

Newberry College
Department of Education
Spring 2011

Course: Education 382 – Technology and Teaching
Classroom: 213 McClurg Center for Teaching and Learning

Credits: 3- Semester Hours
Class Hrs: Tuesday – Thursday 9:25 AM - 10:40 AM or 12:15 PM - 1:30 PM

Professor: Mrs. Renee C. Stubbs, Assistant Professor of
Education Telephone: 321-5273
email: renee.stubbs@newberry.edu

Office Hours: 214 McClurg Center
Mon. 1-2, Wed. 12-2, TTH 1:30-2:30
Hours are posted beside the office door. I am also on campus more than these times and available by appointment. If possible, please let me know if you are coming by. I am supervising interns and may need to work around their schedule for observations.

Prerequisites: Familiarity with MS Word, PowerPoint, email, and Internet use. Passed Praxis I and admitted to Teacher Ed.

Text: *Intel Teach Program, Essentials Course, Version 10.* Provided FREE by Intel

Materials: USB storage device of at least 256K.

Computer: laptop computer with college network accessibility.

Course Description: A study of basic principles of instructional design and multimedia tools effective in learning environments supported by technology in P-12 settings. Instruction will allow students to evaluate and develop multimedia and web-based instructional applications for integrating technology into specific curriculum areas.

Required of all education students before enrolling in student teaching (Education 480).

Participants will complete a detailed unit plan that addresses both content and technology standards on a topic of their choice.

CACP: A CACP is currently not offered for this course

Learning Goals:

Through creating a unit plan, students will:

- Use technology effectively as an instructional tool to promote 21st century skills
- Understand legal and ethical uses of technology.
- Use technology as a tool for communication and collaboration
- Recognize the role of technology in increasing student achievement.

ISTE standards (International Society for Technology in Education) are identified in six categories: See <http://cnets.iste.org> for detailed standards

- I. Technology Operations and Concepts
- II. Planning and Designing Learning Environments and Experiences
- III. Teaching, Learning, and the Curriculum
- IV. Assessment and Evaluation
- V. Productivity and Professional Practice
- VI. Social, Ethical, Legal, and Human Issues

Department of Education Policies

Since most work and projects will be completed in class, it is imperative that students attend all classes.

Attendance: Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes. Six or more absences will result in a failing grade for the course. Missing three classes will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate's professional commitment. . Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing and turn work in early. Education faculty reserves the right to ask for verification when determining whether to allow candidates to make up tests or exams. Candidates who are absent due to serious illness or emergency should contact the professor as soon as possible in writing and discuss the situation. The professor reserves the right to use discretion when assigning a failure due to absence.

Cheating Policy: Cheating and plagiarism will not be tolerated. Perpetrators caught will receive a "0" on the assignment and a disposition will be placed in their Teacher Education file, as it violates Conceptual Framework ,Ethics. Please remember that plagiarism includes, but is not limited to: turning in someone else's work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

Students With Special Needs: If you are a student with a documented learning disability who requires special accommodations, it is your responsibility to contact the office of Disabilities Support Services This can be accomplished by contacting Ms. Kay Chandler in the Center for Student Success by phone (803-321-5187), e-mail (kay.chandler@newberry.edu) or in person to schedule an initial meeting. Following a confidential interview, the Director of Disabilities Support Services will contact your instructors to inform them of your special needs. Note: your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services. For further information, please visit <http://www.newberry-disabilities-support-services.info>.

Emergency Procedures

It is essential that we continue with instruction and assignments during a loss of in-class time. In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in LiveText or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications.

Evaluation for EDU382

EVALUATION PROCEDURES: A 4 point rubric will be used for all assessments and assignments. The rubrics are posted in the resources in Livetext and the rubrics for major assignments are also in the Textbook

Late work will be accepted with no penalty under the following circumstances: 1) you notify me **in writing prior** to the due day and also provide the date that you will turn in the work, 2) no more than one late assignment may be turned in, 3) failure to follow 1 and 2 will result in a Disposition statement placed in your teacher education file as this behavior is contrary to Conceptual Framework Ethics and the Disposition Professionalism.

Grading Scale: Rubrics will be given for each assignment. The scale for each rubric will be 0 to 4 points.



$3.5 < A \leq 4$
$3.0 < B+ \leq 3.5$
$2.5 < B \leq 3.0$
$2.0 < C+ \leq 2.5$
$1.5 < C \leq 2.0$
$1.0 < D+ \leq 1.5$
$0.5 < D \leq 1.0$
$F \leq 0.5$

The grade for EDU 382 will be earned by completing:

Unit plan portfolio and presentation. *The rubric can be found in the text book, CD and LiveText*

Active class participation.

Journal readings as assigned

Instruction: Students should be prepared to be actively engaged in using the technology tool that is the topic of the lesson. Class time is typically a technology tool modeled in class and then implemented into the individual's portfolio as it relates to the content area standard selected by the student. Often 10-15 min of class time are allowed for individual assistance. Please note that you will need to read corresponding module material in the text and CD as these resources contain even more resources for the student. Activities will be modeled in this class that you can use in your own classrooms. You will be responsible for class material, as well as material that you read outside of class from the text, CD and related articles.

Assignments:

Assignments are due on the assigned date. The majority of assignments will be submitted through Livetext. Once the due date has expired and the student has not submitted an assignment you must submit a written excuse to the professor through email requesting that the assignment be reopened and the reason the work must be turned in late. This professor will not assign a grade for a course unless ALL assignments have been completed. While the grade for a late assignment will not be lowered because of the lateness, a disposition statement will be filed after 2 or more late assignments as this could represent a lack of professionalism. An accumulation of disposition files can result in removal from the education program.

EDU 382 Teaching and Technology

Learner Outcomes	Assessment	InTASC Standards	NCATE Standards	ISTE Standards	ADEPT Domain	Conceptual Framework Principles
Use technology as an instructional tool. Identify, evaluate, and select specific technology resources available online, at the school site, and district level to support a coherent lesson sequence. PLO#2	Portfolio of completed unit with effective and efficient use of various technologies used for instruction and assessment	1: Content Pedagogy 3: Diverse Learners 4: Multiple Instructional Strategies 7: Planning 6: Communication and Technology	Pedagogical Content Knowledge	VII. Planning and Designing Learning Environments and Experiences II. Teaching, Learning, and the Curriculum	Planning Instruction	Best Practice
Design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources. PLO # 2,3	Portfolio of completed unit with effective and efficient use of various technologies used for instruction and assessment	3: Diverse Learners	Pedagogical Content Knowledge Diversity	Planning and Designing Learning Environments and Experiences	Planning Instruction	Diversity
Use technology as a tool for communication	Portfolio Webpage, Blogs, Wiki	6: Communication and Technology	Pedagogical Content Knowledge	V. Productivity and Professional Practice	Planning Instruction	Collaboration Best Practice
Demonstrate the role of technology in increasing student achievement. Develop and use criteria for ongoing assessment of technology-based student products and processes used to create those products PLO # 2	Portfolio Rubrics created to assess students	8: Assessment	Pedagogical Content Knowledge Diversity	I. Assessment and Evaluation	Planning Instruction	Best Practice
Demonstrate legal and ethical uses of technology. Model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans. PLO# 66	Class presentation and comprehension check on copyright and fair use. Demonstration in Portfolio of correct citations	6: Communication and Technology		VII. Social, Ethical, Legal, and Human Issues	professionalism	Ethics
Apply troubleshooting strategies for routine hardware and software problems that occur in the classroom.	Observation of skills. Class on assembling and disassembling hardware.	6: Communication and Technology		I. Technology Operations and Concepts		
<p>Research base for EDU382</p> <p>National Educational Technology Standards for Teachers: Second Edition by NETS Project (Jul 15, 2008)</p> <p>Rose, D.H., & Mayer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: Association for Supervision and Curriculum Development</p> <p>Marzano, R. J., & Haystead, M. W. (2009). Final report: An evaluation study of the effects of Promethean ActivClassroom on student achievement. Englewood, CO: Marzano Research Laboratory</p>						

Essential question:

How can technology be used as a tool for learning and not an end to itself

Please allow for flexibility in the dates for the lessons. The material will be presented in the following order, but due to unforeseen circumstances dates may change.

Class #		Topic	Class work	Assignments/Portfolio
1	Jan.13	Introduction, syllabus,	How to use the CD rom resource Ideas for unit	Check out a textbook in your subject area and bring to next class read PowerPoint on Essential Questions
2	18	Beginning the portfolio unit	Set up folders for saving portfolio Essential Questions and expectations of portfolio KUD organizer	Homework activity in Module 1 Decide the topic for your project Draft Essential Questions and content questions for the project. Create KUD organizer using Table feature
3-4	20,25	Copyright laws and Fair Use Search engines and directories, DISCUS, clusty.com, etc. Locating standards on the Internet Set up I Keep Bookmarks webpage	Share unit ideas and essential questions Practice effective and efficient internet searches Set up I Keep Bookmarks account Study of copyright and fair use Create a works cited document Complete unit plan sections on EQ's, standards, and unit summary.	Evaluate 3 Internet resources. Use the worksheets in Module 2 KUD organizer due. Turn in a hard copy
5-6	27 Feb 1	Student Access to technology in school and home Effective ways to implement PowerPoint into instruction Creating rubrics for assessment	Discuss equity gap in access to technology Plan and create Student Sample PowerPoint for the unit plan project	Create rubric to assess the PowerPoint
7	3	Effective ways to implement newsletters, brochures, and other publications into instruction	Plan and create at least one publisher document. Brochure or newsletter	Create rubric to assess publication
8-9,10	8,10, 15	Locating and creating support materials to assist student learning. KnowIt All website, SC Library, Professional websites e.g. NCTM, NCTE, etc. PowerPoint games	Develop support materials to assist student learning At least one must be the PowerPoint based game	*Create at least 5 original student support documents
11	17	Effective ways to implement websites into instruction	Plan and create a website	Create rubric to evaluate website
12	22	© Catch up day if needed	Finish incomplete products	Finish incomplete products
13	24	Locating and creating support materials to assist in teaching. Streaming Video, Freeware, Shareware	Plan and create materials to teach the unit Set up SCETV account	*Create at least 5 original teacher support materials. One must be a PowerPoint One must involve streaming video. Others include prs system and interactive white board activities
	24	Midterm check		
14,15	Mar 1	Inspiration software/ Kidspiration software Research on visual learning	http://inspiration.com/	Create at least 2 graphic organizers using the software
16	3	Document cameras and other hardware		
17-18	15,17	Smart/Promethean Personal Response System	Learn to use the PRS	Create an activity that will incorporate the PRS system
19-20	22,24	Smartboard/Promethean	Learn to use interactive whiteboard technology and locate resources	Create or locate an activity to incorporate Smartboard/Promethean
21	29	© Catch up day if needed	Finish incomplete products	Finish incomplete products
22-23	31	Planning and managing implementation of the unit.	Write detailed procedures section of the unit plan	Write procedures section of the unit plan
24	Ap5	Assessment	How will you know the students have learned?	Write formal documentation on assessment for learning
25,26	7,12	Supporting the diverse needs of learners	Create accommodations for differentiating instruction to meet the needs of special student groups such as gifted students, resource students, and ESOL	Create accommodations for differentiating instruction to meet the needs of special student groups such as gifted students, resource students, and ESOL
27	14	Techniques for managing a computer lab	Create implementation plan for project	Finish portfolio project
28,29	19,21	Continue to complete the unit portfolio		
30	Ap 26	Portfolio is due on the last day of class		prepare for presentation
Exam		Exam Portfolio presentations		

*Note: You may add as many support documents from other sources as you wish. However there must be at least 5 original student support and 5 original teacher support documents.