Syllabus for EDU 553 Online – Summer 2009

EDU 553 – Computers in the Classroom and the Curriculum (ONLINE)
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Course 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.

This course fulfills one of the requirements for the MS programs in Education at ECSU.
It is designed to provide opportunities for the participants to documents their
competencies in align with the Education Department’s 2008 Unit Conceptual
Framework (CF) - ECSU Proficiencies, Connecticut Common Core of Teaching, and
ISTE Standards (2008). A matrix of these standards is found in Appendix I with an
outline of how the course activities and assignments are aligned. Participants in the MS
in Ed Tech program will be making use of this matrix as part of a diploma supplement
that they will produce for their comprehensive electronic portfolio in that program.

Enrollment in this course is limited to 25 students.

University Support Services

Office of AccessAbility Services

“If you are a student 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 as soon as possible. Please note that I cannot
provide accommodations based upon disability until I have received an
accommodation letter from the Office of AccessAbility services. Your
cooperation is appreciated.”

Academic Services Center

“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”
Textbooks:

Related website - http://wps.prenhall.com/chet_roblyer_integrate_4

Course requirements
Participation in 12 Threaded Discussions (TDs), TD12-courseeval is not graded - 5 points for 5 threads before closing date for the other 11 TDs, 55 points. Please refer to the calendar for the closing dates of each discussion.

Please see the assignment link for more information on the course assignments. Assignments are submitted within the course only, usually as postings associated with the assignment instructions or as attachments in submission folders.

Assessment
I use a Project Learning approach to evaluation. Completion on the projects in the assignments usually earns all of the points allocated for the project. I also encourage participants to develop their own independent study project – earning 2 points for every hour of effort on the project. If you would like to propose a project, please contact the instructor to discuss your objectives and potential outcomes of your efforts.

Grading Policies
Students will earn points by completing assignments and participating in threaded discussions. The total number of points in assignments in the outline is above 200 points. Participants are encouraged to suggest other alternative activities related to the content of the course to earn additional or substitute points for the outlined projects.

By seminar end, earning 180 points or more will result in an A in this course,
160 to 179 points a B,
140 to 159 points a C

The university catalog indicates that "no grade below a C earns graduate program credit."
120 to 139 points a D,
and below 120 points a failing grade in this course.
Participants may withdraw from this course without penalty during the first few days of the seminar - please contact the Graduate Division and/or the Registrar's Office for details on this process.

Students may request an incomplete grade by contacting the instructor 10 days prior to the close of the seminar. Incomplete assignments, when students are temporarily unable to fulfill course requirements, must be completed within six weeks after the beginning of the first full semester following the granting of the "Incomplete." Problems with technology should not be considered as strong justifications for granting an incomplete for this course.

The gradebook for this course is listed under Student Tools.

Please note that the threaded discussions are scored - 5 points for at least 5 contributions by the closing date. The closing dates are listed on the course calendar - there is a link on the navigation bar on the left.

Please also note that assignments are due by 11:55 pm on the closing date - WebCT doesn't have an option for 11:59:59 pm. If you miss the closing date and still wish to submit the assignment, there will be a penalty of 1 point for every day that the assignment is late. You may submit late assignments as attachments to internal course emails to me. Please save your assignments and your website addresses with short meaningful titles – i.e. softwareDLS - with no spaces and your initials. Please do NOT submit your assignments via an email system outside of the online course.

Assignment format

Please refer to the assignment list within the course for specific details on each assignment and the calendar for closing dates.

Please confirm for yourself that you have successfully upload or attached your assignments into the submission folder. The late policy will apply if you do not successfully submit the assignment by the due date.

All assignments should be submitted as documents that may be easily read using the Microsoft Office applications - WORD, EXCEL, PowerPoint. If you are using other software, please save and submit your documents in versions that might be easily read by Office applications - i.e. text files. Essays should include at least 5 references listed in a closing bibliography. Please make use of APA-style for your citations.

Some resources for developing citations may be found within the online resources of Eastern’s Smith library at http://nutmeg.easternct.edu/smithlibrary/library1/citing.htm.

Here are a list of the assignments and threaded topic headings for general information on these activities. More details are posted within the online course –
<table>
<thead>
<tr>
<th>Assignment headings</th>
<th>Threaded discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 – Technology Expectation</td>
<td>TD1Intro</td>
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<tr>
<td></td>
<td>Please introduce yourself in this threaded discussion by describing your educational setting - 1) where you are currently learning and teaching, 2) your educational experiences - your past studies and future aspirations, and 3) why you have chosen to take this course - whether you are interested in enrolling or are enrolled in the MS in Educational Technology program or another graduate program. Please feel free to discuss your observations on the applications of educational techn...more</td>
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<tr>
<td>A2 – Interviews for Computer Using Educators</td>
<td>TD2tech</td>
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<td></td>
<td>Please describe successful technology infusion in curriculum, classrooms and schools which you have observed locally or read about in the textbook. Please post websites or the citations from other readings to inform our discussions. Please provide at least one response to this prompt and at least four responses to others' responses. Five threads earns 5 points.</td>
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<tr>
<td>A3 - Software reviews</td>
<td>TD3software</td>
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<td>Software Applications for Classroom Uses Please describe how you might use your software applications in your learning and teaching settings. Refer to the chapters in part 2 in the textbook. Please share a list of at least three software packages you find/might find useful in your learning and teaching. Please comment at least four other times on each other's choices. Feel free to use this forum for a discussion of the uses of spreadsheets, databases, powerpoint, and other applications. ...more</td>
</tr>
<tr>
<td>A4 – Electronic portfolio</td>
<td>TD4Websites</td>
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<td></td>
<td>Websites for Classroom Uses Please describe how you might use your favorite websites in your learning and teaching settings. Refer to chapter 8 in the textbook for some specific ideas. Please share a list and short descriptions of 5 learning resources - World Wide Web URLs (the universal resource locators - the web addresses) - you find/might find useful in your learning and teaching. Please comment at least four other times on each other's choices. Please submit five threads to this discus...more</td>
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<tr>
<td>A5 – text review</td>
<td>TD5Webeval</td>
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<td>Using rubrics to evaluate websites Please let's discuss using rubrics to evaluate websites. Please visit <a href="http://school.discovery.com/schrockguide/assess.html#web">http://school.discovery.com/schrockguide/assess.html#web</a> Then please assess a CultureQuest project selected from the list at <a href="http://www.culturequest.us/sample_projects.htm/">http://www.culturequest.us/sample_projects.htm/</a> and post your comments in a thread with the address of the project also posted. Please comment on at least four of the evaluations contributed by other respondents and on what are the implications for a Cul...more</td>
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<tr>
<td>A6 – spread sheets and other productivity tools</td>
<td>TD6Cmanage</td>
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<tr>
<td></td>
<td>Classroom management using educational technology Please review at least 3 of the articles posted at <a href="http://www.lburkhart.com/...more">http://www.lburkhart.com/...more</a></td>
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<td>A7 - Webb 2.0 tools</td>
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<td>A8- Culture Quest group project planning</td>
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<td>A9 - Powerpoint</td>
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<td>A10 – Curriculum unit planning</td>
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<tr>
<td>A11 – CultureQuest index</td>
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<td>Potential Individualized Projects</td>
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integrating educational technology in your educational setting. Please respond to c...more

TD7plan
Please review the resources linked to http://www.easternct.edu/depts/edu/textbooks/edtech.html and http://www.free.ed.gov/ to inform our discussion on planning and designing learning environments and experiences. Let's discuss in this threaded discussion your ideas on what an ideal classroom might include. Please post your ideas and respond to the comments of at least two other participants with at least five threads. You may also use this forum to discuss the spreadsheet assignment and t...more

TD8social

TD9assess
Please review Parts III and IV in the textbook to provide background for a discussion on assessing the uses of educational technology in the classroom and the curriculum. Please review specific curriculum standards from the Connecticut (or other states') curriculum frameworks and discuss how you might use technology to enhance student achievement on the standards. Please contribute at least 5 threads to this discussion.

TD10future
Please review chapter 2 in the textbook and other resources for this discussion on educational technology planning. How do you expect your classroom will change in the next few years due to the integration of educational technology? What do you envision for the next 10 years and 20 years. Please contribute at least 5 threads to this discussion.

TD11showcase (0 Messages)
Please briefly describe your collaborative project, post its address, and then invite others to visit and comment. Also Comment on at least two other projects, for a total of at least 5 threads.

TD12eval
As we near the end of this seminar, please comments on the strengths and areas of improvement of this online seminar: 1)how might this course be redesigned to better enhance your learning experience? 2)what did you find most useful about this course? 3)would you enroll in other online courses? what are the benefits and impediments of online learning and teaching? Please comment on these questions and join the discussion with at least five threads. Your comments will be posted anonymously. ...more
## Appendix I -

### Course Activities and Assessment Aligned to 2008 Unit Conceptual Framework (CF) - ECSU Proficiencies, Connecticut Common Core of Teaching, and ISTE Standards (2008) for EDU 553 – Computers in the Classroom and the Curriculum

Website references:

Connecticut Common Core of Teaching -


<table>
<thead>
<tr>
<th>2008 Unit Conceptual Framework (CF) - ECSU Proficiencies</th>
<th>Connecticut Common Core of Teaching (CCCT)</th>
<th>NETS*ST Standards - Specialty Professional Association (SPA) standards</th>
<th>EDU 553 Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Technology as a Tool to Teach (TTT)</td>
<td>IIB4 – Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.</td>
<td>1. Facilitate and Inspire Student Learning and Creativity Teachers use 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. Teachers: a. promote, support, and model creative and innovative thinking and inventiveness</td>
<td>Web report (making use of citations from internet sources) on technology expectations and resources.</td>
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<tr>
<td>2: Pedagogical Knowledge (PDK)</td>
<td>IA1 - Teachers understand how students learn and develop. IA2 - Teachers understand how students differ in their approaches to</td>
<td>b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources</td>
<td>Participants develop curricular units that engage students in exploring real-world issues.</td>
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</table>

Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.
community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.

| 2.2 | Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning. | IIIC1 – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate. | e. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes. | Participants make use of threaded discussions and wikispaces to provide opportunities for student reflection and assessment. |
| 3: Integration of Knowledge (INT) | Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach. | IB1 - Teachers are proficient in reading, writing, and mathematics. | 2. Design and Develop Digital-Age Learning Experiences and Assessments Teachers 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. | Participants develop curricular unit, aligned to state standards, within the CultureQuest projects. |
| 3.1 |  | IB2 - Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach. | | |
| 3.2 | Teachers:  
a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
| IIB4 – Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills. | Interviews with model technology-using teachers in their schools to discuss exemplary practices. |
| 2.3 | Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.  
\[ \text{IC1 - Teachers know how to design and deliver instruction.} \]  
\[ \text{IC2 - Teachers recognize the need to vary their instructional methods.} \]  
\[ \text{IC3 - Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching} \]  
| Threaded discussion on classroom management and instructional design practices in technology-enriched settings. |
| 2.4 | Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.  
\[ \text{IC1 - Teachers know how to design and deliver instruction.} \]  
\[ \text{IC2 - Teachers recognize the need to vary their instructional methods.} \]  
\[ \text{IC3 - Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching} \]  
| Threaded discussion on the evaluation of websites and the implications for informing learning and teaching. |
| 1: Content Knowledge (CNK)  
Candidates/Graduates demonstrate in-depth understanding of content  
\[ \text{IIA2 – Teachers select and/or create learning tasks that make subject matter} \]  
\[ \text{III Model Digital-Age Work and Learning} \]  
Teachers exhibit knowledge, skills, and work processes  
| Threaded discussion on exemplary websites that enhance professional development. |
| Knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students through meaningful questions and learning experiences | Meaningful to students. | Representative of an innovative professional in a global and digital society.

Teachers:
**a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations  |

| **IIIB1** - Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their success. | **b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation | Experiences in the uses of threaded discussions, collaborative online projects, and online learning and teaching. |

| **IIIB2** - Teachers create instructional opportunities that support students' academic, social, and personal development. | **c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats | Development of an initial framework for a professional and academic electronic portfolio. |

| **IIIB3** - Teachers use effective verbal, nonverbal, and media communications techniques which foster individual and collaborative inquiry. | **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning | Application of exemplary software to fulfill specific curricular goals. |

| **5: Diversity (DIV)** | **IIA1** - Teachers plan instruction based upon knowledge of | **4. Promote and Model Digital Citizenship and Responsibility** Teachers |

| **5.1** Candidates/Graduates demonstrate their ability to support the diverse needs of | Threaded discussion on digital citizenship and responsibility. |
| Students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status. | Subject matter, students, the curriculum, and the community. | Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:  
  a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources  

| IIIA2 - Teachers share responsibility for student achievement and well-being. | Threaded discussion on using technology to enhance learner-centered instruction, provide equitable access, and address the needs of all learners.  
  b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources  

| Threaded discussion on social issues, such as diversity, health issues, bullying informed by web resources.  
  c. promote and model digital etiquette and responsible social interactions related to the use of technology and information  

| Development of collaborative CultureQuest projects by studying cultural aspects of a nation, preparing informational powerpoint presentations, contacting other educators using ePals in the nations of their study, creating a curricular unit that would make use of the presentation and other resources, and developing a collaborative website organizing their  

<p>| d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools |</p>
<table>
<thead>
<tr>
<th>6: Professionalism (PRF)</th>
<th>5. Engage in Professional Growth and Leadership</th>
<th>Threaded discussion on educational planning for technology in the classroom and school.</th>
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</thead>
<tbody>
<tr>
<td>Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.</td>
<td>Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers. Teachers seek out opportunities to grow professionally. Teachers: a. participate in local and global learning communities to explore creative applications of technology to improve student learning. b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</td>
<td>Threaded discussion on technology infusion and best practices in their educational community.</td>
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<tr>
<td><strong>IIA1</strong> – Teachers collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.</td>
<td><strong>IIIB2</strong> – Teachers seek out opportunities to grow professionally.</td>
<td>Developing a research study analyzing school test schools from state data courses using spreadsheets.</td>
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<tr>
<td><strong>IIIB1</strong> – Teachers continually engage in self-evaluation of the effects of their choices</td>
<td><strong>IIIC1</strong> – Teachers serve as leaders in the school community.</td>
<td><strong>IIIB2</strong> – Teachers seek out opportunities to grow professionally. Teachers: a. participate in local and global learning communities to explore creative applications of technology to improve student learning. b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. c. evaluate and reflect on current research and professional practice on a regular basis to make effective use.</td>
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and actions on students and the school community. of existing and emerging digital tools and resources in support of student learning

| **IIIC2 – Teachers demonstrate a commitment to their students and passion for improving their profession.** | **d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community** | Threaded discussion on educational planning for technology in their school and community. |