



## Course Syllabus

<u>EDTC 5330 W2</u>	<u>Mary Beckmann</u>	<u><a href="mailto:ponotoc2@yahoo.com">ponotoc2@yahoo.com</a></u>
<b>COURSE NUMBER AND SECTION</b>	<b>INSTRUCTOR</b>	<b>E-MAIL ADDRESS</b>
<u>Constructivism and Technology</u>	<u>Spring 2005 – Term 02</u>	<u>/ 02</u>
<b>COURSE TITLE</b>	<b>TERM</b>	<b>CREDIT HOURS</b>
<u>ONLINE</u>		
<b>SITE</b>		

### 1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course will assist a teacher or instructor to use technology to foster learning by examining how certain aspects of technology can enhance thinking skills: we will be examining the World Wide Web, Internet, multimedia, hypermedia, critical thinking, web cams, etc. Participants learn about inquiry-based active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach.

### 2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

- Students will develop an understanding of the constructivist theory
- Students will be able to accurately describe the individuals credited with the constructivist theory (including Wiggins, Schon, Piaget, Dewey, Bruner, Scrivens).
- Students will be able to combine technology with the constructivist theory to create lesson plans that generate higher level thinking and learning from their students.
- Students will become knowledgeable on adapting various technologies to support and enhance learning and improve teaching strategies along with supporting personal and social growth while combining their knowledge of the constructivism theory.
- Students will become knowledgeable on assessing and evaluating various forms of technologies to distinguish between those that best foster learning from those that are merely entertaining.

This course is designed to provide an understanding of constructivist philosophy in a teaching and learning environment in which educational technologies will be used. Fulfills MoStep 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6.

### 3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Supplemental Readings:

<http://tip.psychology.org/bruner.html> Overview and Scope/Application

<http://www.funderstanding.com/constructivism.cfm> (first paragraph)

[http://www.uib.no/People/sinia/CSCL/web\\_struktur-836.htm](http://www.uib.no/People/sinia/CSCL/web_struktur-836.htm) A view of two types of constructivism.

<http://www.smp.gseis.ucla.edu/publications/quarterly/v3/vol3no3/699kb.html> Constructivism in classrooms.

The schedule will approximate the following:

Week 1: Constructivism and constructivism theories and theorists

- Week 2: Meaningful learning, problem solving, and learning styles  
Week 3: The Internet and learning environments  
Week 4: Using the Internet to communicate  
Week 5: Using multimedia equipment, digital cameras and scanners  
Week 6: Presentation software, semantic networking, concept mapping, knowledge presentation, story problems, and problem based learning environments (PBLEs)  
Week 7: Learning by exploring using microworlds, virtual reality, and role playing games  
Week 8: Evaluating and assessing technology: Is it working - how can you tell?

The ISTE NETS Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

**4. Resources:**

**Text:**

Jonassen, D. H., Howland, J., Moore, J., and Maria, R.; Learning to Solve Problems with Technology: A Constructivist Perspective; Merrill Prentice Hall: 2003; ISBN: 0-13-048403-2

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

- a) Attendance = 24 hours clock time worth .5 points each = 12 points total
- b) There will be 8 projects for this class at 10 to 15 points each = total of 88 points. Each module entails a different type of learning and each week a project will be assigned applicable to that specific type of learning.
- c) Instructor feedback: The instructor will provide feedback on each assignment within seven days of submission. The instructor will maintain the grade book on a weekly basis.
- d) Plagiarism will not be tolerated. Any student involved in plagiarism will be immediately dismissed from the course with a failing grade and will be reported to the department chairperson for further action.

**6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.**

Critique guidelines, WebQuests, Internet activities, and various online projects will be provided as supplemental material.

**7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:**

(Not applicable)

**8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:**

Please see Item #5, letter 'd' above for specifics.

*This syllabus is subject to change at the discretion of the instructor. Regular class participation is required.*