



Course Syllabus

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 COURSE NUMBER AND SECTION INSTRUCTOR E-MAIL ADDRESS

Technology and Thinking Skills
 COURSE TITLE

Spring 2003 / 03
 TERM CREDIT HOURS

Online
 SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
 This class will address the use of computer technology to teach higher level thinking skills in the k-12 classroom. Emphasis will be placed on theories of thinking skills (Dimension of Learning model and others), varieties of computer technology projects and activities which develop higher level thinking skills, and practical applications using hardware and software already available in individual classroom settings.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 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 and develops, implements, and evaluates curriculum based upon student, district, and states performance standards.
 - 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 actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
 - d. develop activities which relate to the individual teacher's instructional objectives, including subject content and targeted thinking skills
 - i. 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.
 (Subject to Change)

Week 1:

Where we are now--introductions, initial thinking skills theories, course and discussion requirements

Week 2:

Overview of Dimensions of Learning (DOL) theory,
Dimension 1

Week 3:
Dimension 2

Week 4:
Dimension 3

Week 5:
Dimension 4

Week 6:
Dimension 5, select groups and presentation topics

Week 7:
Supplementary group project: Assessment

Week 8:
Work on group presentations

Week 9:
Work on group presentations,
Supplementary group project: Unit Planning Reflections

Week 10:
Work on group presentations

Week 11:
Work on group presentations

Week 12:
Present group projects

Week 13:
Submit project evaluations, work on reflective project

Week 14:
Work on reflective project

Week 15:
Submit reflective project

Week 16:
Course reflections and summary

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:

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*

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
 - a. Class participation:
regular and relevant posting to online discussions
 - b. Major group presentation:
Powerpoint presentation or web presentation on a thinking skills theory, according to instructor directions
 - c. Supplementary group presentations:
auxiliary and supporting group presentations relating to the major project, according to instructor directions.
 - d. Reflective project:
personal synthesis of thinking skills for use in individual classroom

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

