



### Course Syllabus

<b>COURSE NUMBER:</b> EDTC 5010.W1 and W2	<b>COURSE TITLE</b> Classroom Technologies for Educators	<b>TERM:</b> Fall 2006
<b>SITE:</b>  Webster Groves Campus; ONLINE	<b>INSTRUCTOR CONTACT INFORMATION:</b> Julie Reitingner at <a href="mailto:reitj@charter.net">reitj@charter.net</a> or 314-435-6147	<b>CREDIT HOURS:</b>  3

**1. COURSE DESCRIPTION:** (insert course description below, the box will automatically expand as you type.)

This course is intended for beginning computer users. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classroom. An introduction to curriculum standards and their integration into the classroom will be presented as well as an overview of technology standards for teachers and student. A general overview of both hardware and software technologies will be presented including history of computers, hardware components, word-processing, Internet browsers, spreadsheet and presentation software, multimedia (video clips and audio files), the use of scanner and digital cameras, and presentation and web authoring software. Students are required to be able to read and write fluently in English to participate in this class. Students must be familiar with basic skills in operating the computer (mouse, keyboard, finding files, creating directory or folders, launching applications, saving data), and be able to use email and navigate the Web

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> <li>• Develop an understanding of curriculum and technology standards for the classroom.</li> <li>• Become familiar with a variety of technology tools available for classroom learning.</li> <li>• Learn to create effective lesson plans that integrate technology to enhance student learning.</li> <li>• Increase their abilities in using technology hardware and software</li> </ul>		<p><b>MOSTEP Standards:</b> This course fulfills the following Missouri State Teaching Standards for pre-service teachers. The pre-service teacher will:</p> <ul style="list-style-type: none"> <li>• <i>Understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</i></li> <li>• <i>Use a variety of instructional</i></li> </ul>

		<p><i>strategies to encourage students' development of critical thinking, problem solving, and performance skills.</i></p>
		<p><b>NETS Standards:</b> This course fills the following International Society for Technology in Education (<b>ISTE</b>) - National Educational Technology Standards for Teachers (<b>NETS</b>):</p> <p><b>1. Technology operations and concepts.</b> Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p><b>2. Planning and designing learning environments and experiences.</b> Teachers plan and design effective learning environments and experiences supported by technology.</p> <p><b>3. Teaching, learning, and the curriculum.</b> Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p>

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)**

Proposed schedule of course activities are:

Week 1: Personal Technology Use and Skills Assessment; History of the Computer:

Week 2: Hardware and Software: Terminology, Devices and Applications

Week 3: Internet : Browsers and Searching

Week 4: Internet: Online Databases, Curriculum Uses

Week 5: Word Processing Skills and Uses

Week 6: Using Audio in the Classroom

Week 7: Scanners, Digital Cameras and Graphics

Week 8: Integrating of Technology into the Curriculum

Week 9: Selecting and Using CD ROM Software in the Classroom

Week 10: Presentation Software

Week 11: Presentation Software, Missouri Academic Standards

Week 12: Web Design Basics

Week 13: Using Web Design for Student Work

Week 14: Lesson Design Presentation

Week 15: Open Technology Week

Week 16: Final Lesson Design Submittal/Class Close-Out

**4. RESOURCES:**

**Required Text(s): (Insert text information below; box will expand as you type.)**

a. The required textbook for this course is: “*Computer Education for Teachers; Integrating Technology into Classroom Teaching*”. Sharp, Vickie. 5<sup>th</sup> edition. McGraw Hill. ISMN0-07-288021-X.

b. In addition to the required textbook, students are required to have access to a computer microphone and digital camera or scanner for approximately a 2-week period of this course. Microphones can be purchased at any retail computer supply store such as CompUSA, Office Max, and Radio Shack for approximately \$10.00. Additionally, microphones, digital cameras and scanners are available for use at Webster University campuses.

c. Software required for this course includes Microsoft Windows, Microsoft Word, PowerPoint, and Excel. Additional software used includes Adobe Reader, CD-ROM software, and Netscape Composer, of which all are available as free, downloads. Information on downloading software will be provided during each week's activities

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

**(Insert evaluation Criteria below; the boxes will automatically expand as you type.)**

Assessments	Links to Course Outcomes	Percentage of Grade
Weekly Activities/Participation (weeks 1-16)	<ul style="list-style-type: none"> <li>Develop an understanding of curriculum and technology standards for the classroom.</li> <li>Become familiar with a variety of technology tools available for classroom</li> </ul>	75%

	learning. <ul style="list-style-type: none"> <li>• Increase their abilities in using technology hardware and software</li> </ul>	
Lesson Plan Design Presentation/Critique (weeks 15)	<ul style="list-style-type: none"> <li>• Learn to create effective lesson plans that integrate technology to enhance student learning.</li> </ul>	10%
Final Lesson Plan Project (due week 15 and 16)	<ul style="list-style-type: none"> <li>• Learn to create effective lesson plans that integrate technology to enhance student learning.</li> </ul>	15%

**A Final Lesson Plan Project will** be submitted by each student to demonstrate effective lesson planning using technology. Activities conducted during the 15 weeks of the class will provide you with a basis for creating a lesson plan activity that includes the use of technology in the classroom. The lesson plan will be submitted using a LESSON PLAN FORM provided as part of this course. This LESSON PLAN FORM will provide specific details of how technology will be used to teach a learning objective. Each lesson plan submittal will include a detailed description of the lesson including learning objectives, academic and technology standards addressed, resources used, technology enhancements, work pages, student examples, and grading rubrics.

**The Lesson Plan Design Presentation and Critique** will be a review of the final lesson designed by the student for evaluation and critique by two other members of the class. You will receive a grade for this work (10% of your final grade) based on your timely submittal of your lesson plan and submittal of a constructive critique of 2 other classmate's lesson design. Your classmates critique does not influence your grade for the final lesson plan submittal, but all appropriate and constructive comments should be incorporated into the final lesson plan prior to submittal to the instructor.

**6. GRADING SCALE:** (Insert grading scale criteria below; the box will automatically expand as you type.)

**93%-100% A**  
**90-93% A-**  
**87%- 90% B+**  
**83%-87% B**  
**80%-83% B-**  
**77%-80% C+**  
**70% - 77% C**  
**<70% NC**

**Class Sessions/Assignment Submittals:** The primary delivery method of the course is online via the Internet. Class instruction, activities and discussion will occur on the Internet on a weekly basis. Most work may be completed in one session, but some weeks, students must be available to log in at least several days each week (but not at any specific hour) to complete class activities. All weekly activities are required to be completed in a timely manner. Each week will begin on Monday at noon and end on Sunday at midnight. Students are expected to complete each week's activities by the Sunday midnight due date. Late assignments may be accepted (at the instructors' discretion) up to 1 week after the due date, but all late assignments will be lowered by at least 1 full letter grade.

**Attendance:** Attendance (online participation) is required for this course on a weekly basis. An absence is defined as any 1-week period when student does not login and participate in the course by evidence of completion of the weekly assigned activities. All students are required to sign in and complete work during the first week of classes or they will be dropped from the course. Two absences (excused or unexcused) will result in a lowering of the final grade by one full grade level. Three or more absences and the student will receive a no-credit (NC) grade or must withdraw from the course. Make-up work will not be granted in lieu of absences.

**Missing Assignments:** Students are required to complete course activities on a weekly basis. Weekly material will be available beginning on Monday at noon for each week. All work assigned during the week will be due by the following Sunday at midnight. So, the cycle for the weeks will be consistent, Monday through Sunday. All work is considered late if received after the closing of the week and will be given a grade reduction equal to 10% of the grade. It is important to be actively participating in the weekly activities in order to demonstrate comprehension of the course materials, to contribute to class discussion topics, and to allow for timely feedback from the instructor on your progress.

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

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

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### **Consequences of Academic Dishonesty:**

**(Instructor may list specific consequences here)**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

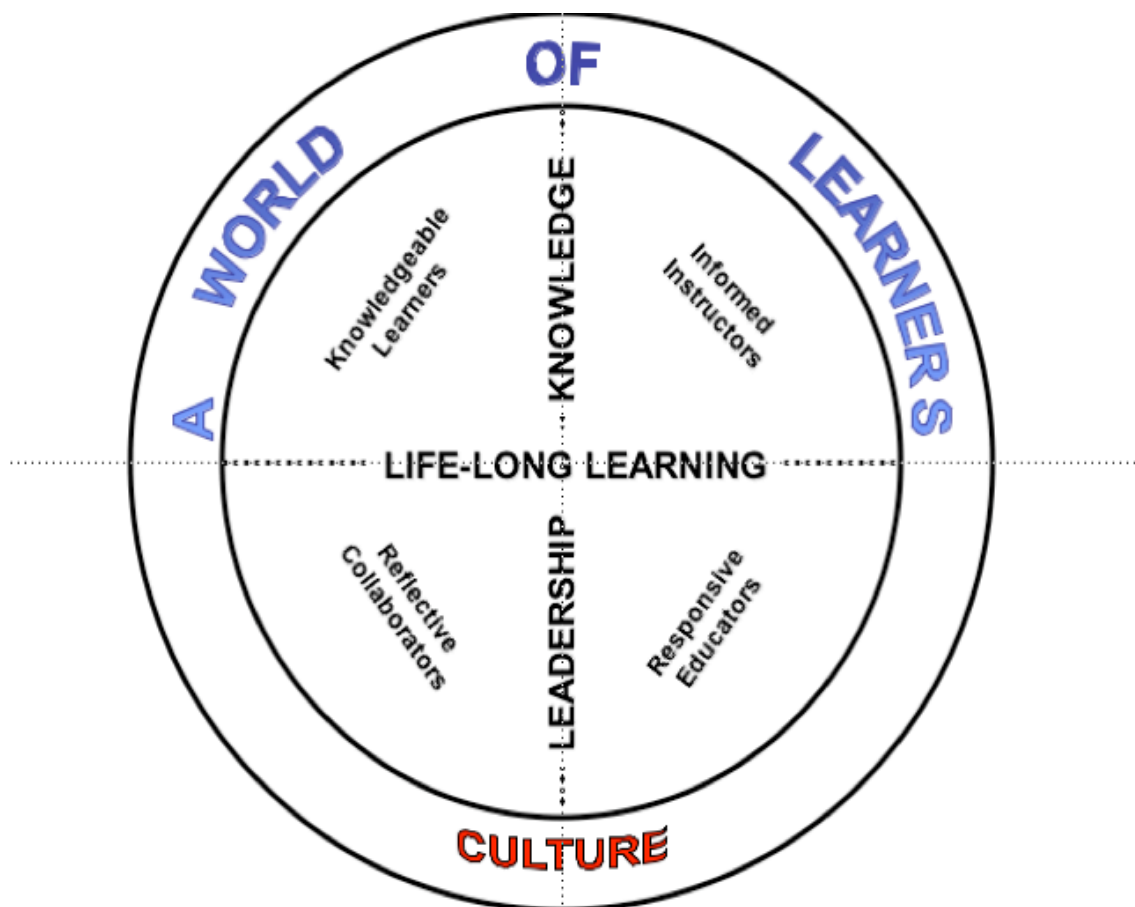
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**