



Course Syllabus

Course Number and Section EDTC 5060.05	Topic Title and Class Title Educational Software: Interactive Whiteboard in the Classroom	Semester, Year, Term Summer 2007
Site WH 324 or WH 325	Instructor Elaine McKenna Contact Phone Number cell 314.223.3057 Office hours by appointment email address emckenna@webster.edu	Credit Hours 1

1. COURSE DESCRIPTION:

Students will learn about interactive whiteboards and their implementation in educational environments. Students will investigate the options available in hardware and software as well as learn to incorporate interactive whiteboards for effective teaching and learning.

2. LEARNING OUTCOMES:

	Course Outcomes	SOE Goals, SOE Dispositions, and ISTE Standards Addressed
	This course will enable the student to:	SOE Goals and Dispositions http://www.webster.edu/gradcatalog/schoolofed_mission.html ISTE NETS*T http://cnets.iste.org/teachers/t_stands.html
1.	Describe the uses of interactive whiteboards in educational settings.	ISTE NETS*T 1, 2, 5, 6 SOE Goals 4 SOE Dispositions 1 and 3
2.	Design a lesson for the classroom integrating the interactive whiteboard.	ISTE NETS*T 3, 4, 5, and 6 SOE Goals 1 and 2 SOE Dispositions 1 and 3

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

Session 1	Introductions What is an Interactive Whiteboard (IWB)? Understanding the Hardware Hardware and Software Options The Role of the Interactive Whiteboard in an Educational Setting Discussion Activities
Session 2	The SMART Board and the SMART Notebook Software Article Review <u>Due</u> Discussion Activities
Session 3	Activity - Interactive Whiteboard Socratic Seminar Designing Learning Activities for the IWB Discussion Activities

Session 4	Reflection Paper on Socratic Seminar <u>Due</u> Presentation of Projects - Lesson Integrating the Interactive Whiteboard into Teaching <u>Due</u>
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This schedule is subject to change at the instructor's discretion.

4. RESOURCES:

Textbook: TBA

Supplemental Readings: Various articles chosen by instructor

Audio-visual/other: SMART Notebook software – free download www.smarttech.com

Library Readings: Articles from current professional journals on issues related to the use of interactive whiteboards in education.

5. EVALUATION / GRADING SCALE:

Assessments	Points Possible	Percentage of Grade
Article Review	20	20%
Reflection Paper	20	20%
Lesson Plan Project	60	60%

- A/A- Superior graduate work
(100%– 93%= A, 92%– 90% = A-)
- B+/B/B- Satisfactory graduate work
(89% – 86% = B+, 85% – 83% = B, 82% – 80% = B-)
- C+/C Work that is barely adequate as graduate-level performance
(79% – 76% = C+, 75% - 70% = C)
- F Work that is unsatisfactory (69% and below)

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

Note: All assessments are to be submitted by the deadlines given.

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/guides/citation.html>).

In most cases, the instructor will address issues of academic dishonesty within the confines of the course. The instructor may decide on an appropriate consequence, including any or a combination of the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student for the course.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

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

8. ATTENDANCE:

Attendance for the entirety of each of the classes is required. If a student anticipates missing a class (or any part of a class), the instructor must be notified prior to the class. The instructor reserves the right to lower the final grade

by a letter grade for absences. One absence (excused or unexcused) will result in a lowering of the final grade by one full grade. Two or more absences will result in the student receiving a no-credit (NC) grade, or the student must withdraw from the course. Make-up work will not be granted in lieu of absences. Please note that we only meet four days, hence each meeting is crucial.

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. **STANDARDS / GOALS:**

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS*T**) – http://cnets.iste.org/teachers/t_stands.html

ISTE NETS*T 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.

Webster University's School of Education (SOE) Goals and Dispositions - http://www.webster.edu/gradcatalog/schoolofed_mission.html

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 School of Education (SOE) Dispositions:

1. Understands and Respects Self
2. Understands and Respects Others
3. Understands and Respects Professional Communities

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