

EDU 553 - Computers in the Classroom and the Curriculum (3 credits)

Professor: *Catherine Tannahill*, Asst. Prof.

Education Department ECSU

Office: Webb Hall 149

Office Hours: Mon. 1-3, Tues. 1-3 Wed. 1-2.

Please contact Dr. Tannahill at (860) 465-5098 or through her email address – tannahillc@easternct.edu

Spring Session 2006

Class: Mon: 4:00 –6:45

ECSU, Webb Hall Room 314

If you are a student in this class with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received and accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Any suggestions that would lead to enhancing this course's learning experiences are welcome. Please feel free to talk with me before or after class, or during my office hours.

Catalog Description: Provides a basis for use of computers in educational settings, Topics discussed include the applications of software and the Internet for learning and teaching, productivity tools, and curriculum design and planning in educational technology.

Course Prerequisites: Prerequisite: Admission to the Graduate Program

Purpose of the Course: Provides experiences for participants to develop skills in identifying and integrating current software and hardware for classroom instruction, develop skills in curriculum development and research using the World Wide Web, and plan for the applications of leading-edge technologies for learning and teaching.

Course Goals/Objectives: By the end of this course the students will be able to:

1. Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and instruction.
2. Apply problem solving strategies to issues involving teaching and learning with technology.
3. Demonstrate awareness of network capabilities and electronic communications.
4. Create learning experiences that align with state content standards, student information and technology standards and best practices.
5. Create new learning environments and develop new roles of teacher and learner.
6. Use technology resources to better assess and understand students' needs and abilities in order to improve instructional practice and maximize student learning.

7. Use technologies to support student centered learning strategies for all students.
8. Use educational technologies including online resources to communicate/ collaborate with others.
9. Use technology to collect and manage data related to teaching and learning.
10. Identify, use and evaluate technology to support the learning process for all students.
11. Manage the use of technology in the classroom for learning.
12. Understand, model, and teach safe, legal and ethical practices regarding information and educational technology.

Course Alignment Matrix

Suggested Texts and/or References:

Bitter, G. & Pierson, M. (2005). *Using technology in the classroom*. Boston, MA. Allyn & Bacon Company. 6th edition.

Educational Leadership. (December 2005/January 2006). Alexandria, VA: ASCD. 63(4).

Selected Readings

Must have active ECSU network and WebCT log in and password and active student email account.

Course Learning Outcomes: Students will be able to integrate the use of technology in the instructional setting. Details regarding all assignment can be found under Assignments & Rubrics in WebCT. Students will demonstrate this through:

1. Creation of a technology portfolio including samples of
 - a. Teacher productivity tools
 - b. Student assignments including scoring rubrics
 - c. creation of a curricular unit that incorporates lesson planning, software integration and web-based resources
2. Development of a series of resources including
 - a. Annotated web-bibliography of Internet resources for teaching, learning, and professional growth.
 - b. Annotated resource list of instructional software.
 - c. Annotated bibliography of publications on current research and trends in instructional technology.
 - d. Evaluation of web resources.
3. Telecommunications activities.
4. Final reflection paper integrating application of skills to specific teaching needs.

Course Assignment Tips:

1. Always send a copy of your completed assignments to your group members.
2. Do not delete assignments until you have received a final grade for this class.
3. Assignments should be submitted through WebCT titled with **your name-the assignment title**. Ex. Tannahill- PowerPoint.
4. The full name of all group members should always be included in each submitted assignment.
5. All web related materials should include a hyperlink, the complete URL, and the title of the site referenced.

Grades: Students will have an opportunity to resubmit unsatisfactory work, but **full points will not be granted for resubmitted work**. All assignments are to be submitted through WebCT. Students are responsible for reviewing the appropriate grading rubric before submitting individual assignments. Grouped or paired assignments require only one copy of the assignment to be submitted to the instructor bearing the names of all group members. Evaluative groups will have no more than three members. Every student is expected to submit at least one assignment through the WebCT assignment tool.

Course Objectives**	Assignment	Elements	Points
2,4,5	Portfolio	Unit/lesson plans	5
2,5,10,12		Instructional (teacher) materials	20
2,4,5,6,7,12		Student projects	30
6,9,10	Resources	Web site evaluations	5
9,10		Annotated web-bliography	5
10		Annotated software evaluations (at least one per software category)	5
1,12		Annotated bibliography of publications	5
1,3,8,9	Telecommunications	Appropriate use of email and telecommunications	15
1	Final	Reflection paper	10
	Total points		100

**based on Connecticut Teacher Technology Competencies

Final grades in this course will be determined on total points earned out of 100 in the following way:

95–100 A 90–94 A- 87–89 B+ 84–86 B 80–83 B-
 77–79 C+ 74–76 C 70–73 C- 65–69 D+ 60–64 D Below 60 F

For averages below 60 please discuss your work with the instructor.

*Prior to the course closing date if a student has not completed the work, he or she must develop with the instructor an "incomplete" contract describing when they expect to complete their assignments. These contracts will include a late penalty - students will lose a grade (i.e. 90 or more points will earn a B, 80 -89 will earn a C, etc.) for missing this due date. If an "incomplete" contract has not been developed by this end of course date, the student will receive a grade based on the number of points earned for completed assignments.

Attendance Policy:

The very nature of live classes implies that attendance and participation in the class is an essential part of learning. This class will introduce a variety of technology tools and concepts for using technology within the curriculum. In addition, members of the class have diverse expertise and insights to share with each other. Therefore, it is important that students attend and participate in each class. Absences result in missing information that may not be easily communicated at another time. Thus, except in cases of emergencies, it is expected that students will attend all sessions. While emergencies may

occur, they are just that - emergencies. Students who miss class will be responsible for notifying the professor, soliciting class information and submitting all assignments. Late work due to absences should be submitted no later than the next class unless prior arrangement is made with the professor.

The characteristics of professional educators include recognition of the importance of promptitude in all things. Therefore, all work should be submitted on time unless prior arrangements are made with the professor.

Educators should model those things they expect from their students. Therefore, a professional educator will recognize the importance of promptitude, regular attendance and personal responsibility for learning and exhibit such dispositions in their class work.

Last updated 1/17/2006