

## Course Syllabus

**Course Number** EDTC 5630.W1\_ **Class title:**  
Technology and Thinking Skills

**Semester, Year, Term**

**Fall 05 Online Instructor**

**Rebecca Browne**

**Rena Cifarelli 3 credit hours**

### 1. Course Description:

This class will address the use of computer technology to teach higher level thinking skills in the k-12 classroom be placed on theories of thinking skills (Dimension of Learning model and others), varieties of computer technology activities which develop higher level thinking skills, and practical applications using hardware and software already in individual classroom settings. Prerequisite: Curriculum Design or consent of instructors.

### 2. Learning Outcomes:

This course will enable participants to:

- a. develop a conceptual model and philosophy for integrating computer technology into the teaching of higher level thinking skills in the classroom
  - i. MOSTEP 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development, implements, and evaluates curriculum based upon student, district, and state performance standards.
  - ii. NETS I.B Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current technologies.
- b. develop a readily available personal fund of resources for computer activities
- c. select computer activities appropriate for the individual teacher and classroom
  - i. MOSTEP 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and utilizes the assessment to generate more learning for more students.
  - ii. NETS II.A Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- d. develop activities which relate to the individual teacher's instructional objectives, including subject content and thinking skills
  - i. NETS 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
  - ii. NETS III.A Teachers facilitate technology-enhanced experiences that address content standards and student learning standards.

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

#### Module 1 Week 1:

Where we are now--introductions, course requirements, literature review

#### Module 2 Week 2:

Initial thinking skills theory, organize groups and choose project topic

#### 3 Week 3:

Group presentation on topic related to thinking skills and technology

#### 4 Week 4:

Reflection on group presentations and make activity suggestions

Original groups review activity suggestions from week 4  
**Module 6 Week 6**  
Group construction of technology-related instructional unit; present un  
**7 Week 7:**

Debate 1: explicit or discrete instruction of thinking skills  
**Module 8 Week 8**  
Debate 1 concluded

**Module 9 Week 9:**

Marzano Dimension 1; unit planning guidelines  
**Module 10 Week 10:**

Marzano Dimension 2; unit planning guidelines  
**Module 11 Week 11:**

Marzano Dimension 3; unit planning guidelines  
**Module 12 Week 12:**

Marzano Dimension 4; unit planning guidelines  
**Module 13 Week 13:**

Marzano Dimension 5; unit planning guidelines  
**Module 14 Week 14:**

Debate 2: traditional or constructivist instruction of thinking skills  
**Module 15**

Debate 2 concluded  
**Module 16 Week 16:**

Course reflections and summary

**4. RESOURCES:**

**Textbook:**

Marzano, R. J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*

Supplemental readings (not required but helpful):

Marzano, R. J. and Arredondo, D.E. *Tactics for Thinking, Teacher's Manual.*

Marzano, R. J. et al, *Dimensions of Learning Teacher's Manual*

Marzano, R. J. et al, *Dimensions of Thinking: A Framework for Curriculum and Instruction*

Additional readings and Internet assignments provided by instructors

**5. EVALUATION / GRADING SCALE:**

93-100 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

70-79 = C

Class participation:

Debates, reflective activities, activity suggestions for project groups

30% Group presentation:

Powerpoint presentation or web presentation on a thinking skills theory,  
to instructor directions

15% Instructional unit presentations:

Supporting group presentations relating to the major project, according  
instructor directions.

15% Quizzes:

Cover text and additional materials as assigned.

30% Literature review: Scholarly review of current materials relating to technology and thinking  
All academic and professional behavior of students in this course is subject to review for  
of student evaluation.

**I plan to keep the final project. So if you desire a copy of it, please make one for you turning it into me.**

**6. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided. See the guidelines (<http://library.webster.edu/citation.html>).

**7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

**8. ATTENDANCE:**

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

**The instructor reserves the right to lower the final grade by a letter grade for absence.**

Students who do not complete the requirements of the course must contact the instructor by the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

**NB: An Incomplete may only be awarded to a student who has maintained a pass grade to the point of the emergency. Incomplete grades will change to a grade of F or NC if the requirements stipulated on the incomplete form are met by the date listed on the form. The calendar year from the end of the course, whichever comes first.**

**9. OTHER**

**Student Expectations**

Students should read the material designated for this class. Reading from the required texts and supplemental will be posted in weekly assignments. It is your responsibility to read everything that is provided in the course and keep track of the location of these areas or print all of the assigned readings and tasks for your own organization, time management, and learning. To support a learning atmosphere, we encourage participation and involvement. But we also expect a professional approach to the course. Students will be evaluated on their professional

in the classroom. As such, students should not disrupt face-to-face class personal conversations with their colleagues, or by accepting phone calls. should be turned off or set to a silent mode. Likewise, students should not or writing email, playing computer games, watching DVDs or CD-ROM; participating in a online class during lecture or demonstration sessions of you are using your computer it should be for taking notes or reviewing the shown by the instructor. In online class sessions personal conversations with colleagues should be conducted in the email area and not in the class discussion during class scheduled chats. Responses to discussion questions and responses to others discussion correspondence needs to be timely.

If you have questions about these standards, please see or email the instructor. It is the student's responsibility to ask questions about the parts of the course that seem unclear.

ALL MATERIAL FOR THIS COURSE MUST BE TYPED WITH A CLEAR HEADING WITH YOUR NAME, DATE, AND EMAIL ADDRESS.

One final expectation: you should approach this course with the highest standards, which are the foundation of education at Webster University.

### **Attendance for our online courses**

WebCT allows for instructors to track your attendance and frequency in the different course areas. Our online courses are not independent study courses and you can set your own deadlines. We expect active participation, checking in once a week is not acceptable.

### **Grade Lobbying**

Students certainly have the right to protest grades, challenge, grade reconsideration. Such questioning is encouraged by Webster University. In recent years, some students have crossed the line into something excessive in the entire evaluation process. First, there is a proper and professional way to question a grade. That is not done in a loud voice in front of the class or with other students in class. Our policy is only to discuss grading in front of the class on the first day of the course. We will discuss grades via email for online courses or at a pre-arranged private meeting for face-to-face classes. That is out of respect for your privacy.

Students who promote a particular grade for themselves before a grade is submitted are crossing the lines of what is acceptable. Likewise, students do not understand that performance is what we are asked to evaluate projects, not the estimation of your effort is included in your professionalism/particular grade.

Finally, the university has placed your instructor(s) in a position to evaluate your performance based upon years of academic experience. That experience may give the instructor a different perspective on your work. Please be aware that excessive efforts to lobby for higher grades are often counter-productive.

Students who do not complete the requirements of the course must contact the instructor by the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to an F or NC unless the requirements stipulated on the incomplete form are met by the date of the form or one calendar year from the end of the course, whichever comes first.

10. **STANDARDS / GOALS:**  
International Society for Technology in Education (**ISTE**) - National Educational Technology for Teachers (**NETS**) – [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

**ISTE NET Standards:**

1. **Technology operations and concepts.**  
Teachers demonstrate a sound understanding of technology operations and concepts.
2. **Planning and designing learning environments and experiences.**  
Teachers plan and design effective learning environments and experiences supported by technology.
3. **Teaching, learning, and the curriculum.**  
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. **Assessment and evaluation.**  
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. **Productivity and professional practice.**  
Teachers use technology to enhance their productivity and professional practice.
6. **Social, ethical, legal, and human issues.**  
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**The School of Education (SOE) Goals:**

1. **The knowledgeable learner:**  
Education candidates will demonstrate knowledge of the subject matter, knowledge of content, and knowledge of pedagogy based on inquiry and scholarship.
2. **The informed instructor:**  
Education candidates will incorporate multiple assessment and instructional strategies to enhance effective educational practices based on research and theory.
3. **The reflective collaborator:**  
Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. **The responsive educator:**  
Education candidates will demonstrate respect for diversity through responsive teaching that values individual differences.

*This syllabus is subject to change at the discretion of the instructor.*