



Course Syllabus

COURSE NUMBER: EDTC 5330. W1	COURSE TITLE: Technology and Differentiated Instruction	TERM: Summer 2006
SITE: Online	INSTRUCTOR CONTACT INFORMATION: R. Browne/R. Cifarelli	CREDIT HOURS: 2

COURSE DESCRIPTION:

This course will provide the participants with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom. Participants will explore learner characteristics of high-incidence student groups (gifted, ELL, special education, culturally diverse groups, gender groups), student needs and appropriate teacher responses, and elements of differentiated instruction. A toolbox of technology interventions will be developed. Participants will gain skills in evaluation of currently used instructional units in order effectively to integrate differentiation strategies using computer technology. Legal, ethical, and practical issues will be considered.

1. LEARNING OUTCOMES:

1. Students will increase knowledge of learner characteristics and needs of diverse groups. *(NETS 1.b: demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies)*
2. Students will increase knowledge of the elements of differentiated instruction. *(NETS 1.b: demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies)*
3. Students will develop a toolbox of technology strategies for differentiated instruction. *(NETS 2.a: design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners; NETS 3.b: use technology to support learner-centered strategies that address the diverse needs of students)*
4. Students will increase skills in evaluation of currently used instructional units and effectively integrate computer-based differentiation strategies. *(NETS 2.b: apply current research on teaching and learning when planning learning environments and experiences; NETS 2.e: plan strategies to manage student learning in a technology-enhanced environment; NETS 4.c: apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity)*
5. Students will reflect on ethical, legal, and practical issues involving differentiated instruction using computer technology. *(NETS 5.b: continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning; NETS 6.b: apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities; NETS 6.c: identify and use technology resources that affirm diversity).*

2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Wk 1: Text chapters 1 & 2, introduction to differentiated instruction, personal experiences with differentiated instruction, literature review on learner characteristics of diverse student groups.

Wk 2: Text chapter 3, student needs for differentiation: affirmation, contribution, power, purpose, and challenge. Work on group presentation.

Wk 3: Text chapter 4, teacher responses to student needs: invitation, opportunity, investment, persistence, reflection. Group presentations due.

Wk 4: Reflect on group presentations, brainstorming of computer technology enhancements/integration strategies for student needs and teacher responses. Quiz on text chapters 1 through 4.

Wk 5: Text chapters 5 & 6. Practical application of computer technology to differentiated instruction: technology toolbox, differentiation matrix, readings from Moersch, application of NETS standards, WebQuests, Universal Design for Learning.

Wk 6: Text chapter 7. Evaluation of existing instructional units to determine effective differentiation strategies using computer technology. Individual project demonstrating competency in this skill.

Wk 7: Debate resolution: Resolved, that using computer technology is the most time- and effort-effective strategy to differentiate instruction in the K-12 classroom. Quiz on text chapters 5 through 7.

Wk 8: Conclude debate, reflect on course experience.

3. RESOURCES:

Required Text(s): *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Tomlinson, ASCD, 2003.

Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers, Benjamin, Eye On Education, 2005.

Supplemental Readings: *In There with Kids: Crafting Lessons That Connect with Students, 2nd Edition*. Kobrin, ASCD, 2004.

Beyond Hardware: Using Existing Technology to Promote Higher Level Thinking. Moersch, ISTE, 2002.

How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition. Tomlinson, ASCD, 2001.

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

- Literature review (10%)
- Quizzes (20%)
- Group presentation (25%)
- Individual curriculum evaluation project (25%)
- Discussions (10%)
- Debate (10%)

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

6. GRADING SCALE :

- * A=94-100%
- * A-=90-93%
- * B+=87-89
- * B =83-86
- * B-=80-82
- * C+=77-79
- * C =73-76
- * C- =70-72
- * Below 70 = No Credit

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

7. 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>). C

8. ACCESSIBILITY/ACCOMODATIONS POLICY

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

9. OTHER

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade may be reduced.

Grade Lobbying

Students certainly have the right to protest grades, challenge, grades, or ask for reconsideration. Such questioning is encouraged by Webster University. However, in recent years, some students have crossed the line into something excessive that demeans the entire evaluation process. First, there is a proper and professional way to challenge a grade. That is not done in a loud voice in front of the class or with other students in the class. Our policy is only to discuss grading in front of the class on the first day of the course. We will discuss grades via email for online courses or at a pre-arranged time in private for face-to-face classes. That is out of respect for your privacy.

Students who promote a particular grade for themselves before a project is even submitted are crossing the lines of what is acceptable. Likewise, students need to understand that performance is what we are asked to evaluate projects, not effort. Our estimation of your effort is included in your professionalism/particular grade.

Finally, the university has placed your instructor(s) in a position to evaluate performance based upon years of academic experience. That experience by its nature may give the instructor a different perspective on your work. Please be aware that excessive efforts to lobby for higher grades are often counter-productive.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

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. Please do not assume that you have a calendar year to complete the work; typically the time frame is less.

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.

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