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# EDCI 32300 Integrating Technology in the Classroom / EDCI 51300 Foundations of Learning Design and Technology

**Semester**: Fall 2019

**Credit hours**: -3-

**Instructor:** Dr. Anastasia M. Trekles

**Office Location:** TECH 206 (Westville), ANNX 140 (Hammond – by appointment only)

**Office Hours:**

* Westville office hours: Wednesday and Thursday 11am - 5:00pm
* Virtual office hours held every Monday from 2:00pm - 5:00pm (<http://purdue.webex.com/meet/atrekles>) - Drop in and check announcements for times when guest speakers might be showing up

In general, I return emails/calls within 24-48 hours, and return completed assignments within 48-72 hours of the due date (see below under *Communication and Participation* for more information)

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**Remind.com for texting**: <https://www.remind.com/join/edci323f19>

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| COURSE INFORMATION |

## Textbook Required:

NONE (videos and articles will be provided in our course on BlackBoard)

## Course Description:

This course addresses the fundamentals of educational technology including the integration of instructional design, media, computers and related technologies within the classroom setting. Students will explore and evaluate how, when, and why technology should be integrated into the classroom. This will be a hands-on course where students will do a great deal of work on computers*.*

## Core course objectives

By the end of this course, you will be able to accomplish the following things:

1. Demonstrate fluency in operating basic technology systems for research, production, collaboration, classroom management, and communication, and advocates for the safe and proper use of technology.
2. Navigate the Web to critically evaluate and select appropriate learning materials and educational resources
3. Design and plan technology-enhanced instruction and learning environments that are developmentally appropriate and adapt to a variety of learners’ needs, including those of diverse learners
4. Effectively utilize a variety of productivity software and applications to produce materials for the following purposes: 1) for instructional purposes, and 2) for communication and collaboration with learners, parents, peers, and the community
5. Identify a variety of educational technology resources, including tools and professional learning networks, and determine how and when those tools should be used to support instruction and assessment.
6. Identify and select appropriate assistive technologies for use with students with special needs.

# PNW School of Education and Counseling Conceptual Framework:

### The Educational Leader

The conceptual framework that guides the preparation of future educators at Purdue University Northwest (PNW) is called *The Educational Leader.*

**Learn. Lead. Inspire.** These are the values of the educator preparation programs at PNW where candidates are prepared to assume complex educational roles inside and outside of traditional educational environments. Following is the PNW educator preparation program mission:

*To re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.*

## Pre-Methods Teacher Dispositions

Faculty and staff in the School of Education and Counseling have the responsibility of assessing teacher education students on dispositional issues to ensure that students leave our programs with the attitudes and behaviors they will need to be successful educators. A list of dispositions students are expected to demonstrate is below. Violations of these dispositions can result in an Unacceptable Disposition report, which will be filed in the student’s record and can impact continuation in the teacher education program.

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| **Disposition** | **The teacher candidate:** |
| Attendance | Meets the attendance policy as required and defined by the course syllabus, including attendance, tardiness, early departures, etc. |
| Preparedness | Is well prepared for class by reading assigned readings, completing assignments, participating in class activities, and completing other class responsibilities in a timely fashion. |
| Flexibility | Demonstrates flexibility regarding course content, class scheduling, and other changes deemed necessary by faculty. |
| Maturity | Welcomes feedback and makes appropriate adjustments to enhance personal and professional growth.Analyzes interactions and comments to make appropriate adjustments that promote a positive working environment. |
| Reflective | Is willing to suspend initial judgments.Is receptive of critical examination.Is willing to make reasoned decisions with supporting evidence. |
| Collaborative | Works well with others.Works well in groups, evenly distributing responsibility. |
| Respectful | Demonstrates sensitivity with respect to language use.Sets high expectations for self and others.Shows due courtesy and consideration for people and multiple perspectives. |
| Lifelong Leaner | Demonstrates curiosity, creativity and intellectual interest regarding course content, processes, and tasks.Welcomes new and rigorous learning opportunities. |
| Integrity | Acknowledges the work of others when presenting information (avoids plagiarism).Protects confidential information.Does not engage in activities that have been deemed unethical or a misrepresentation. |
| Policy/Law | Does not violate the rules of student conduct as described in the PNW Student Handbook nor breaks any laws. |

Furthermore, in this course, I will also demonstrate effective teaching and concern for your learning. If you have any questions or concerns about this course or your own learning do not hesitate to talk with me. I will be happy to meet with you during office hours or at another time convenient for us both.

In addition, you will be expected to demonstrate competence in the **education program standards**listed below.

## CAEP K-6 Elementary Teacher Preparation Standards

This course addresses the following CAEP Accreditation standards:

***1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. (Google Unit, WebQuest)***

***1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. (Grant Proposal, Assistive Technology Unit)***

***3.a – Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs. (WebQuest)***

***3.c – Candidates plan instruction including goals, materials, learning activities and assessments. (Social Story, WebQuest)***

***3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. (Assistive Technology Unit)***

***3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations. (Classroom Management, Google Classroom)***

***3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices. (Hour of Code, Google Unit, WebQuest)***

***5.c - Candidates participate in peer and professional learning communities to enhance student learning. (#INeLearn, ISTE Standards)***

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| Standards | Assessment Measures |
| INTASC |
| INTASC 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.2(a) The teacher designs, adapts, and delivers instruction to addresseach student’s diverse learning strengths and needs and createsopportunities for students to demonstrate their learning in different ways.2(f) The teacher accesses resources, supports, and specializedassistance and services to meet particular learning differences or needs.2(g) The teacher understands and identifies differences in approachesto learning and performance and knows how to design instruction thatuses each learner’s strengths to promote growth.2(h) The teacher understands students with exceptional needs,including those associated with disabilities and giftedness, and knowshow to use strategies and resources to address these needs.2(l) The teacher believes that all learners can achieve at high levelsand persists in helping each learner reach his/her full potential. | * Flipgrids – All
* Assignments – Blendspace, ISTE Standards, Hour of Code, Google Docs, Google Classroom, Assistive Technology, Social Story
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| INTASC 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.3(c) The teacher collaborates with learners and colleagues to developshared values and expectations for respectful interactions, rigorousacademic discussions, and individual and group responsibility forquality work.3(d) The teacher manages the learning environment to actively andequitably engage learners by organizing, allocating, and coordinatingthe resources of time, space, and learners’ attention.3(j) The teacher knows how to help learners work productively andcooperatively with each other to achieve learning goals.3(k) The teacher knows how to collaborate with learners to establishand monitor elements of a safe and productive learning environmentincluding norms, expectations, routines, and organizational structures.3(m) The teacher knows how to use technologies and how to guidelearners to apply them in appropriate, safe, and effective ways. | * Flipgrids - #INeLearn, SAMR, Reflection
* Assignments – ISTE Standards, Classroom Management, Google Classroom, Grant Proposal
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| INTASC 5: The teacher understands how to connect concepts and use differingperspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.5(a) The teacher develops and implements projects that guidelearners in analyzing the complexities of an issue or question usingperspectives from varied disciplines and cross-disciplinary skills (e.g.,a water quality study that draws upon biology and chemistry to look atfactual information and social studies to examine policy implications).5(b) The teacher engages learners in applying content knowledge toreal world problems through the lens of interdisciplinary themes (e.g.,financial literacy, environmental literacy).5(c) The teacher facilitates learners’ use of current tools and resourcesto maximize content learning in varied contexts.5(k) The teacher understands the demands of accessing andmanaging information as well as how to evaluate issues of ethics andquality related to information and its use.5(l) The teacher understands how to use digital and interactivetechnologies for efficiently and effectively achieving specific learning goals.5(n) The teacher understands communication modes and skills asvehicles for learning (e.g., information gathering and processing)across disciplines as well as vehicles for expressing learning.5(o) The teacher understands creative thinking processes and how toengage learners in producing original work.5(p) The teacher knows where and how to access resources to buildglobal awareness and understanding, and how to integrate them intothe curriculum.5(s) The teacher values flexible learning environments that encouragelearner exploration, discovery, and expression across content areas. | * Flipgrids – Introduction, SAMR, Assistive Tech in the Classroom, Problem-Based Learning, Reflection
* Assignments – Hour of Code, Google Docs, Google Classroom, Grant Proposal, Assistive Technology, WebQuest
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| INTASC 6: The teacher understands and uses multiple methods of assessmentto engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.6(e) The teacher engages learners in multiple ways of demonstratingknowledge and skill as part of the assessment process.6(i) The teacher continually seeks appropriate ways to employtechnology to support assessment practice both to engage learnersmore fully and to assess and address learner needs.6(k) The teacher understands the range of types and multiple purposesof assessment and how to design, adapt, or select appropriateassessments to address specific learning goals and individualdifferences, and to minimize sources of bias.6(r) The teacher takes responsibility for aligning instruction andassessment with learning goals. | * Flipgrids - #INeLearn, SAMR, Reflection
* Assignments – ISTE Standards, Classroom Management, Google Docs, Google Classroom, WebQuest
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| INTASC 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.7(a) The teacher individually and collaboratively selects and createslearning experiences that are appropriate for curriculum goals andcontent standards, and are relevant to learners7(b) The teacher plans how to achieve each student’s learning goals,choosing appropriate strategies and accommodations, resources, andmaterials to differentiate instruction for individuals and groups of learners.7(c) The teacher develops appropriate sequencing of learning experiencesand provides multiple ways to demonstrate knowledge and skill.7(g) The teacher understands content and content standards and howthese are organized in the curriculum.7(h) The teacher understands how integrating cross-disciplinary skills ininstruction engages learners purposefully in applying content knowledge7(m) The teacher knows when and how to access resources andcollaborate with others to support student learning (e.g., specialeducators, related service providers, language learner specialists,librarians, media specialists, community organizations).7(n) The teacher respects learners’ diverse strengths and needs and iscommitted to using this information to plan effective instruction.7(o) The teacher values planning as a collegial activity that takesinto consideration the input of learners, colleagues, families, and thelarger community. | * Flipgrids – all
* Assignments - all
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| INTASC 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.8(e) The teacher provides multiple models and representations ofconcepts and skills with opportunities for learners to demonstrate theirknowledge through a variety of products and performances.8(f) The teacher engages all learners in developing higher orderquestioning skills and metacognitive processes.8(g) The teacher engages learners in using a range of learning skills andtechnology tools to access, interpret, evaluate, and apply information8(m) The teacher understands how multiple forms of communication(oral, written, nonverbal, digital, visual) convey ideas, foster selfexpression, and build relationships.8(n) The teacher knows how to use a wide variety of resources,including human and technological, to engage students in learning.8(o) The teacher understands how content and skill development canbe supported by media and technology and knows how to evaluatethese resources for quality, accuracy, and effectiveness.8(q) The teacher values the variety of ways people communicate andencourages learners to develop and use multiple forms of communication.8(r) The teacher is committed to exploring how the use of new andemerging technologies can support and promote student learning.8(s) The teacher values fl exibility and reciprocity in the teachingprocess as necessary for adapting instruction to learner responses,ideas, and needs. | * Flipgrids – all
* Assignments - all
 |
| INTASC 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.9(d) The teacher actively seeks professional, community, andtechnological resources, within and outside the school, assupports for analysis, reflection, and problem-solving.9(f) The teacher advocates, models, and teaches safe, legal, andethical use of information and technology including appropriatedocumentation of sources and respect for others in the use ofsocial media.9(g) The teacher understands and knows how to use a variety of self-assessmentand problem-solving strategies to analyze and reflect onhis/her practice and to plan for adaptations/adjustments.9(n) The teacher sees him/herself as a learner, continuously seekingopportunities to draw upon current education policy and research assources of analysis and reflection to improve practice.9(o) The teacher understands the expectations of the professionincluding codes of ethics, professional standards of practice, andrelevant law and policy. | * Flipgrids – all
* Assignments – Blendspace, ISTE Standards, Hour of Code, Google Docs, Google Classroom, Social Story
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| INTASC 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.10(f) The teacher engages in professional learning, contributes to theknowledge and skill of others, and works collaboratively to advanceprofessional practice.10(g) The teacher uses technological tools and a variety ofcommunication strategies to build local and global learningcommunities that engage learners, families, and colleagues10(n) The teacher knows how to work with other adults and hasdeveloped skills in collaborative interaction appropriate for both face-tofaceand virtual contexts.10(r) The teacher takes initiative to grow and develop withcolleagues through interactions that enhance practice and supportstudent learning.10(t) The teacher embraces the challenge of continuous improvementand change. | * Flipgrids – Introduction, #INeLearn, Classroom Management, SAMR, Reflection
* Assignments – Hour of Code, Google Docs, Google Classroom, Grant Proposal, WebQuest
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| Council for Exceptional Children |
| CEC 5.3*are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.* | Assistive Technology (discussion and project) |
| CEC 6.4*understand the significance of lifelong learning and participate in professional activities and learning communities.* | Assistive Technology (discussion and project)#INeLearn discussion |
| CEC 6.5*advance the profession by engaging in activities such as advocacy and mentoring.*  | Assistive Technology (discussion and project) |
| CEC 7.2*serve as a collaborative resource to colleagues.* | Assistive Technology (discussion and project)Reflection discussion |
| Diversity *From “Conceptualizing mindfulness—mindlessness in intercultural interactions” Spencer-Oatey, H. (2014).* |
| Seek Information: Students seek input, opinions, and clarification from others | Flipgrid discussions (all) |
| Reasons from a positive perspective: Students present thoughts, ideas, input, and opinions from a perspective of what is available and possible. |
| Perceives multiple perspectives: Students view situations, conditions, and data from multiple orientations, and consider alternative viewpoints and courses of action |
| Projects thoughts and feelings: Students speak with one another using precise, concrete terms, and allow others to experience their thought processes in real-time |
| Mindfully acknowledges partner communication: Students provide to both simple and substantive acknowledgment of the verbal communications of others |
| Uses participative language: Students verbalize thoughts, reasons, suggestions, and information using conditional terminology, and thus create discussion environments that allow for differing views and opinions |
| Demonstrates fluid turn-taking: Students allow for all group members to take turns, and add, confirm, or seek information in the discussion to build on information from others |

# Course Objectives, Assessment Plans, and Correspondence to INTASC (2013) & NAEYC and ISTE Standards for Educators:

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| **Course Objectives***Upon completion of this course, students will be able to:* | **Assessment**  |
| Demonstrate fluency in operating basic technology systems for research, production, collaboration, classroom management, and communication, and advocates for the safe and proper use of technology. *(INTASC 2, 7, 9; ISTE 1a, 3a, 3c, 3d, 4b, 4c, 5a, 6b; NAEYC 4b, 6c)* | * Flipgrids – All
* Assignments – Blendspace, ISTE Standards, Hour of Code, Google Docs, Google Classroom, Grant Proposal
 |
| Navigate the Web to critically evaluate and select appropriate learning materials and educational resources *(INTASC 7, 8; ISTE 2c, 3b; NAEYC 4b, 6b)* | * Flipgrids – #INeLearn, SAMR, Classroom Management, Problem-Based Learning, Reflection
* Assignments – Blendspace, ISTE Standards, Google Classroom, WebQuest
 |
| Design and plan technology-enhanced instruction and learning environments that are developmentally appropriate and adapt to a variety of learners’ needs, including those of diverse learners *(INTASC 5, 7, 8; ISTE 4d, 5a, 5b, 5c, 6a, 6c, 6d; NAEYC 4b)* | * Flipgrids – Assistive Tech in the Classroom, SAMR, Problem-Based Learning
* Assignments – Google Classroom, Assistive Technology, WebQuest, Grant Proposal, Social Story
 |
| Effectively utilize a variety of productivity software and applications to produce materials for the following purposes: 1) for instructional purposes, and 2) for communication and collaboration with learners, parents, peers, and the community *(INTASC 5, 7, 8, 10; ISTE 2c, 3a, 3c, 3d, 4b, 5c, 6c, 6d; NAEYC 4b, 6c)* | * Flipgrids – Introduction, #INeLearn, Classroom Management, SAMR
* Assignments – Hour of Code, Google Docs, Google Classroom, WebQuest, Grant Proposal, Social Story
 |
| Identify a variety of educational technology resources, including tools and professional learning networks, and determine how and when those tools should be used to support instruction and assessment. *(INTASC 3, 6, 7, 8; ISTE 1a, 1c, 2b, 3d, 4b, 4c, 4d, 5a, 5b, 7b, 7c; NAEYC 3b, 3c)* | * Flipgrids - #INeLearn, SAMR, Reflection
* Assignments – ISTE Standards, Classroom Management, Google Classroom, WebQuest, Grant Proposal
 |
| Identify and select appropriate assistive technologies for use with students with special needs. *(INTASC 2; ISTE 2b, 4d, 5a, 7a; NAEYC 3c)* | * Flipgrid – Assistive Tech in the Classroom
* Assignments – Assistive Technology, Social Story
 |

**How do the EDCI 32300 course activities align with the NAEYC** *(National Association for the Education of Young Children)* **and ISTE’s Standards for Educators?**

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| Activity | NAEYC Standard(s) Addressed | ISTE Standard(s) Addressed |
| Google DocsSocial StoryGrant Proposal | #3c (collecting/documenting data) | 7a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. |
| Google ClassroomSocial StoryGrant Proposal | #4b (effective strategies with technology)#6c (using technology to inform & collaborate with children, parents, and other professionals) | 4c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.4d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.6a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. |
| Classroom Management DiscussionSocial StoryGrant proposal | #6b (knowing about and upholding ethical standards) #6c (using technology to inform & collaborate with children, parents, and other professionals)#4b (effective strategies with technology) | 3a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency3c Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.3d Model and promote management of personal data and digital identity and protect student data privacy.6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. |
| Personal Blendspace #INeLearn discussion | #4b (effective strategies with technology) | 1b Pursue professional interests by creating and actively participating in local and global learning networks.1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.3d Model and promote management of personal data and digital identity and protect student data privacy. |
| Assistive Technology discussion and projectSocial Story | #3d (assistive technology; #6c  | 2b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. |
| WebQuest Project | #5c, #6c, #4b | 3a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.6c Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.7a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.  |
| All Discussions | #3d (assistive technology), #4b, #6c  | 2b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.3c Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.3d Model and promote management of personal data and digital identity and protect student data privacy.4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.6d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections. |

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| COURSE REQUIREMENTS/ EXPECTATIONS |

## Grading Policy:

Your course grade will be determined by your performance in discussions and assignments, as well as participation in enrichment activities available in the course. Something is due each week. See below for a breakdown of total course points possible*.*

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| Assignment | Points |
| **Assignments (9)*** Blendspace (20)
* ISTE Standards (20)
* Hour of Code (20)
* Google Docs (20)
* Google Classroom (20)
* Grant Proposal (30)
* Social Story (20)
* Assistive Tech Case (30)
* Mini WebQuest (40)
 | 220 pts. |
| **Online Discussions via Flipgrid (7)*** Flipgrid 1-7 (10 points each)
 | 70 pts. |
| **Participation** (60 points needed; 80 points possible) | 60 pts. |

The grade is calculated using the following scale in percentages (total points = 350)

|  |  |
| --- | --- |
| ****Grade**** | ****Minimum Points Necessary (out of 350)**** |
| 98%+ - A+ | 343 |
| 97%-93% - A | 325.5 |
| 92%-90% - A-  | 315 |
| 89%-88% - B+ | 308 |
| 87%-83% - B | 290.5 |
| 82% - 80% - B- | 280 |
| 79%-78% - C+ | 273 |
| 77%-73% - C | 255.5 |
| 72% - 70% - C- | 245 |
| 69%-68% - D+ | 238 |
| 67%-63% - D | 220.5 |
| 62% - 60% - D- | 210 |
| F | Below 210 |

## Late Policy and Incompletes:

Unless specified otherwise, assignments and discussions are due **by midnight on the specified deadline.**

**Discussion:** Late discussions are **NOT ACCEPTED** in this course (that includes the final discussion!). This is due to the nature of discussion as a dialogue between multiple members of the class. Late entries do not allow others to respond to your posts and take in what you are contributing to the conversation.

**Assignments:** Late projects will automatically be **penalized 50%** of the total possible points if submitted after the announced due date and time. Late assignments can be accepted up to one week after the due date. Late assignments are not accepted during Finals Week without prior discussion (see Special Circumstances below). Assignments turned in more than a week after the due date will NOT be accepted and a grade of "0" will be assigned.

**Special Circumstances**: Everyone experiences extenuating circumstances at one time or another, such as accidents, illnesses, and other misfortunes. Should such a situation happen to you during the semester that impairs your ability to complete work on time, be sure to discuss it with me as soon as possible. Late work may be accepted without penalty under certain circumstances, but it is your responsibility to bring the necessary information to me in a timely fashion.

**Incomplete Grades:** Incomplete grades can be granted at the end of a semester if extreme circumstances have prevented you from completing your coursework. However, in order to qualify for an Incomplete grade in my class, you must have completed at least 75% of the course work, and your grade must be a B or higher at the time you request an Incomplete. If either of those circumstances do not apply, I will not grant the Incomplete.

If you are having difficulties of any kind and need to discuss options, including taking an Incomplete, please speak with me as soon as possible. Each situation will be treated on an individual basis.

## System Outage Statement:

In the event that Blackboard is “down” due to an unexpected system-wide outage during a scheduled assignment submission deadline or quiz, you should use your regular PNW email to communicate with the instructor and submit any assignment that is due as an attachment. It is recommended that you sign up for our Remind.com notifications in order to stay in touch with the instructor and classmates via text message.

## Netiquette Policy:

In an online course such as this one, it is important to be courteous and considerate of others when

posting/responding to emails, discussion posts, and other forms of communication.

***Please refer to the following links for additional information:***

<http://www.screencast.com/t/7vMQOMMeABrC>

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| TECHNOLOGY REQUIREMENTS AND SUPPORT |

## Software and Hardware Required

Things you definitely need:

* Computer with Internet access
* Access to digital microphone for recording Flipgrids and screencasts (can be with your smartphone)
* The university maintains a list of recommended software for all students at <https://www.pnw.edu/learning-technologies/student-software/>.

Details***:***

This course requires the use of a **computer with Internet access** – this can be any Windows or Mac-based system. Google Chromebooks may also be sufficient, although some apps may be limited on Chromebooks.

A **microphone** is required for this course - most laptops already have a microphone built in, or you may use cell phone earbuds, or purchase a microphone with earphones/headset for less than $10-15 at most stores. You may generally find everything you need on campus in the student labs that are available, and in the use of the wi-fi network with your own laptop or other equipment. Your phone might work as well, particularly for Flipgrid.

A **camera** is encouraged but not necessarily required for this course. Flipgrid is a video-based system, but you may talk from off-camera if you prefer not to be visible. Again, the app is available for your smartphone. If you have questions about the use of Flipgrid for this course, please contact the instructor ASAP.

Several of the course assignments will be using Microsoft Office (any version 2007 or above will work).

**IMPORTANT:** If you do not have Office 2007 or above, you may get this software for FREE as a Purdue student at <http://www.itap.purdue.edu/shopping/software/product/office365.html>. You must register with Microsoft using your BlackBoard username *@purdue.edu* (NOT @pnc.edu). In other words, if your name is John Smith and your username is jsmith78, enter your email as jsmith78@purdue.edu when registering.

You must also be able to access use online tools including Google Drive, screencast publishing tools, and website building tools. This generally requires consistent access to the Internet and a Web browser (Internet Explorer is not the best; Firefox, Safari, or Chrome are generally recommended).

## Tech Support

This course contains a SIGNIFICANT online component. While your instructors are here to help you do the best you can, it is ultimately up to you to take responsibility and initiative to completed your Web-based work. In order to be successful in this course, it is *essential* that you are comfortable with navigating and using the general tools within a course in Blackboard (email, discussion post, submitting an assignment, etc.). If you are new to using Blackboard Learn or need additional support, it is very important that you proceed through the “**Student** **Help**” tab from the main menu in this course. In addition, you can always access the PNW student website for ***support with Blackboard, Microsoft Office, and general distance education success tips at:*** <http://www.pnw.edu/learning-technologies>

***If you are unable to access your Blackboard course or have other technical issues with log-in, etc.,***

***contact the Helpdesk at (219)785-5511 or 219-989-2888.***

*Note that any system outage that impacts our ability to meet course deadlines will be dealt with on a case-by-case basis, and actions may include extension of due dates due to uncontrollable outage circumstances.*

## Privacy

This course will ask you to sign up for several free Internet accounts. You may wish to review privacy policies associated with these accounts on your own. Note that each of these sites has been reviewed by the instructor and deemed to be safe, useful tools that can benefit any educator.

* BlackBoard – while PNW’s BlackBoard is hosted by the West Lafayette campus, all privacy information related to your use of the system is included here: <http://www.blackboard.com/legal/privacy-policy.html>.
* Google – your PNW account is a Google Apps account, allowing you to access Google Drive (<http://drive.google.com>) and Google Classroom (<http://classroom.google.com>) without a separate login. Google Privacy information is located at <https://policies.google.com/privacy>.
* Flipgrid – Flipgrid is a free service that we will use for discussions this semester. Their privacy policies are located at <https://legal.flipgrid.com/privacy.html>.
* Office 365 – again, your PNW account will be able to access Office 365 as per the above instructions. You can review the privacy information from Microsoft at <https://products.office.com/en-us/business/office-365-trust-center-privacy>.
* TES Blendspace – TES Blendspace is a service designed to allow you to make online portfolios, presentations, and lessons. Privacy information is located at <https://www.tes.com/terms/privacy-policy>.
* Twitter – while you are not required to get an account at Twitter for our assignments, you may wish to. Privacy information is located at <https://twitter.com/privacy>.
* CAST UDL BookBuilder – a choice in our Social Story assignment. Privacy information is available at <http://www.cast.org/site/privacy.html#.WzPdHC2ZM1g>.
* TarHeel Reader – a choice for our Social Story assignment. Information about the origin of the tool, its support from the University of North Carolina, and privacy is at <https://tarheelreader.org/frequently-asked-questions/>.
* Screencast-o-matic – the recommended choice for recording your Grant Proposal presentation. Privacy information is available at <https://screencast-o-matic.com/privacy>. If using Screencastify, review <https://www.screencastify.com/privacy/>
* QuestGarden – one of the available choices for our WebQuest. Privacy and subscription information is at <http://www.questgarden.com/author/overview.php>.
* Weebly - one of the available choices for our WebQuest. Privacy information is at <https://www.weebly.com/privacy>
* Remind – not required, but allows us to all stay in better communication. See <https://www.remind.com/trust-safety> for privacy information.

## Accessibility

The software used in this course is as accessible as possible, although there are some limitations in some apps. Please be aware that if you have a severe problem with any of the apps in this course, you may contact the instructor to find a reasonable alternative product.

You may wish to use the WAVE evaluation tool to evaluate any website for accessibility, particularly if you use a screen reader to access online content. Consult <http://wave.webaim.org>.

More accessibility information

* BlackBoard: <http://www.blackboard.com/accessibility.html>
* Microsoft: <https://www.microsoft.com/en-us/accessibility>
* Google: <https://www.google.com/accessibility/>
* FlipGrid: <https://help.flipgrid.com/hc/en-us/articles/115004848574-Flipgrid-is-Accessible-for-Everyone>
* Twitter: <http://www.afb.org/info/living-with-vision-loss/using-technology/using-social-media-with-a-visual-impairment-or-blindness-facebook-twitter-and-linkedin/accessibility-and-twitter/1235>
* Code.org: <https://hourofcode.com/us/assistive-technology>
* CAST: <http://bookbuilder.cast.org/resources.php?p=accessibility>
* TarHeel Reader: <https://tarheelreader.org/frequently-asked-questions/>
* Blendspace: Specific accessibility information is not available. Help link is available at <https://www.tes.com/help>.
* Screencast-o-matic: <https://screencast-o-matic.com/blog/online-videos-to-comply-with-accessibility-laws/> or <https://www.screencastify.com/blog/closed-captions-google-slides/> or <https://www.techsmith.com/accessibility.html>.
* QuestGarden: Specific accessibility information is not available. Help and other information is at <http://www.questgarden.com/author/overview.php>
* Weebly: <https://hc.weebly.com/hc/en-us/sections/115003954868-Web-Accessibility>
* Remind: <https://help.remind.com/hc/en-us/articles/201342445-What-is-Remind->

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| COMMUNICATION AND PARTICIPATION  |

## Attendance

Active participation is essential to successful completion of this course. Whether you are in an online or hybrid section of this course, you are expected to check into the course *at least* twice per week in BlackBoard, Students in any hybrid section of the course are also expected to come to each class meeting unless another arrangement is made between student and instructor.

In addition, Federal Regulations on Title IV financial aid require all faculty to document a last date of attendance for students that are not attending classes. This includes your attendance as tracked in BlackBoard participation If a student misses more than **2 consecutive classes or one week of participation** that is not approved by the instructor, then the student’s name will be sent to the Student Success Center’s “Early Alert Program”.

## Participation

While this may be an online class, learning about education and technology should not always be a passive, asynchronous experience. With that said, participation credit is part of this course as a way to provide you with opportunities to get hands-on with cool stuff, ask questions, and engage in dialogue with each other and real teachers out in the field.

There are up to 60 participation points total that you are asked to accumulate in this class. Extra credit for additional participation of up to 20 additional points will be considered during the semester as well. Please contact the instructor if you have an idea for participation credit that you would like to add.

Because we're all in different places and at different levels, a "menu" of options has been created to allow you to plan out how you will earn those 60+ points (see BlackBoard for this semester’s menu). In this way, you can choose to do the things that you want to do most, and that best fit into your life schedule. This means that you can do just one or two things, or a multitude. Points are weighted based on what's happening - opportunities where you'll need to travel are worth more points, to give you credit for taking the time and energy.

Asynchronous (online, not together at the same time) as well as synchronous (face to face, online or in person) options are available. But, you are highly encouraged to make time to attend at least some of the synchronous opportunities, such as participating in observations of tech-using teachers or contacting a local school to participate in an Hour of Code.

Yes, this might mean adjusting your schedule a little, which is why the full menu of options is given to you in advance. The message here is: get out of your comfort zone! Try something new and meet new people - being a teacher is all about collaboration, after all!

## Virtual Office Hours

You are welcome to join in LIVE at <http://purdue.webex.com/meet/atrekles> on Mondays anytime between 2pm and 5pm(Central) for virtual office hours. I’ll be available from anywhere you’d like to sign in at that time to ask questions, and sometimes we will have guest speakers online with us to give short presentations as well. You’ll be notified of when that comes up! These are intended to fun, relatively informal sessions intended to give you what you might need in terms of information to be successful from week to week. If you don’t need that kind of stuff, though, you don’t have to sign in.

(NOTE: If you have audio trouble, you can try the phone connection at US TOLL FREE +1-855-282-6330, access code 643 943 730, instead of using your computer’s audio.)

Of course, not everyone can make this time, so live sessions of interest will be recorded and posted in our BlackBoard course under the menu item “Class Recordings”. You may also, of course, schedule an appointment to meet virtually at another time if you have specific questions and need to meet online rather than in person.

Texting via [Remind](https://www.remind.com/join/edci323f19) is a very prompt and efficient way to ask questions as well. Note that this will require an account signup to set up, which is optional. If you choose to join Remind, I will respond to Remind texts within the hour during normal waking hours (9am – 8pm; try to be reasonable on this one!), Monday through Sunday (outside of holidays and travel times, which will be marked on the class calendar). Anything outside of that time, an email is a good bet and I will respond to you as promptly as possible (see below).

## Email:

 You are expected to regularly check your email for this course by accessing your PNW email. In order to stay on top of your coursework, it is not just recommended but *required* that you check-in to the course at least a few times per week, and also check your PNW email accounts often. Email will not be sent to other email addresses you may use personally.

 I will respond to your email within **24 hours** during **weekdays** and within **24-48 hours** over **weekends/holidays**. The same is expected of you when responding to me or to your fellow classmates.

## Announcements:

At least once weekly throughout the semester I will be delivering important information/reminders via the Announcements tool in Blackboard, email, and Remind text (for those signed up). This is another reason why it is extremely important to check into your course frequently, as you do not want to miss anything.

# *Discussions*:

A large percentage of your total grade is awarded according to your participation in the course discussions via [**Flipgrid**](http://www.flipgrid.com/). This service allows us to share videos and text in response to the various prompts in this course; an added bonus is that recording professional video in this way is an excellent prep activity for your edTPA assessment which will occur during student teaching at the end of your program. In order to earn the full amount of points possible, please see the expectations and grading rubric below.

\*Class participation is an important expectation of this course. You are expected to offer comments, questions, and replies to the discussion questions that have been posted for each module as well as to classmate postings in Flipgrid. You are expected to actively participate in EACH module's discussion **REGULARLY** throughout the semester. My role as the instructor is to observe and facilitate.

I will be viewing all videos and I will respond to each of you, but I also encourage you to assist each other and be resourceful rather than to “wait” for my response or solely rely on me to guide the discussions. You may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating and timely discussions with your classmates.

## Evaluation of Discussions:

Postings will be evaluated on the quality of the postings and the degree to which the postings promote discussion among classmates. Participation in all boards is required and postings will be evaluated per board on the below scale.

Initial posts with your response to the prompt as well as at least two replies to your peers are due by Sunday of the week assigned.

### Discussion scoring criteria for Flipgrids:

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|  | **Unacceptable – 0 pts**  | **Beginning - .5 pts** | **Developing – 1 pts** | **Proficient – 2 pts** |
| **Content (2 points)** | Postings present no specific viewpoint and no supporting examples are provided. | Postings present a specific viewpoint but lack supporting examples. | Postings present a specific viewpoint that is substantiated by supporting examples. | Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples. |
| **Thoroughness (2 points)** | Postings answer none of the questions posted in the discussion prompt. | Postings thoroughly answer one of the questions posted in the discussion prompt. | Postings thoroughly answer some of the questions posted in the discussion prompt. | Postings thoroughly answer all the questions posted in the discussion prompt. |
| **Creativity (2 points)** | Postings are written in a half-hearted, disjointed manner that reflects no awareness of effective communication. | Postings are brief and unimaginative, and reflect minimal effort to connect with the audience. | Postings are generally well written with some attempts made to stimulate dialogue and commentary. | Postings are creatively and fluently written to stimulate dialogue and commentary. |
| **Mechanics and Speaking (2 points)** | Speaks incoherently, or speaks for less than 30 seconds. Writes with numerous major errors in grammar, capitalization, punctuation and spelling. (More than 5 errors) | Speaks with major difficulties in others’ ability to understand, or speaks for no more than one minute. Writes with major errors in grammar, capitalization, punctuation and spelling.(3 - 4 errors) | Speaks well, but may not provide complete thoughts or may be difficult to fully understand. Video may be no more than 90 seconds in length. Writes with minor editing errors in grammar, capitalization, punctuation, and spelling. (1-2 errors) | Speaks well and cogently, and speaks for at least two minutes. Writes with no errors in grammar, capitalization, punctuation, and spelling. (0 errors) |
| **Replies to Peers (2 points)** | No replies to peers made, OR provides openly disrespectful and negative comments. | Provides comments on other students’ postings which may fail to show respect for other opinions. (1 comment) | Provides comments on other students’ postings that are generally positive, respectful and add value to the discussion. (no more than 2 comments) | Provides comments on other students’ postings that are consistently positive, respectful, and succinct while providing a meaningful addition to the discussion. (2 or more comments) |

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |

## ****Counseling Services:****

## Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 157 in Westville. You can also reach us at (219) 989-2366 or on [the Counseling website.](http://www.pnw.edu/counseling/)[[1]](#footnote-1) [National Suicide Prevention Hotline](http://suicidepreventionlifeline.org)[[2]](#footnote-2) at (800) 273-TALK or on the web.

## ****Course Evaluations:****

**Students are highly encouraged to complete the online evaluation for the course at the end of the semester. These survey results provide valuable information to the professor. You may also be asked to provide feedback throughout the semester as well, in order to better serve you and future students. Please feel free to share your feelings about the course at any time.**

## ****ADA Statement:****

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please inform the instructor. For additional information, refer to: [http://www.pnw.edu/access](http://www.pnc.edu/sa/disability-services/)

### Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student’s current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing: dac@pnw.edu. [DAC website](http://www.pnw.edu/dac)[[3]](#footnote-3).

### Emergencies:

## An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots.  Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts.

## Honors****:****

**This course offers the ability to create “stacked” course projects as part of the Honors program. If you are unfamiliar with the Honors College at PNW, you are encouraged to learn more about it and apply if you meet the criteria:** <http://academics.pnw.edu/honors>

## Academic Integrity:

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. Please see <http://www.pnw.edu/dean-of-students/academic-integrity-and-honor-code/>

### PNW code of conduct statement

“Dishonesty in connection with any University activity; cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.
The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated.
Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (*University Senate Document 72-18, December 15, 1972*).

**Nondiscrimination**

Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the [Diversity website.](http://www.pnw.edu/diversity)

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| COURSE OUTLINE/ CALENDAR |

All assignments/quizzes for the week must be submitted to the appropriate place in Blackboard by 11:00 p.m. Central time on Sunday of the Week noted\*. (NOTE: the Blackboard Learn system is on West Lafayette time- which is an hour ahead.)

You should expect to put in about 6-8 hours on average of work *each week* in this course. Please plan accordingly!

In fact, you can [SUBSCRIBE to this calendar](https://calendar.google.com/calendar?cid=Y2xhc3Nyb29tMTE1NTYyMTA0Njg1MDAzNDk5MzUzQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20) and have it in your phone or computer or whatever you use. You will receive notifications one day before items are due - this is highly recommended to help you stay on track! ([Note: If you use something other than Google for your calendar, try this link](https://calendar.google.com/calendar/ical/classroom115562104685003499353%40group.calendar.google.com/public/basic.ics))

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| ****Dates**** | ****Topic/Assigned Reading**** | ****Assignments Due on Sunday by 10:59pm Central (11:59pm Eastern)**** |
| **Week 1: August 19-25** | Orientation to ClassBlendspace and introductory videos and information   | **Flipgrid 1** (10 pts): Intro to Ed Tech - post and replies due August 25 (Flipgrid class code: [32300fall2019](https://flipgrid.com/32300fall2019))**Project 1** (20 pts): Blendspace due August 25  |
| **Week 2: August 26 - September 1** | ISTE Standards videos and information  | **Project 2** (20 pts): ISTE Standards Analysis due September 1 |
| **Week 3: September 2-8** | Twitter and teacher PLN videos and information | **Flipgrid 2** (10 pts): #INeLearn sharing time - post and replies due September 8  |
| **Week 4: September 9-15** | Coding resources and other videos and information  | **Project 3** (20 pts): Hour of Code due September 15 |
| **Week 5: September 16-22** | SAMR videos and information | **Flipgrid 3**(10 pts): SAMR Discussion - posts and replies due September 22  |
| **Week 6: September 23-29** | Hyperdocs and Google videos and information | **Project 4** (20 pts): Hyperdoc Google Docs project due September 29 |
| **Week 7: September 30 - October 6** | Classroom management videos and information | **Flipgrid 4** (10 pts): Classroom Management - post and replies due October 6  |
| **Week 8: October 7-13** | Google Classroom videos and informationLook ahead and start work on grant proposal!  | **Project 5** (20 pts): Google Classroom due October 13 |
| **Week 9: October 14-20** | Grant proposal resources, videos, and information  | **Project 6** - **Midterm** (30 pts): Grant Proposal Screencast due October 20 |
| **Week 10: October 21-27** | AT videos and information | **Flipgrid 5** (10 pts): Assistive Technology Review - posts and replies due October 27 |
| **Week 11: October 28 - November 3** | Social story background, videos and information | **Project 7**(20 pts): Social Story due November 3 |
| **Week 12: November 4-10** | AT videos and information | **Project 8** (30 pts): Assistive Technology case study due November 10 |
| **Week 13: November 11-17** | PBL videos and information | **Flipgrid 6** (10 pts)**:** Problem-Based Learning - posts and replies due November 17 |
| **Week 14: November 18-24**  | WebQuest videos and information | Plan, work on the WebQuest, take some time to relax for the holiday - you have two weeks for the WebQuest project, so pace yourself, or turn in early if you wish |
| **Week 15:November 25 - December 1** | Thanksgiving Holiday week | **Project 9** (40 pts)**:** WebQuest due December 1 |
| **Week 16: December 2-8** | Final week - review and share! | **Flipgrid 7 (10 pts)**: Final Reflection - posts (no replies needed) due Sunday December 8**All participation points must be finished by Sunday December 8** |
| **Week 17: December 9-14** | Finals week (no class)  |   |

1. [www.pnw.edu/counseling/](http://www.pnw.edu/counseling/) [↑](#footnote-ref-1)
2. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/) [↑](#footnote-ref-2)
3. [www.pnw.edu/dac](http://www.pnw.edu/dac) [↑](#footnote-ref-3)