



Course Syllabus

<b>COURSE NUMBER:</b> <b>EDUC 3125:02</b>	<b>COURSE TITLE:</b> <b>Technology in the Classroom</b>	<b>TERM:</b> <b>Fall 2006</b>
<b>SITE:</b> <b>St. Louis</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Ron Carr</b> <b>me@thecarrs.biz</b>	<b>CREDIT HOURS:</b> <b>3</b>

**1. COURSE DESCRIPTION:**

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 to help students learn.

**2. LEARNING OUTCOMES**

Course Outcomes	MoSTEP/Prof Standards Addressed
Describe terms, concepts and trends in the use of technology with elementary and secondary students.	
Select and evaluate websites to determine appropriate use in the classroom.	
Evaluate, choose and use teaching technology tools.	
Use the Internet for research.	
Design lessons using technology.	
Demonstrate competency in the use of computers.	
Research services available to students with special needs and develop a presentation to provide	

information on this topic to parents.	
Describe terms, concepts and trends in the use of technology with elementary, secondary, and special education students.	(MO-STEP 1b, 3a, 5a; CC5-K3)
Select and evaluate web sites to determine appropriate use in the classroom.	(MO-STEP 1b, 5a; CC5-K3)
Plan for the use of technology as an integrated part of the curriculum.	(MO-STEP 1b, 5a; CC5-K3)
Use word processing, database, spreadsheets, and graphics with children and as teacher utilities.	(MO-STEP 1b, 5a)
Use the Internet for research and email.	(MO-STEP 1b, 5a)
Design an integrated lesson using technology.	(MO-STEP 1b, 5a; CC5-K3)
Demonstrate competency in the use of software and hardware.	(MO-STEP 1b, 5a)
Examine future developments and trends in technology with special emphasis on their implications for the classroom.	(MO-STEP 1b, 5a)

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

**Week 1:**

Introductions

Course overview

The Internet as a Research Tool

**Week 2:**

Honing your Internet Searches

Bookmarking and Organizing Resources

Data Mining and Sharing Resources

Intro to Webquests

**Week 3:**

Developing Webquests

Developing Web Resource Assessment Tool

**Week 4:**

Planning a Classroom Website  
Using Digital Still Cameras

**Week 5:**

Classroom Website Development

**Week 6:**

Complete Website

**Week 7:**

Developing Effective Print Media  
Database and Spreadsheet Development  
Using InDesign  
Design Classroom Poster

**Week 8:**

Design and Create Classroom Newsletter

**Week 9:**

Complete Classroom Newsletter

**Week10:**

Developing a Linear-sequential Presentation  
Using Powerpoint

**Week 11:**

Complete Powerpoint Presentation  
Videoconferencing and Distance Learning

**Week 12:**

Planning a Video Presentation  
Using Digital Camcorders  
United Streaming

**Week 13:**

Video Production

**Week 14:**

Video Production

**Week 15:**

Video Post-production  
Non-linear Editing

## **Week 16:**

### Final Presentations

#### **3. RESOURCES:**

There are no required text(s): An annual subscription to United Learning is recommended and is available in the Bookstore.

All resources will be available in electronic form on a classroom website.

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

The course grade will be an average of the grades earned on the major assignments; classroom website, poster, newsletter, Powerpoint presentation, critiques, and video.

Class presentation(s) - 10%

Class Participation/attendance - 10%

Class Assignments - 80%

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

#### **5. ACADEMIC HONESTY POLICY:**

**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:

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

#### **Copyright and Fair Use Guidelines**

Students are expected to comply with all applicable copyright laws and Fair Use Guidelines in the completion of their assignments.

#### 6. ACCESSIBILITY/ACCOMODATIONS POLICY:

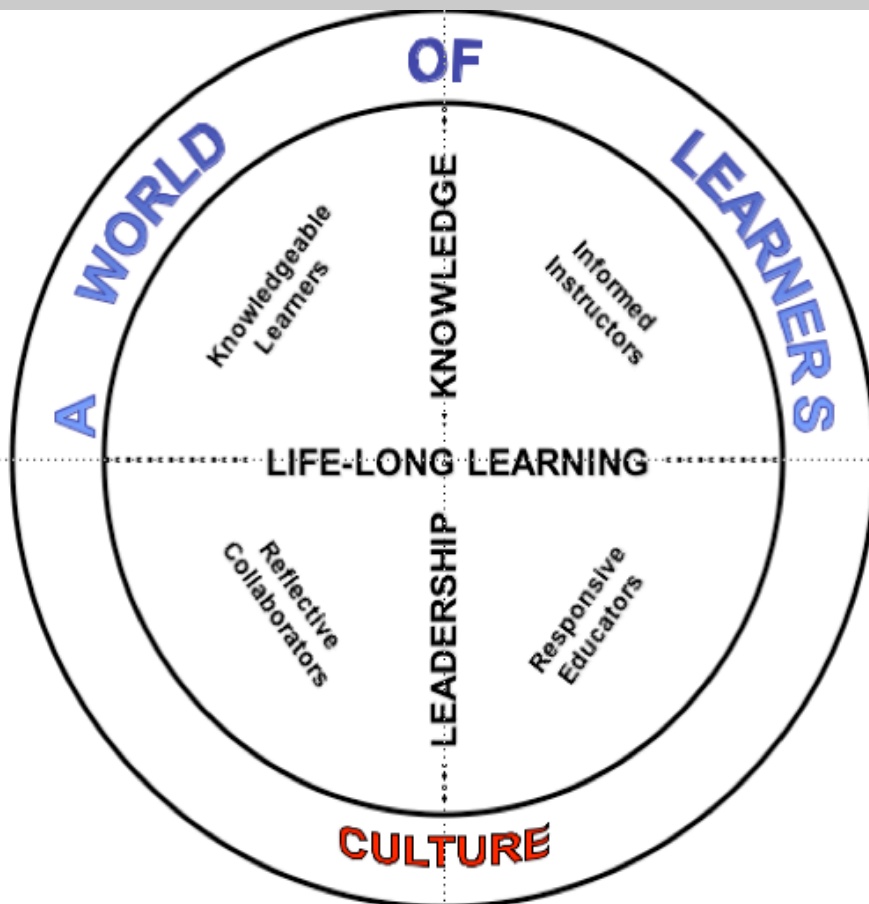
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

## 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.

**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