



Course Syllabus

COURSE NUMBER: COMM 5530.W1	COURSE TITLE Technology and Teaching	TERM: Fall 2007
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Dr. Eric P. Flack WebCT E-Mail (Primary) eflack@webster.edu (Secondary)	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and businesses are affected by technology. Primary emphasis is on the direct application of current computer technology to educational settings and specific teaching objectives. Prerequisite: Students should have a basic familiarity with personal computers including how to open and close programs and how to open, save, close and move files.

2. LEARNING OUTCOMES:

- A. Students will demonstrate an understanding of multi-media applications such as Microsoft PowerPoint and will show how these applications can be used to enhance instructional activities. (MoStep 1b, 2d, 3b, 4b, 5a, 6c, 7c, and 8a)
- B. Students will demonstrate familiarity how to find and utilize a variety of Internet resources including resources to support both preK-12 students and teachers. (MoStep 1d, 3b, 4a, 5a, 8a and 8c)
- C. Students will demonstrate a familiarity with the Microsoft Word and Excel features that will allow them to integrate these programs into their instruction. (MoStep 1b, 2d, 3b, 4b, 5a, 6c, 7c, and 8a)
- D. Students will demonstrate an understanding of the criteria used for evaluating Web sites.
- E. Students will demonstrate a knowledge and understanding of security, safety and legal issues related to technology and Internet usage. (MoStep 7b, 9c, 10b, 10c, and 10d)
- F. Students will demonstrate knowledge of how technology has succeeded and failed education. (MoStep 8c, 9b, 10a and 10d)
- G. Students will learn the National Educational Technology Standards for teachers and students. (MoStep 1e, 2c, 2d, 3a, 4a, 4c, and 5a)

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

Week 1

Introductions, student information, course overview, expectations and grading requirements. Why use technology in education? Class discussion on the future of technology. Review the basics of Windows 98 including saving to My Documents, saving to a floppy disk, and creating and moving files.

Week 2

What is technology Integration? GLEF web site.

Week 3

What is technology Integration? Continued

<http://www.leesummit.k12.mo.us/its>

<http://school.discovery.com/schrockguide/>

Week 4

The Internet and the Law

Assignment: Have chapters 1-4 of Conn's book read by this week

Week 5

The Internet and the Law (Continued)

Assignment: Have chapters 5-Appendix D of Conn's book read by this week

Week 6

PowerPoint: how to use PowerPoint to create games for classroom review games such as Jeopardy and Who Wants to be a Millionaire.

Week 7

PowerPoint continued. Have the Introduction and chapters 1-5 of Pflaum's book read by this week

Week 8

National Educational Technology Standards PowerPoint Assignment Due

Week 9

Microsoft Word: students will explore the advanced features of Word including how to create documents, change text, insert text boxes, include borders, create mail merge documents, etc.

Week 10

Microsoft Excel: charts and graphs and keeping records

Microsoft Word Assignment Due

Have chapters 6-9 of Pflaum's book read by this week

Week 11

Microsoft Excel: charts and graphs and keeping records

Have chapters 10-16 of Pflaum's book read by this week

Week 12

Evaluating web pages for instructional use.

Microsoft Excel Assignment Due

Week 13

WebQuests. Critical attributes and uses in the classroom. Locating and printing WebQuests that coordinate with your curriculum.

Have chapters 17-20 of Pflaum's book read by this week

Week 14

TrackStar

Week 15

Current trends in educational technology including differentiating instruction with technology
Inspiration/Kidspiration Assignment Due

Week 16

Final Paper Due

Note:

The Missouri Show-Me 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:

Required Text(s):

Pflaum, William D. (2004). *The Technology Fix: The Promise and Reality of Computers in Our Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Conn, Kathleen (2002). *The Internet and the Law: What Educators Need to Know*. Alexandria, VA: Association for Supervision and Curriculum Development.

Supplemental Readings: The instructor will provide additional online materials.

Audio/Visual/Other

Students should subscribe to the following journals/online journals:

1. The Journal: www.thejournal.com
2. Converge: www.centerdigitaled.com/converge
3. Technology & Learning: www.techlearning.com

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

1. Term Paper(s): 30% There will be one five-page report due concerning the texts. Students are required to analyze the dominant themes of each text and provide a response to it concerning its impact on technology in education. This report will include two lesson plans for how they will integrate technology into their curriculum.
2. Examination(s): None
3. Class presentation(s): None
4. Projects: 40% (PowerPoint, Word, Excel, and Inspiration/Kidspiration) More information regarding the projects will be posted when they are assigned.
5. Class Participation: 30% Class participation on the discussion board is a major component of the course grade. Your participation is critical to your own and others learning. You will be evaluated by me on your evaluation of the weekly readings and on your interaction with others concerning the content.

Online Participation Expectation

This class is being taught entirely in a technology-mediated forum, weekly class participation and fulfillment of the course schedule is mandatory. In a traditional classroom setting, students would be required to be in class 2.5 hours a week and prepare for class discussions 3.5 hours a week. Expect to devote at least 6 quality hours a week to this course. Class posts and assignments must be completed on time. Late posts and assignments will not be accepted for credit.

Supplementary readings will be listed on the Web and delivered incrementally throughout the course

Receiving an 'Incomplete': Due to the nature of the coursework, incompletes will not be given for this class.

6. GRADING SCALE:

Grades will be assigned in accordance with the School of Education grading scale as follows:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C 70-79 NC 69 and below

Feedback Schedule: Questions to the instructor will be answered within 48 hours. All assignments will be returned within one week. There may be times when the instructor is away from Internet access. Students will be notified in advance when the instructor will be out contact for any extended period of time.

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined or which will require academic accommodations, please notify me in the first two weeks of the course.

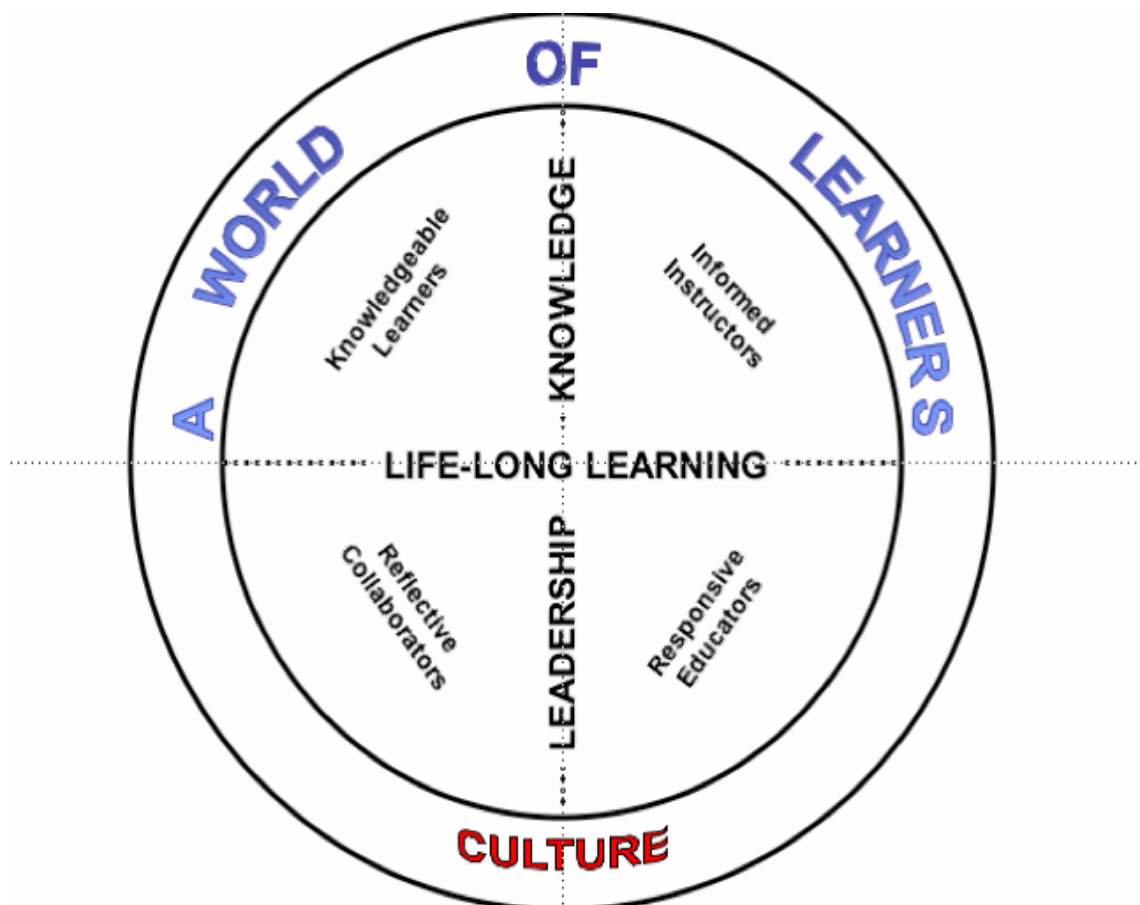
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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