

Course Syllabus

(subject to change)

EDTC 5010: Classroom Technologies - Julie. M. Reitinger, Instructor, Webster University, St. Louis, MO

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 in support of curriculum in the elementary and secondary school classroom. This course will introduce students to the national and state academic standards, and national technology standards and how to integrate these standards into the classroom lesson plans. Additionally, an overview of the national technology standards for teachers will be presented. The focus of the course will be introducing students to hardware and software technologies that can be used in classroom learning including specific topics such as: the 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:

Based upon the materials presented and by participation in learning activities, the student will be able to:

- Develop an understanding of state academic and national technology standards for implementation in the classroom.
- Become familiar with a variety of technology tools available for classroom learning.
- Learn to create effective lesson plans that integrate technology to enhance student learning.
- Increase their abilities in using technology hardware and software.

MOSTEP Standards: This course fulfills the following Missouri State Teaching Standards for pre-service teachers. The pre-service teacher will:

- *Understand 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.*

- *Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

NETS Standards (2007): This course meets the following International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**):

- **I. Technology operations and concepts.**
Teachers demonstrate a sound understanding of technology operations and concepts.
- **II. Planning and designing learning environments and experiences.**
Teachers plan and design effective learning environments and experiences supported by technology.
- **III. Teaching, Learning, and the Curriculum**
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- **V. Productivity and Professional Practice**
Teachers use technology to enhance their productivity and professional practice.

3. Course Materials:

- a. The required textbook for this course is: “*Computer Education for Teachers; Integrating Technology into Classroom Teaching*”. Sharp, Vickie. 6th edition. John Wiley & Sons, Inc. ISBN-978-0-470-14110-6.
- 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 Office Max, Office Depot, Circuit City and Radio Shack for approximately US\$10-US\$20. 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

4. 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.

5. 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.

6. 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. 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 may be subject to a grade reduction. 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.

7. Schedule of Course Activities and Readings :

The proposed schedule of course activities are:

- Week 1: Personal Technology Use and Skills Assessment; History of the Computer: Computer Hardware
- Week 2: Computer Software: Terminology, Devices and Applications and the Internet Use
- Week 3: Word Processing Skills and Uses, Database Software
- Week 4: Spreadsheet Use for Classroom Integration, Introducing Academic Standards, Defining the Final Course Lesson Plan Project
- Week 5: Presentation Software, and Imaging Devices (Scanners, Digital Cameras) and Graphics
- Week 6: Web Design Basics and Using Web Pages in the Curriculum
- Week 7: Using Audio and Video in the Curriculum, Draft Lesson Plan Project Submittal
- Week 8: Peer Critique of Draft Lesson Plans and Final Lesson Design Submittal/Class Close-Out

8. Evaluation: Students will be evaluated on their participation in class discussions; reflective activities and lesson plan projects. The proposed evaluation scoring is listed below:

- Weekly Activities/Participation (weeks 1-8) 70%
Weekly Assignments: Each week, students will be asked to learn a new technology skill, demonstrate the skill, and integrate the technology into a curriculum idea. Additionally, students will be asked to research, reflect, and evaluate their use of technology. Each week's activities will account for approximately 30-50 points.
- Draft Lesson Plan Submittal (End of Week 7) Approx. 5 %
- Peer Lesson Plan Critique (Start of Week 8) Approx. 5 %
- Final Lesson Plan Project (End of Week 8) 20%

A Final Lesson Plan Project will be submitted by each student to demonstrate effective lesson planning using technology. Activities conducted during the weeks 1-7 of the class will provide you with a basis of knowledge to create

an original lesson plan that incorporates the use of a student-directed technology-based learning activity that meets an academic standard.

The lesson plan will be submitted using a LESSON PLAN FORM template 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 that meets an academic standard. The 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 Draft Lesson Plan and Peer Critique will be completed during the beginning of Week 8. Students will submit a draft version of the lesson plan project, and the draft lesson will be peer-reviewed by two other members of the class. You will receive a grade for this work 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 of your lesson plan does not directly influence your grade for the final lesson plan, but all appropriate and constructive comments should be incorporated into the final lesson plan prior to submittal to the instructor.

9. **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, you must use a 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 using APA guidelines (<http://library.webster.edu/citation.html>).

10. ACCESSIBILITY/ACCOMODATIONS POLICY

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

11. OTHER

"Incomplete" grades are given at the instructor's discretion, and only when requested prior to the end of the course. Students who do not complete course requirements of the course by the due dates risk reduced credit or no credit (NC grade).

12. The School of Education (SOE) Goals:

- **The knowledgeable learner:** Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
 - **The informed instructor:** Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
 - **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.
 - **The responsive educator:** Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
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