



EDTC 5100-01	Teaching with Technology: Methods and Materials	Spring 2007-Term 1
WH-221	Ralph Olliges, Ph.D. Phone: 314-961-2660 x7502 Office Hours: Mon, 10-11 am and by appointment. Office: WH 246 rolliges@webster.edu	3 credit hours, 5:00-9:30 pm

[1] Course Description:

This course is designed with a focus on developing curriculum materials infused with technology. Participants will design curriculum for their particular content area integrating technology into the student learning experience. This course is designed for students needing to meet the Missouri Certification Requirement or to use this course to substitute for Curriculum Design.

[2] Learning objectives:

Learning Outcomes: Identify any MOSTEP or professional standards that are met by each learning outcome.

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.

- Select and evaluate web sites to determine appropriate use in the classroom. (MO-STEP 1b, 5a; CC5-K3)

- Plan for the use of technology as an integrated part of the curriculum. (MO-STEP 1b, 5a; CC5-K3)
- Use word processing and graphics with children and as teacher utilities. (MO-STEP 1b, 5a)
- Use the Internet for research and email. (MO-STEP 1b, 5a)
- Design an integrated lesson using technology. (MO-STEP 1b, 5a; CC5-K3)
- Demonstrate competency in the use of software and hardware. (MO-STEP 1b, 5a)
- Examine future developments and trends in technology with special emphasis on their implications for the classroom. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to create a newsletter. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to create a PowerPoint presentation. (MO-STEP 1b, 5a)
- Students will gain knowledge of what criteria make for a good presentation. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to use a digital camera in the classroom. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to use the Internet in the classroom. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to evaluate educational software. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to create a test on line. (MO-STEP 1b, 5a)
- Students will gain knowledge of how to create a Hyperstudio stack. (MO-STEP 1b, 5a)

[3] Projected Schedule of Activities:

Week 1:	January 22	Orientation WebCT intro Using the Internet Digital Camera, Graphics, Newsletter – Ch 9
Week 2:	January 29	Newsletter Powerpoint – Ch 5, 8
Week 3:	February 5	Inspiration/Kidspiration Ezedia
Week 4:	February 12	Test #1 Creating Groups/Evaluating Software – Ch 10, 12
Week 5:	February 19	Evaluating Software – Ch 2, 6
Week 6:	February 26	Evaluating Software Assessment – Ch 14 Test #2
Week 7:	March 5	Presentations of Final Project Final Exam

[4] Resources:

Required Textbook: Integrating Computer Technology into the Classroom. 3rd ed.
By: Gary Morrison and Deborah Lowther. Merrill/Prentice-Hall Publishing. 2005.
ISBN: 0-13-142116-6.

[5] Evaluation:

Weekly activities/assignments	200
Tests (50 pts each)	100
Final project	200
Final exam	100
Final Presentation	44
Attendance	56

Final Grade	Points
A or A-	90% of total points
B+, B, B-	80% of total points
C	70% of total points
NC	Less than 70% of total points

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

I plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it into me.

6. 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>).

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs. I am very willing to assist you with any needs that you may have.

8. ATTENDANCE:

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. If so notified prior to the class, the absence may be excused. Students will be required to complete the work assigned and to make up any missed work by the next class. **If the absence is unexcused or sufficient classes are missed (more than 1), then the instructor reserves the right to lower the final letter grade. Should some type of personal crisis occur, please feel welcome to come to my office and discuss it. Our discussion remains private. I am willing to work with you to help you pass the course.**

Students should make every effort to turn work in on time. However, personal problems often interfere with our work. The goal is to master the learning objective each week. Assignments are geared to help you master each objective. Thus, late assignments are accepted because I would rather see mastery of the work rather than an assignment turned in to meet some arbitrary deadline. Note: Assignments are turned in electronically.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

**9. OTHER
N/A**

10. STANDARDS / GOALS:

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) –

http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

1. 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.

2. The informed instructor:

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

3. 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.

4. The responsive educator:

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

This syllabus is subject to change at the discretion of the instructor.