EDU 553 - Computers in the Classroom and the Curriculum (3 credits)
Professor: Catherine Tannahill, Prof.
Education Department ECSU
Office: Webb Hall 149
Office Hours: Tues. 1-3, Wed. 1-3, Thurs 9:30-10:30 & others by appointment.
Please contact Dr. Tannahill at (860) 465-5098 or through her email address – tannahillc@easternct.edu.
Course contact is most effective when done through the online course shell.

Fall 2013

Class: Online, ECSU

General Course Information:
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.

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:
1. Apply their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
3. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Possess the skills to continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Suggested Texts and/or References:

**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 an instructional unit plan including at least three lessons integrating student use of technology
3. Telecommunications and internet activities.
4. Final reflection paper on the application of learned knowledge and skills to specific teaching needs.

**Assignment Tips:**
1. Do not delete assignments until you have received a final grade for this class.
2. Always send a copy of your completed assignments to your group members.
3. The full name of all group members should always be included in each submitted assignment.
4. Submit assignments through WebCT titled with your name-the assignment title. Ex. Tannahill- PowerPoint.
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.** Unsatisfactory work is defined as that work which receives a grade of 73 (C-) or lower. 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.

<table>
<thead>
<tr>
<th>Class Objectives**</th>
<th>Assignment</th>
<th>Possible Points</th>
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<tr>
<td>1 1,2,3</td>
<td>Teaching with Technology Project (with benchmarks)</td>
<td>25</td>
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<tr>
<td>2 3,5</td>
<td>Professional Web Page</td>
<td>10</td>
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<td>3 4</td>
<td>Hot Topics Research</td>
<td>20</td>
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<tr>
<td>4 1,2,3,4,5</td>
<td>Evaluation of instructional resources (online and web site).</td>
<td>10</td>
</tr>
<tr>
<td>5 2,3,4,5</td>
<td>Productivity tools</td>
<td>10</td>
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<tr>
<td>6 1,3,4,5</td>
<td>Telecommunications and Online Discussions.</td>
<td>10</td>
</tr>
<tr>
<td>7 1,2,3,4,5</td>
<td>Final exam: Reflection on Integration of Technology</td>
<td>15</td>
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<tr>
<td></td>
<td>Total score</td>
<td>100</td>
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**based on National Educational Technology Standards for Teacher
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.

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.

**Announcements and Expectations:**

**Learning Accommodations:** 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.

Students are encouraged to use the support offered by the **Academic Services Center** located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at [http://academicaffairs.easternct.edu/ASC-FAQs.html](http://academicaffairs.easternct.edu/ASC-FAQs.html)

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

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.

**Critical Thinking expectations:** The purpose of this course is to prepare future teachers and other citizens to understand the role of technology in today’s educational environment. Therefore students will be expected to move beyond simple repetition of information acquired within the scope of this course to analysis, synthesis and application of concepts to make informed decisions.

**Electronic communication:** Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.
For this course, it is preferred that course communication be through the WebCT course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

**Grade Incompletes:** 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.

**Writing standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

**Course Assignments**

**Writing standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

Because of their versatility, many productivity packages can be used as both an instructional and an authentic student assessment tool.

For all assignments, see assignment details and, where provided, assignment rubric. For due dates see Course Timeline. Be sure to review the rubrics for each assignment prior to submission.

**Assignment 1: Unit Plan integrating technology (25 pts)**

a) **Teaching with Technology Unit (20 pts):** Creation of unit plan consisting of at least three lesson plans that incorporate the use of technology to teach and assess student learning based on local, state, and/or national standards. All assignments should support your lesson/unit topic and be aligned with state and national content and technology standards and require students to create new knowledge and report to others. Assignments should be age and grade appropriate and must include the use of at least five technology resources that could be used for teaching and learning the selected topic. At least four must be intended for student investigation (used by students to learn the content) or student assessment (used by students to show you what they have learned) not
for teacher instruction (used by you use to teach the content). At least two of the five must be technology resources other than web based resources.

For each lesson plan you should include detailed planning based upon content standards, appropriate selected materials and strategies and identifying methods of assessment (see lesson plan template). Your student assignments should require student use of technology skills and tools. Teacher use of technology for instruction will demonstrate your individual knowledge and skills and enhance your plan but will not substitute for assignments requiring student use. It is unlikely that you would involve students in more than two technology activities as part of any one lesson. You may include Internet activities including research, instruction, assessment and/or collaboration such as blogs, wikis, podcasts, or webquests. However all lessons cannot focus on Internet use of technology nor can all Internet use be to research a topic for a report. Remember at least two must be technology resources other than web based materials.

b) **Benchmarks (5pts):** 5 pts of the 25 pts will be assigned for benchmarking activities. More detailed directions are found within the TWT Project Assignment.

**Assignment 2: WikiQuest (10 pts):** Based on the HOT TOPICS work on your classmates, complete the WikiQuest.

**Assignment 3: Hot Topic Report (15 pts).** Students will work in teams to prepare in-depth reports on current issues facing teachers who use technology. See assignment details in course shell.

**Assignment 4: Evaluation of Instructional Resources (10 pts).** See Assignment instructions for details.

a) **Online Tool Project (5 pts).** Students will evaluate (using the Web Tool Evaluation form) an assigned free online tool for potential use in their future classroom. The Web Tool Evaluation form will be submitted and students will be expected to discuss their assigned tool and its application

b) **Web site evaluations (5 pts):** Students will evaluate at least three web sites using the Web site evaluation rubric. Evaluations will include comments regarding appropriateness for student use at their indicated grade level and within their content area (Web site evaluation)

**Assignment 5: Productivity Tools (15 pts).**

a) **Informational brochure (5 pts).** Use MS Publisher (or Word) to create an informational brochure. Select either your unit topic or a topic within your unit to create a tri-fold brochure using MS Publisher (if you cannot think of a topic that relates to your unit, you can select something else). Think in terms of an assessment that you would want your students to create showing what they have learned about the topic. The topic has to be something that can be fully and appropriately displayed in both sides of a tri-fold brochure. Remember this is print media and not electronic media (hyperlinks do not work on a printed page) but should also include appropriate images. Also remember to properly cite your sources. See Assignment instructions for details.
b) **Grade book (required) (5pts):** Use Excel to create a simple gradebook. See Assignment instructions for details.

c) **Video assignment (5 pts):** Select a video/video segment that you might use with your students. You may select something from YouTube, TeacherTube, a DVD, or other video. The segment should not last more than 5 to 10 minutes. Identify your objective for using the video and an activity that would demonstrate achievement of your objective. I would envision something as simple as a *statement of objective, watch video, and complete assignment* with a description of the assignment. I again would suggest that you select something that would enhance the TWT unit that you are preparing but you do not have to do so.

**Assignment 6: Telecommunications (10 pts):** Several elements comprise this grade.

a) Demonstration of technology competencies through regular monitoring of student email account, successfully filing assignments within WebCT Assignment Tool including recognition of appropriate naming conventions for attachments and selection of appropriate file format for communication.

b) Active engagement/participation in class threaded discussions using the WebVista online course shell environment. Participation requires

   a. Reading all/most postings
   b. Posting original assignment and replying as directed.
   c. Both the original and subsequent postings will involve thoughtful reflection and appropriate documentation to support positions.
   
   Appropriate documentation may include references to outside reading, outside informational sources such as other classes and appropriate presentations, television, radio or film coverage, personal experience and observation (within reason), and discussions with and observation of practicing educators.

**Assignment 7: Final Reflection/Exam (10 pts):** Final reflection paper integrating application of the knowledge and skills learned in this course to your specific teaching needs. Write a reflection paper on Integration of Technology in the Instructional Process. Be sure to address both personal, professional productivity and instructional applications. Please see Course Agenda for deadlines. See Reflection rubric. Submission: See Work Submission Timeline Discussions

**Week 1 Welcome and Unit 1**

**Discussion 01: Rules.** Please go to Discussions. Select Topic 01: Rules. Please respond to these suggestions. Do you have some rules or changes that you would like to include? We will discuss this week and I will try to pull together a list to post next week based on consensus. I would like us to develop some rules for communication. I would like to propose three rules for consideration. Please title your original posting: **your name- Rules.** Feel free to respond to others to build our class rules. This posting will close at noon on the Monday of week 3.

Respond to at least one posting

**Discussion 02: Introduction.** For the second discussion, you also will have two weeks. It is currently open and will not close until the Monday of week 3 when we begin Unit 2. Post a
message introducing you. Title it your name – Introduction. Be sure to include your name (full name as well as how you will designate yourself in discussion – Bob, Kitty, Bud – for the first couple of weeks, you might want to continue providing your full name.); your educational setting – position, school, district, etc. (Give us enough information that we can explore areas of commonality as well as differing interests); and your reason for taking this class. Respond to at least one posting.

Discussion 03: What is…? The foundation of this course is an understanding of the role technology can play in educating students. Key to this is an understanding of just what educational technology encompasses. We will look at the elements of teaching and learning (education), and where ‘stuff’ (technologies) fits within that process. I find that most people’s initial concept of educational technology tends to be very limited, growing as additional ‘stuff’ is identified. Let’s complete this first unit with the development of an answer to the question: What is Educational Technology? Title your posting with your last name-ed tech. Please respond to at least one other posting.

Discussion 04: Spreadsheets in the Classroom. I have had you create a grade book using Excel. All grade levels can use spreadsheets in one form or another. Consider some other ways that you could use spreadsheet software in your classroom. Science and mathematics majors ought to lead the way on this discussion.

Discussion 05: Online Research. Many teachers do not provide instruction on conducting research because it has seldom been formally addressed in their own school work. Please share with the rest of class, your experiences in teaching students to do research. If you have no such experience, share what you wish someone had taught you. They can be formal instructional ideas or informal things that you have had to address for students to complete assigned work. Title your original post with your last name-Online research.

Discussion 06/ Assessment: Online Tool Project (5 pts). Students will evaluate (using the Online Tool Evaluation form) an assigned free online tool for potential use in their future classroom. The Online Tool Evaluation form will be submitted within which students will be expected to discuss their assigned tool and its application. No responses are required for this discussion although any comments would be appreciated.

Tentative Course Agenda

Unit 1 Introduction and Background
Week 1 & 2: January 14-28

Review Welcome, Syllabus, Organization
Weekly Readings
Discussion 1 on Rules closes at noon January 28.
Discussion 2 on Introductions. Complete introductions by noon January 28.

Week 2: January 21-28

Weekly Readings
Discussion on Rules closes at noon January 28.
Discussion on Introductions. Complete introductions by noon January 28.

Week 3: January 28 - February 4
Weekly Readings
DISCUSSION 3 - Blog: What is Educational Technology? And how is it different from Technology Education? Discussion closes at noon February 4.
Benchmark 1 on TWT project due February 4.

Unit 2: Software Tools for Teaching

Weekly Readings
Week 4: February 4 - 11
Weekly Readings
Discussion 4: Spreadsheets closes at noon February 11.
Gradebook Assignment due February 11.

Week 5: February 11-18
Weekly Readings
Brochure Assignment due February 18.

Week 6: February 18 - 25
Weekly Readings
Video Assignment due February 25.

Unit 3: Internet Tools and Issues

Weekly Readings:
Week 7: February 25 - March 4
Discussion 5: Online Research closes at noon March 4.
Benchmark 2 on TWT project due March 4.

Week 8: March 4-11
Weekly Readings
Web site Evaluations due on March 11.
Discussion 6/Online Tool Evaluation by noon on March 18.

Week 9: March 11-18
Weekly Readings
Discussion 6/Online Tool Evaluation by noon on March 18

Week 10: March 18 - April 1
Hot Topics Assignment due April 1.

Week 11: April 1-8
Weekly Readings
Hot Topics WikiQuest due April 8.
Unit 4: Integrating Technology in the Classroom

Weekly Readings
TpACK
Classroom Management

Weekly Readings
Special Education

Weekly Readings
Teaching with Technology

Projects due at noon on April 29.

Online course evaluation
Final Reflection: Integration of Technology in the Instructional Process. The assignment is due May 6. BE SURE TO REVIEW THE FINAL REFLECTION RUBRIC POSTED WITH THIS UNIT.