in order to pass the course.

### DISCUSSION PARTICIPATION (40%)

The discussion boards / channels of Microsoft Teams is where we will hash out our understandings of the readings and our own experiences, so it is vital that everyone participates each week. You'll receive an overall discussion grade for each module.

Each week will have slightly different discussion guidelines. Sometimes you'll post images or audio; other times you'll mostly engage with text. But as a general guideline, here is what "Exceeds" level participation looks like.

- responds to content with careful summaries and thoughtful questions
  - "As I read Gary Gerstle's account of immigration, he is making three major points. First ... . Second ... . Third ... ."
  - "I don't understand what Leopold means by the word 'wilderness' on p. 96. Is he talking about abandoned, ruined land, or simply uninhabited places?"
- invites continued discussion from fellow discussants
  - "what do y'all think about..."
  - "Tom, this reminds me of what you said last week, when you were commenting on ... . Does it seem like the same phenomenon to you?"
- builds on and responds to the posts of fellow discussants
  - "I agree with Terance Smith that ..., but I also think that ... "
  - "Yes! This is well-put! I'd just add that ... ")
  - "The posts of John Smith and Mary Jones seem to me to be two sides of the same coin. On one side ... On the other side ... "
- respectfully and productively disagrees when necessary
  - "While I can see your point that ..., I am not convinced that ... "
  - "Mary, I understand what you're saying about ..., but can you clarify how it connects to ... ?"
- follows instructions for the discussion (e.g. posts on time; if instructions call for an image, posts an image; if 2 posts are called for, posts at least twice)

## TECH REVIEWS (20%)

You'll complete 2 unique reviews of educational technologies (one for each of the first 3 modules), choosing from a list or suggesting your own products to review. By the end of Module 3, we'll have a set of 20–30 carefully tested and reviewed educational technologies as a kind of "tool library."

## TECHNOLOGY REMIX PROJECT (50%)

### **Personal Philosophy of Technology (20%)**

- An approximately 1,000-word statement about your personal experience with and philosophy of technology, with reference to the readings and discussion for Module 1
- Due at the end of Module 1 (June 21)

### **School Survey (20%)**

- A Larry-Cuban-inspired survey (roughly 1,000 words) of your district's and school's constraints and affordances and overall culture of educational technology, including both quantitative and qualitative information
- Due at the end of Module 2 (July 2)

### **Problem and Promise Statement (20%)**

- A roughly 1,000-word description of the problem you are looking to solve and the various technological options you have for solving it, with reference to the readings and discussions for Module 2 and 3.
- Due at the end of Module 3 (July 12)

### **Final Project (40%)**

- Due at the end of Module 4 (July 23), including:
  - a. Revised Personal Philosophy
  - b. Revised School Survey
  - c. Revised Problem and Promise Statement
  - d. Project Design, Rationale, and Preliminary Results
  - e. Discussion / Implications / Conclusions

## TOKEN SYSTEM

You have **two (2)** “tokens” this term that you can use at your discretion. Each token may be used for one of the following:

- To secure a 24-hour extension on an assignment (except for the Final Tech Remix Project)
- To revise and resubmit an assignment (except for the Final Tech Remix Project) The resulting grade will be an average of your two submissions. For instance, if you receive a 70 on your first submission, and an 85 on your second submission, your overall grade for your midterm would be a 78.5.
- To excuse a missed “stage” of discussion
- To add one point on to your final grade. For instance, if you save your tokens, and your final calculated grade is an 88, your adjusted final grade would be 90.

To use a token, simply send me an email from your @students.kennesaw.edu account (not D2L) or send me a message on MS Teams.

## 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.

### MAKE-UP AND LATE WORK POLICY:

No late work is accepted; however, see token policy above.

### 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 final Technology Remix Project 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 several times in each module.

### 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, PLAGIARISM AND CHEATING:

I expect you to do your own work in this course, both in weekly discussion participation and in your Technology Remix Assignment. All Technology Remix components and Tech Reviews will be turned in through Turnitin.com (integrated with D2L), which compares your work to other students' work in this course and at universities around the country. You can see your originality report in D2L after you turn in your paper; here are instructions for [how to view feedback \(and originality\) in Turnitin Feedback Studio](#).

You can avoid plagiarism by using good evidence from course readings and by citing thoroughly. Remember: the only thing you take with you from this course aside from your grade is the knowledge you *make*, which means doing the hard work of thinking through and articulating argument, evidence, narrative, perspective, and interpretation.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of



Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also

- [The KSU Cheating and Plagiarism FAQ](#)
- [KSU Academic Integrity Tips for Students](#)

If you have any questions about plagiarism, please ask before turning in the assignment. You may also wish to consult the following websites for additional guidance.

- Plagiarism.org <http://plagiarism.org/>
- Indiana University's Plagiarism Pamphlet <https://wts.indiana.edu/writing-guides/plagiarism.html>

#### 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

## 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.

### MODULE 1: OUR WORLD, OUR DEVICES, OURSELVES (TUESDAY, JUNE 11–FRIDAY, JUNE 21)

#### **The Social World**

1. Read:
  - a. Turkle, *Alone Together*
    - i. Author’s Note, Preface, Introduction, Conclusion, and Epilogue (pp. ix–22, 279–306)
    - ii. Assigned Chapters from Chapter 8–14 (pp. 151–278)
    - iii. Browse Notes and Index (pp. 307–60)
  - b. Michael Sacasas, “Does an Artifact Have Ethics?”

#### **The Physical World**

1. Read:
  - a. Shannon Mattern, “Maintenance and Care,”
  - b. Scott B. Weingart and Emanuel Maiberg, “The Route of a Text Message, a Love Story”
  - c. Adam Satariano, “How the Internet Travels Across Oceans”
  - d. Kate Crawford and Vladan Joler, “Anatomy of an AI System”

#### **The Political and Economic World**

1. Read:
  - a. Nicholas Carr, “Thieves of Experience”
  - b. Zeynep Tufekci, “The Road from Tahrir to Trump”

### MODULE 2: OUR SCHOOLS AND THE PROMISE OF EDTECH (FRIDAY, JUNE 21–TUESDAY, JULY 2)

1. Read:
  - a. Larry Cuban, *Oversold and Underused*
    - i. Introduction, Chapters 1, 3, 5, and 6 (pp. 1–35, 68–98, 131–197)
    - ii. Browse Chapters 2, 4, Appendix, Notes, Acknowledgements, and Index (pp. 36–67, 99–130, 198–250)
  - b. Audrey Watters, “The Best Way to Predict the Future is to Issue a Press Release”
  - c. Mark Warschauer and Morgan Ames, “Can One Laptop Per Child Save the World’s Poor?”
  - d. *Education Week*, “Education Innovation: Results of a National Survey”

**MODULE 3: OUR CLASSROOMS, EdTECH, AND THE TASKS OF LEARNING  
(TUESDAY, JULY 2–FRIDAY, JULY 12)**

1. Read:

- a. Sam Wineburg, *Why Learn History*
  - i. Introduction, Chapters 1 and 8, Afterword (pp. 1–10, 163–178) and your choice of one additional chapter each from Part I, Part II and Part III (three additional chapters).
  - ii. Browse acknowledgements, notes, bibliography, and index (pp. 179–241)
- b. Selections from:
  - i. *Web Literacy for Student Fact Checkers*
  - ii. TED Talks and related articles
  - iii. Powerpoints and Presentations
  - iv. Reading and Writing in the Digital Age

**MODULE 4: OUR FUTURE (FRIDAY, JULY 12–TUESDAY, JULY 23)**

This module will be devoted to workshopping, revising, and finalizing your Technology Remix Project.

**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.