



Course Syllabus

EDTC 5030 W3	Maximizing Interactive Lrng w/ Technology	Summer – June 9 through July 28
Online	Mary G. Beckmann Office Hrs: By appointment Office Phone: 314-968-7490 (as to leave a message p lease) beckmann@webster.edu	2 credit hours

1. COURSE DESCRIPTION:

This course is for those in the educational or instructional setting who desire to improve student retention, consequently increasing learning through the use of hands-on activities to complement curriculum across the board. This class covers the adaptation process of application software, free bundled software, and on-line searching and researching, in computer labs and in one-computer classrooms.

The course takes into account applicable subject matter across the curriculum, age-appropriate material (children to adults), and limited budget classrooms.

Projects and critiques are required. Each project should be in a curriculum content area or pertinent to an instructional setting in regards to adult education.

2. LEARNING OUTCOMES:

After completing this class, students will:

- discuss theory behind hands-on, interactive learning, exploration learning, manipulatives, Piaget and Lego MindStorms (SOE 1, 3, 4) (ISTE NETS 1, 2, 3, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.5)
- search for age appropriate online activities and projects using the Internet (SOE 1, 3, 4) (ISTE NETS 1, 2, 3, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.5)
- research for appropriate CD-ROM software trial applications, freeware and shareware downloads to complement classroom content resulting in hands-on activities (SOE 1, 3, 4) (ISTE NETS 1, 2, 3, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.5)
- demonstrate adaptations of hands-on material to compliment curriculum, using strengths of the individual and students by integrating the hands-on activities into existing or new lesson plans (SOE 1, 3, 4) (ISTE NETS 1, 2, 3, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.5)
- recognize when projects and activities on a web site may or may not adhere to copyright rules and regulations (SOE 1, 3, 4) (ISTE NETS 1, 2, 3, 4, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5)
- evaluate and assess appropriate web sites that offer activities and examine their content in relation to MoSTEP and ISTE standards (SOE 1, 2, 3, 4) (ISTE NETS 1, 2, 3, 4, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5)
- discuss copyright issues and fair use guidelines (SOE 1, 2, 3, 4) (ISTE NETS 1, 2, 3, 4, 5) (MoSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5)

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

Additional supplemental readings will also be supplied throughout the course.

- <http://www.eduplace.com/rdg/res/litass/intro.html>
- <http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/3> Teaching via the net set generation

The schedule will approximate the following:

- Week 1: Standards, searching, researching, introduction to hands-on activities / projects
- Week 2: Online hands-on projects / activities
- Week 3: Peripheral projects / activities
- Week 4: Bundled software
- Week 5: Demos, evals, download trials of software
- Week 6: Freeware / shareware
- Week 7: Assessing and final project
- Week 8: Assessing and final project

The ISTE NETS 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:

There is no required text for this course – weekly Internet readings, scholarly journals, and instructor-created material will be supplied.

Suggested text:

- Marzano, Robert J.; Transforming Classroom Grading; Association for Supervision & Curriculum Development: 2000; ISBN: 0-8712-0383-9 [Robert J. Marzano](#)

5. EVALUATION / GRADING SCALE:

- a) Attendance/Participation/Weekly Posts = approximately 32 points
- b) Worksheets / activities / projects / critiques = approximately 38 points
- d) Final project / activity = approximately 30 points
- e) The instructor will provide feedback on each assignment within seven days of submission. The instructor will maintain the grade book on a weekly basis.
- f) Plagiarism will not be tolerated. Any student involved in plagiarism will be immediately dismissed from the course with a failing grade and will be reported to the department chairperson for further action.

Letter Grade

- 90 -100 = A- to A
- 80 - 89 = B- to B+
- 70 - 80 = C

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.

8. ATTENDANCE:

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet 8 days, hence each meeting is crucial. The instructor reserves the right to lower the final grade by a letter grade for absences.**

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.

9. OTHER

Expectations: EDTC 5330 is a graduate class. A graduate class includes readings from the textbook as well as library articles. It is expected that the students will write as part of the course requirements. In the final project not only the technical requirements of the assignment must be met, it is expected that there will be considerable writing involved in proposal that is designed. Further writing is expected on the discussion list each week based upon the readings assigned. Finally, the final project proposal must stipulate how it will be used within the school.

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.

MoSTEP Technology

1. Demonstrates an understanding of technology operations and concepts. **(MoStep1.2.11.1)**
2. Plans and designs effective learning environments and experiences supported by informational and instructional technology. **(MoStep 1.2.11.2)**
3. Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning. **(MoStep 1.2.11.3)**
4. Applies technology to facilitate a variety of effective assessment and evaluation strategies. **(MoStep 1.2.11.4)**
5. Uses technology to enhance personal productivity and professional practice. **(MoStep 1.2.11.5)**
6. Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice. **(MoStep1.2.11.6)**

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