



Course Syllabus

COMM 5340.10

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COURSE NUMBER AND SECTION
Technology & Thinking Skills

INSTRUCTOR
Spring 2004

E-MAIL ADDRESS
3.0

COURSE TITLE
RIVH

TERM

CREDIT HOURS

SITE

1. **Course Description:** This class will address the use of computer technology to teach higher-level thinking skills in the K-12 classroom. Class focus will be on making use of hardware and software already available in the school setting, with special attention to the non-networked lab and the one-computer classroom. Emphasis will be placed on the theory of thinking skills (Dimensions of Learning model), varieties of computer technology projects and activities which develop higher-level thinking skills, and the selection, modification, and evaluation of thinking skills projects for student use in the classroom or computer lab. Although knowledge of specific software is not required, basic computer/operating system skills are strongly recommended.

2. **Learning Outcomes:** 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; (MOSStep 1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students) b) select computer activities appropriate for the individual teacher and classroom; (MOSStep 3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners) c) generate strategies for modification of computer activities to complement individual teaching styles, available hardware and software, and other instructional considerations; (MOSStep 3) d) field-test and evaluate classroom computer activities after implementation (MOSStep 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). The entire course structure supports MOSStep 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.
 - Week 1: Conceptual basis and philosophy
 - Friday: introduction, overview of Dimensions of Learning, intro to digital presentations, formation of cooperative groups
 - Sat AM: cooperative groups prepare presentations
 - Sat PM: present cooperative projects on Dimensions theory
 - Week 2: Projects and WebQuests
 - Friday: overview of thinking skills projects, intro to WebQuests, search engine tips and tricks
 - Sat AM: Begin project databases, work on WebQuests
 - Sat PM: Continue work on databases and WebQuests, intro to field studies
 - Week 3: One-computer classroom; field studies
 - Friday: One-computer classroom tips and tricks, management of one-computer classroom activities, work on field studies
 - Sat AM: Work on individual presentations and field studies
 - Sat PM: Individual presentations

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:

Text: Marzano, R. J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*

Supplemental Readings: to be distributed in class

5. EVALUATION:

- a) Class participation: attendance, participation and discussion, cooperative group participation (30%)
- b) DOL presentation: cooperative Powerpoint presentation of Dimensions of Learning theory, related to classroom computer use (20%)
- c) Activity data base: structured format for activities created by the participant or gathered from colleagues or other resources (10%)
- d) Activity field study: synthesizes outcomes for this class; requires one WebQuest and one other activity appropriate to the participant's situation; process evaluated by the participant; presented to class as a final project (40%)

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