



### Course Syllabus

<b>COURSE NUMBER:</b> EDTC 5030:03	<b>COURSE TITLE</b> Choosing Appropriate Software	<b>TERM:</b> Spring 2007
<b>SITE:</b> Webster Hall Rm. 225	<b>INSTRUCTOR CONTACT INFORMATION:</b> Rena Cifarelli cifarelr@webster.edu	<b>CREDIT HOURS:</b> 1 credit hour

**1. COURSE DESCRIPTION** This class is an introductory class; no prior knowledge of software or HTML is required. This class will address learning and implementing technology in K-12 classrooms. Class focus will be on making practical use of software already available in school settings (ie. Microsoft Word, Powerpoint, & Excel; iMovie, and Inspiration). It will provide a brief overview of these software packages and others to gain the understanding of what is needed for assessing software and integrating it into the curriculum.

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals-See page that follows syllabus	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Students will: a. Develop a conceptual model and philosophy for integrating technology into their teaching practice. b. Evaluate classroom computer activities before, during, and after implementation. c. Engage in multimedia projects, WebQuests, and dozens of other practical experiences that involve the use of technology.	<b>ISTE NET Standards:</b> <b>1. Technology operations and concepts.</b> Teachers demonstrate a sound understanding of technology operations and concepts. <b>2. Planning and designing learning environments and experiences.</b> Teachers plan and design effective learning environments and experiences supported by technology. <b>3. Teaching, learning, and the curriculum.</b> Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. <b>4. Assessment and evaluation.</b> Teachers apply	MOSTEP or professional standards that are met by each learning outcome. This course will enable participants to: Develop a conceptual model and philosophy for integrating technology in the classroom. 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 fund of resources for computer activities and ideas. c. Create classroom specific software plan. d. Evaluate classroom computer activities before, during, and after implementation.

	<p>technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p><b>5. Productivity and professional practice.</b> Teachers use technology to enhance their productivity and professional practice.</p> <p><b>6. Social, ethical, legal, and human issues.</b> Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</p>	<p>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.</p>
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**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Friday evening:

Course overview and introductions, literature review of current practices in the area of software use in the classroom, overview of Show-Me Standards, and the ISTE Standards, demonstrations of software programs and examples of teacher use and student use with these programs, discussion and creation of evaluation criteria, and survey of class of needs for Saturday demonstrations and experience with creating a resource database.

Saturday:

Reflecting activity on Friday’s work, continue with software demonstrations and discussions of evaluation criteria, individuals will begin creating a mock-up software grant according to their classroom needs and their own evaluation criteria. They will present this work before departing Saturday evening..

**4. RESOURCES:**

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.

***Required Text(s):***

Text(s): Readings will be provided through handouts given out the first night of class.

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

Assessments	Links to Course Outcomes	Percentage of Grade
a. Class participation	All of the above	30%
b. Software Mock-Up Grant	c.	30%
c. Group activities	All of the above	10%
d. Presentation individual software plan	c.	10%
e. (2) Literature Reviews	All of the above	20%

**5. GRADING SCALE**

- 93-100 = A
- 90-92 = A-
- 86-89 = B+
- 83-85 = B
- 80-82 = B-
- 76-79 = C+

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

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

**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:**

**(Instructor may list specific consequences here)**

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

## ACCESSIBILITY/ACCOMMODATIONS POLICY

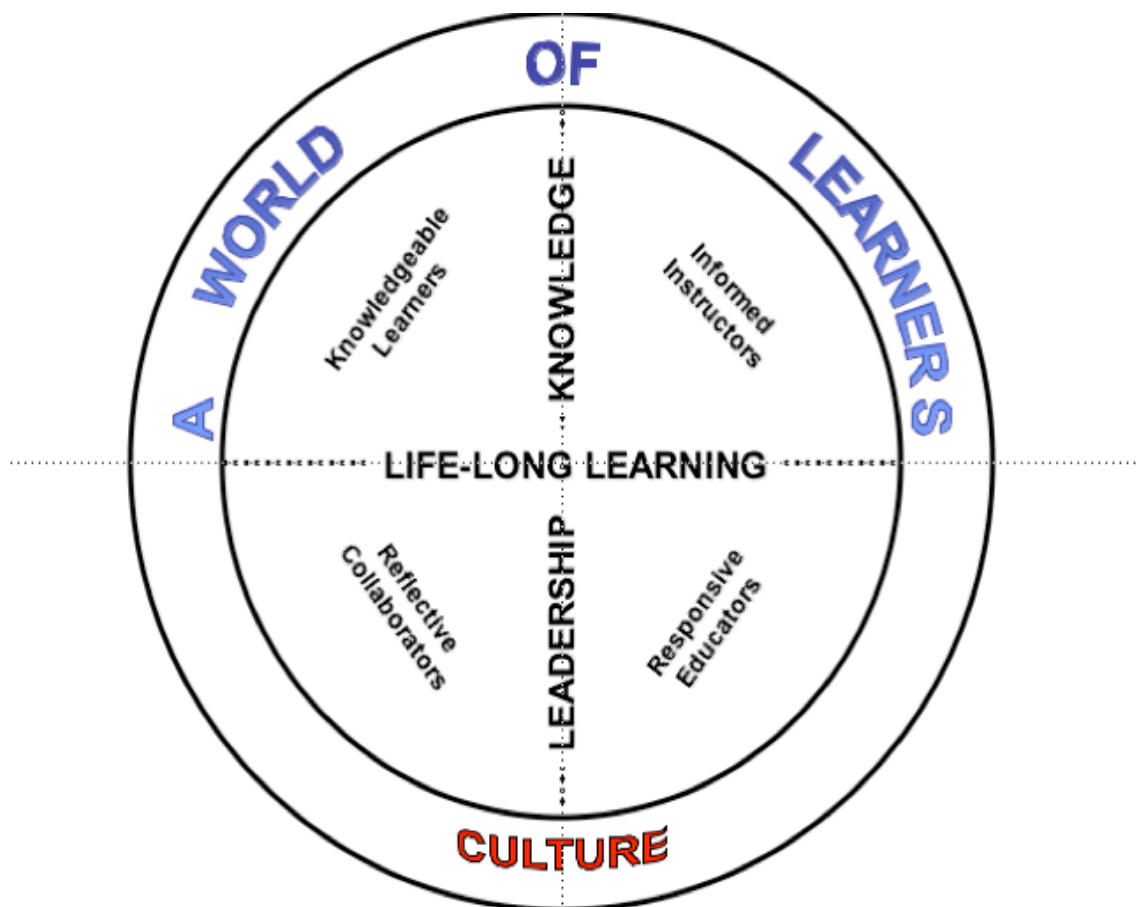
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

## 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

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**