Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
EDU 2022: Teaching and Learning with Technology in Classrooms

Instructor: **Judith Barford**
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Email: **jbarford@eiu.edu**
Office Hours: **MW 2:30 to 3:30, and best by appointment**
Phone: **Dept. 581-5728, h. 345-9653, c. 512-9243**
Class Meeting: **Section 3: MW1:00 – 2:15**

UNIT Theme: Educator as creator of effective educational environments, integrating diverse students, strategies, societies, subjects, and technologies.

Course Description: (2-1-2) This course, based on the national and state educational technology standards is designed to prepare teachers to integrate technology into the curriculum. This course will focus on the effective use of technology in teaching and learning.

Course Purpose: EDU 2022 is structured to offer teacher candidates opportunities to:

1. Practice and expand personal use of various kinds of hardware and software.
2. Use technology in the design of curriculum for constructivist teaching and learning.
3. Apply learning theory to evaluate quality technology experiences.
4. Make informed judgments about social and ethical issues involving technology.
5. Develop strategies and commitment to explore new and emerging educational technologies.

Textbooks:

Lever-Duffy, J. & McDonald, J.B. (2011). *Teaching and learning with technology* (4th ed.). Boston, MA: Pearson Education, Inc.

Fewell, P. & Gibbs, W. (2009). *Microsoft office for teachers* (3rd ed.). Columbus, OH: Merrill Prentice Hall.

Supplemental Materials:
Flash drive
Course forms

Teaching Models:

<u>The Information-Processing Models</u>

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the abilities to provide varied teaching practices evidenced in a supportive and encouraging environment. (For this class appropriate dispositions include no use of cell phones for any reason during class except for the Poll Everywhere activity.)

Please refer to these links for more detailed descriptions of dispositions which the College of Education and Professional Studies, Eastern Illinois University, requires of its candidates for teacher certification:
http://www.eiu.edu/clinical/dispositions.php and http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Standards:
Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards http://www.isbe.state.il.us/PEAC/pdf/IL_prof_teaching_stds.pdf

- Language Arts Standards for all Illinois Teachers (ICLAS)
  http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (ICTS)
  http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- Nets Standards for Teachers: ISTE National Technology Project:
  http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm
- NETS Standards for Students: ISTE National Technology Project:
  http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

SPA Standards Alignment (Special Professional Association Standards) based on the following:

- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
  http://acei.org/wp-content/uploads/2007ACEIStandardsSuggestedScoringGuide.pdf
- NAEYC (National Association for the Education of Young Children) NAEYC
  http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206_2011-final.pdf

Course Outcomes

Students will be able to

1. Review research studies of the effects and impact of technology on learning.
2. Evaluate ethical, legal and social equity issues pertaining to the impact of technology
3. Apply terminology of the field, including Web 2.0
4. Use, explore, and apply telecommunications opportunities: html editors as appropriate for teaching professionals, course management systems, videoconferencing, webcasts
5. Use and apply word processing, database, presentation and spreadsheet programs relating to teacher administration and the curriculum of elementary and middle schools.
6. Create multimedia learning options, especially interactive whiteboard (SmartBoard) tools and applications
7. Review and apply criteria to evaluate and select blogs, wikis, Web sites, educational software.
8. Design and produce appropriate technology supported instruction.
9. Appreciate the development of computer technology over time and implications of this history for instruction.
10. Practice strategies for continuous updating of computer literacy for teachers and students.
11. Practice ergonomics and proper care of computers and peripherals.
12. Design and maintain a personal professionally appropriate website.

COURSE REQUIREMENTS	**NETS Standards for Students**	DEMONSTRATED COMPETENCIES	ALIGNED STANDARDS
PRODUCTIVITY	NETS 6	Performance includes: Creation, editing, evaluation of appropriate professional documents in text and multimedia. Application of spreadsheet, database, presentation, and communications programs to classroom tasks. Focus is on demonstration of computer literacy, integration literacy and fluency, information literacy and fluency..	IPTS 1, 5, 6, 8p TSIT 1, 2, 5, 8 LASIT 1 Dispositions: PEP, PTSL
WEB PRESENCE AND WEB 2.0	NETS 2,3, 4,5	Performance includes: Review and evaluation of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server. Creation and use of selected personal accounts with such programs and participatory services as a blog, wiki, WebCT discussion board, Delicious, Flickr, Digg, Twitter, Google docs., etc. Focus is on participation in and creation of cyber environments for education.	ACEI 3e, 5d, NAEYC 2 IPTS 5, 6, 7, 9 TSIT 6 LASIT 2 Dispositions: PEP, EC
CURRICULUM INTEGRATION	NETS 1, 2, 3a.b.c.d. 4a.b.c.d., 5	Performance includes: Creation of a themed curriculum sequence based on a student selected essential question appropriate for the classroom. The themed curriculum project	ACEI 2, 3, 4, NAEYC 1, 4 IPTS 1, 2e,

		may include: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, Turning Point (student response system) , handheld activities, SmartBoard activities. (Instructors may select stand-alone curriculum applications outside of the themed sequence.) Focus is on integrating and implementing several classroom technologies to investigate and present a single area of inquiry for diverse learners. Elements will be posted to the student's EIU (pen) website using file transfer protocol.	4e,f,g,h, 6 TSIT 3 LASIT 2 Dispositions: PTSL, SDE
DIGITAL CULTURE, CONTEXT AND IMPACT	NETS 1d, 4c, 5, 6	Performance includes: Analysis of turning points and trajectories in computer history, present trends, terminology, review of research, understanding and committing to strategies for keeping abreast of developments in educational technology. Focus is on critical understanding of the role of technology in today's global society and attention to outside influences on classrooms.	ACEI 1, IPTS 4q, 6 Dispositions: SDE
DIGITAL CITIZENSHIP	NETS 4, 5a.b.c.d.	Performance includes research and commitment to the welfare of society and of all children and youth.. Student may investigate the following technology-based issues: Assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real versus virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment. Focus is on teachers as leaders by modeling best practice in educational technology.	ACEI 3, NAEYC 2 IPTS 2b, 3, 5f, 5k, 6, 9 TSIT 4, 7 LASIT 3 Dispositions: PEP, SDE
PARTICIPATION	NETS 2, 5	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.	ACEI 5, NAEYC 5 IPTS 9, 10, 11 TSIT 2 Dispositions: PEP, EC
Evaluations	NETS 5,6	The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.	IPTS 1,3,4,6,8 ICTS 1,2,3,4,5,7,9 ICLAS 1A, 1B, 1G, 3F NAEYC 4b ACEI 3.1,3.2,3.3,3.4,3.5 Disposition: EC

CORE ASSIGNMENTS	BRIEF DESCRIPTION (FOR FULL DESCRIPTION SEE PROJECTS PAGE AND COURSE CALENDAR BELOW)	POINTS/DUE DATE **as per calendar below**	WEIGHTS
PRODUCTIVITY	Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, and communications programs.		10%

WEB PRESENCE AND WEB 2.0	Instructor will select classroom related projects: Review of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server using a file transfer protocol. Creation and use of selected personal accounts with such programs and participatory services as a blog, wiki, WebCT discussion board, Delicious, Flickr, Digg, Twitter, Google docs. Snapfish, etc.		15%
CURRICULUM INTEGRATION	Students will develop a themed curriculum sequence based on a student selected essential question appropriate for the classroom. Instructors will select elements of the themed curriculum project. Included may be: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, PPT with Turning Point (student response system) , handheld activities, SmartBoard activities, computer generated books. Instructors may select stand-alone curriculum applications outside of a themed sequence.		15%
DIGITAL CULTURE, CONTEXT AND IMPACT	Reviews of research and related literature in technology education.		5%
DIGITAL CITIZENSHIP	Research and discussion projects in ethical issues in technology education.. Topics include: assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real versus virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment, technology and global community. Elements of course projects must adhere to copyright law and use with permission. Research and discussion may take place on WebCT, a class blog, a class wiki, etc. Section 1 will use Poll Everywhere for interactive discussion of ethical issues.		5%
PARTICIPATION	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms. Use of cell phones in class shall be considered non-participation with points deductions.		10%
EVALUATIONS	Instructor will select appropriate midterm and final exam formats.		10%
Optional Assignments	Students will complete optional assignments as determined by the instructor. Special projects for Fall'10, Barford, will include Poll Everywhere, SmartBoard Activities, Skype to classroom and an iMovie workshop. The purpose is to immerse students in NETS for Teachers 2008, #1, #2, and #3.		30%

Optional assignments from which your instructor may choose:
Handhelds, WebCT Discussion board, podcasting, PowerPoint Producer, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, and cover letters, etc.

Assignments and Point Values, Fall, 2012, Barford

Participation, timely contributions in class, timely submissions, attendance Six points may be deducted per non-contribution event.	30
Compilation of notes, handouts, delicious sites	***

Lucas video notes	due Jan 11	10
Reading report Dr. Grissom's Tech Talk 4 Teachers, Dec. 31, 2010	due Jan 18	10
Midterm	Feb 27	35
PPT/Poll Everywhere creation and interactive class presentation on **Computer Ethics** topic. (This will be recorded as Project 12. tbd)	Jan 21 – Jan 30	15
Projects posted to personal Web page		+
Project 1 **Index** (mainpage) created	due Jan 25	15
Project 2 **Resume** in the Career Services format & PDF	due Feb 8	15
Project 3 **Delicious** resources page (min.24 significant entries w. captions and tags, min. 5 categories) begun Jan 14	12 due by midterm, 24 by final	15
Project 4 **Technology in Schools**, paragraph w. links to selected classroom	due Feb 15	15
Project 5 Create an "**About Me**" page using digital images w. Photostory or MovieMaker	due Mar 8	15
Project 6 Essential Question and Rationale for **curriculum theme** + key site evaluation	due Mar 22	20
Project 7 **Inspiration** concept map for theme, link to Project 6	due Mar 29	15
Project 8 E**xcel graph**, data pertaining to theme, link to Project 6	due Apr 5	15
Project 9 **SmartBoard** activity supporting theme, linked to Project 6	due Apr 12	15
Project 10 **WebQuest** search & evaluation, link to Project 6	due Apr 12	15
Project 11 **Podcast** introducing curriculum theme, linked to Project 6	due Apr 19	15
Projects page redesign/	begun Feb 13 and continuing	15
Final Exam, section 3, **Wednesday, May 1, 12:30 p.m. ITC Lab, Rm. 1430**		35
Course Total Points		316

GRADING SCALE: 92- 100% = A (291 points and above), 84 - 91% = B (290-268 points), 72- 83% = C (267-228 points), 62- 71% = D (227-196 points) F = below 62% (196-)

Extra credit: Review, use, and reflect on two additional entries from Dr. Grissom's blog: **http://techtalk4teachers.blogspot.com, 5 points each, x2 = 10 points. Attend, review, and apply technology sessions at professional conferences and as offered on campus by CATS and ITS. 10 points Read and review Ray Bradbury, *Fahrenheit 451,* 10 pts., review format will be provided. A total of 20 extra credit points may be applied for Spring, 2013, EDU2022, Barford. All extra credit must be submitted by April 15, 2013.

This syllabus and assignments **may be changed to accommodate additional opportunities. Changes will be discussed and announced in advance.

** Expertise OPTION -- if you are a person with considerable technology experience and advanced computer skills, please inform the instructor immediately so that challenging projects can be substituted for class requirements.

** All assignments must be submitted in order to obtain the course grade. That is, students are not free to opt for a B by selecting out certain assignments. All EDU2022 competencies in educational technology as stated in this syllabus must be demonstrated.

**Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance. 217-581-6583

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Web site for assistance with APA questions:
http://owl.english.purdue.edu/owl/resource/560/01/

Topics contained in the textbook and in the calendar which follows are:

I. Integrating Technology into the Curriculum
- **A. Information literacy and terminology**
- **B. Identifying today's digital kids**
- **C. ISTE standards**
- **D. Technology throughout the school and community**

II. Networks, communications, Internet and World Wide Web
- **A. Components of communications systems**
- **B. Browsers and search engines**
- **C. Web 2.0, social networking and K-8 teaching and learning**
- **D. Web impact on teaching and learning**

III. Productivity tools
- **A. Looking at operating systems and how they differ**
- **B. Teacher authoring and student authoring of documents and presentations**
  - **1. Different programs for different purposes**
  - **2. Expense, availability, and ease of use**
- **C. Video authoring and editing in K-8 schools.**

IV. Hardware for Educators
- **A. System units, ASCII, bits, bytes, input, output, storage**
- **B. ASCII, bits, bytes, MBs, GBs, binary code**

V. Digital Media for the subject areas
- **A. Use and creation of digital media**
- **B. Inquiry curriculum, learning cycle, project based models**
- **C. Examining models of best practice**

VI. Assistive Technology
- **A. Curriculum adaptations and accommodations**

B. State services
C. classroom devices to meet special needs

VII. Evaluation

A. Evaluation of information sources
B. Evaluation of student learning

VIII. Ethical considerations throughout educational technology

Calendar: EDU2022 Teaching and Learning with Technology in Classrooms/ Barford

EDU2022 Teaching and Learning with Technology in Classrooms/ Barford
Course Calendar, spring, 2013
Section 003, MW, 1:00 - 2:15, Buzzard Hall, Rm. 1430

JUDY BARFORD, BB2206, office hours: 2:30-3:30, MW
and by appointment
jbarford@eiu.edu

guidelines

Roster Fall 2013, section 3
*Student Web work will be in progress throughout the semester..

EDU2022 project page template -- use for linking of projects, descriptions, and explanations.

Great Resources for use throughout EDU2022

***Dr. Tom Grissom's blog -- something new for technology in education each month.
http://techtalk4teachers.blogspot.com
***SmartBoard Tutorials** from Dr. Grissom, CEPS Technology Director, also **SmartBoard link**s on Dr. Grissom's Delicious, ITC homepage.
***SmartBoard and podcasting sites** from Pocantico Hills School..

***On-line Tutorials** for many programs you will use plus many other carefully assembled links for teachers and parents from T.Hongrell, technology director, & teachers at Pocantico Hills School. Scroll to the lower right for the tutorials link
***On-Line Tools for Classroom Use** from Kathy Schrock.-- calendars, puzzlemakers, certificates, rubrics, maps, etc.
See also **Kathy Shrock's complete guide** for educators. Regular updates.
***Endless **On-Line Tutorials** from Internet4Classrooms. Step by step help for every program used in this course. May not be updated for the latest versions of the software.

Note: This calendar may be changed as needed by the instructor and the class according to needs and opportunities which may arise during the semester.

Date by Week	Topics and Activities -- also see projects template	Resources	Projects due last class day of the calendar week
Jan 7	Introductions: Our education world Did You Know, YouTube And an update Did You Know 4.0	Edutopia video -- Jim Diekman's class, Chula Vista California, from the George Lucas Educational	*access to course syllabus and calendar

	Course overview, lab policies, tech inventory, Intro: Course syllabus and calendar Who are our digital kids? http://www.beloit.edu/mindset/ Lucas video and notes. Important terminology. Your EIU pen server account. Introduction to computer ethics via PPT and Poll Everywhere. purchase: flash drive for coursework	Foundation Text, chapter 1, esp. ISTE and NETS standards, pages 7 and 8. Text, chapter 2, theoretical foundations, esp. constructivism	*working password *flash drive *Lucas notes i
Jan 14	Debrief Live and Learn (Edutopia) video Initiate personal delicious account and post ethics links Teams create and present a computer ethics topic with Poll Everywhere. Topics in computer ethics: privacy, copyright, man vs. machine, job loss, on-line learning, books vs. libraries, cyber-bullying, Internet addiction, appropriate use, etc.	Text, Chapter 13, pp. 347 ff.. Copyright ethics site: http://www.teachingcopyright.org Copyright video: http://www.teachertube.com/viewVideo.php?video_id=3555&title=A_Fair_y__Use_Talk diigo (vs. Delicious) evaluating success of tech in classrooms http://topics.nytimes.com/top/news/technology/series/grading_the_digital_school/index.html	Check eiu logins and passwords with WinSCP PPT/ Poll Every-where Comp.ethics site files Lucas notes due Tech Talk review of Dec. 31, 2010 episode due
Jan 21	Introduction to Seamonkey Composer/ review of model EDU2022 projects. Finding and saving free graphics. **flickr** Building your index page.	Text, chapters 9 - 10	Upload initial index page Store all files in your EDU2022 folder on your flash drive
Jan 28	Polishing your own EIU panther index page, posting to your pen account, using WinSCP Making changes. Using refresh in FTP, reload in your browser . Work on resume. Using pdf format, and its advantages	resume model for educators from EIU Career Services	Refine, refresh, reload your EIU panther index page Poll Everywhere presentation complete
Feb 4	How schools are using the Web **Links to schools** **Giving credit to your graphics sources**. **Resources** for creating your page from Pocantico Hills School. The ***Extreme*** importance of folders and file names Explore **school sites**. Find children's work posted on the Web in the subject area and at the grade level of your choice. Reflect on the uses you see for technology using examples from your findings.. Recall S/C chapter 1. Write a short	Text, chapters 9-10 Illinois Computing Educators Join today! look for the state winter conference, Feb.2013 See Education World's Featured Teachers Henking School, a Blue Ribbon School **http://www.glenview34.org/he/** **Composer Tutorials** **Making Changes tutorial**	Index page complete personal delicious site w. tags and captions, linked

	essay on how technology is supporting learning, as you see in the children's work online. See further guidelines in the projects page.	http://www.jobsrv.eiu.edu/	Resume due
Feb 11	Uploading the course projects page. Customizing the projects page. About Me page, incl. Photostory independent work. In addition to your professional resume online, enjoy designing an About Me page.. Include photos, and a theme sequence assembled with sound using Photostory or Moviemaker.. Compare to Power Point Use **picnick** to edit your photos. Click here for copyright law for **musi**c in the public domain Add public domain (free) music to your Photostory or Movie Maker sequence.	tutorials as above, plus Seamonkey Composer Hints & Advice Text, chapter 8	projects page posted, redesign begun Tech in Schools due
Feb 18	Catch up, midterm review, and looking to the **Curriculum Theme** assignment . Select a theme and begin searching. **Smart Research from NoodleTools.**	McKenzie, J. (1998) Grazing the net: Raising a generation of free range chickens. *Phi Delta Kappan*. [online] http://www.fno.org/text/grazing.html	, **Study for midterm,** Project 4, Tech in Schools due
Feb 25	Catch up Midterm exam discussion topics and review.	History of technology and computing handouts S/C Chapter 1 Technology throughout History Broadband explanation	Projects 1 – 4 and project 12 complete and posted to personal webpage w. all appropriate links **Feb 27 midterm exam**
Mar 4	Why essential questions? See also Wiggins and McTighe Understanding by Design Critical judgment and evaluation, rubrics and checklists. Work on Curriculum Theme page and site evaluation to support your Essential Question research. Follow guidelines on the EDU2022 projects page. See Project 6 models in the student pages linked below this calendar. Research and carefully build a rationale to justify the study of your theme. Select a site for review which will be strong in the five evaluation criteria for Web site evaluation. Know the Kathy Schrock categories and the ALA categories	Text. Chapter 3 Post EQ sites in delicious accounts – search and find more Kathy Schrock's Website Evaluation Forms for students to use, K – 12 for site evaluation Critical evaluation of a webpage, middle school lesson plan	About Me due Post the rationale for the selected theme followed by the site eval. for Project 6 (curriculum theme)

Mar 18	Fun with Microsoft Word, PPT, Publisher Page design w. images, tables, and columns. Newsletters, labels, book plates, business cards. Kathy Schrock's Guide for Educators. Create a concept map for your curriculum theme with **Inspiration** software File-export your conceptmap to your disk as a .gif file. Import the map as an image to your Project 7 Composer page. a sample concept map	Kathy Schrock: Creating Classroom and Student Webpages Text, chapter 6, esp. pp. 171-188 Fewell/Gibbs, Ch. 3	complete Proj 6 Post the concept map and link to it from the Curriculum Theme page and from the Projects page
Mar 25	Search for compelling data to illustrate your curriculum inquiry. Use Excel and the Graphing Wizard for a mathematical analysis. Example .	2011 data from the State of the World's Children -- use most recent data from **UNICEF** ******** View Excel projects from Mrs. Renz's class	Complete concept map
Apr 1	**Assistive Technology, Shelly/Cashman South Carolina** Developmentally appropriate curriculum and assistive technology. SmartBoard activities and strategies Design your own SmartBoard activity to complement your curriculum theme. Link the activity to Project 6 and to the Projects page, Project 9. Use the Smart Notebook and Smart tools to design a SmartBoard activity of your own.	Text, chapter 4, technology for diverse learners Text, chapter 11, audiovisual media The impact of **Smart Technologies** in today's classrooms	Post the Excel graph . Link it to Project 8 and to the Curriculum Theme page
Apr 8	WebQuest, Web Inquiry Project evaluation. Use the **rubric** in your packet and linked here. Apply each category of the rubric to your selection of an exemplary WebQuest or WIP. (This project may be changed to digital video project for Fall 2011.)	**WebQuest links and samples**	Post the link to your SmartBoard activity relevant to your Curriculum Theme as Project 9 and on the Curr.Theme page. Demonstrate to the class your own Smart activity Post your

			Webquest link as Project 10 and on the CurrTheme page.
Apr 15	Podcasting with Audacity software Writing, recording, exporting and and posting your podcast. Review and return to The wide field of Ethics in Technology Education as applied throughout the course.	Audacity free download and tutorial .	Post your podcast and link to Project 11 and Project 6
Apr 22	Final week presentations and final exam study guide		Presentations

Final Exam, section 3, Wednesday, May 1, 12:30 p.m. ITC Lab, Rm. 1430

Sample student Web pages

Amber Mayhaus http://pen.eiu.edu/~akmayhaus
Michelle DeCarlo http://www.pen.eiu.edu/~mjdecarlo
Kelsey Zak http://www.pen.eiu.edu/~kezak
Christian Rhoten http://www.pen.eiu.edu/~cprhoten/
Stephanie Simmons http://www.pen.eiu.edu/~sktillery/
Abby Cunningham http://pen.eiu.edu/~apcunningham2/
Nicole Fonfara http://www.pen.eiu.edu/~nmfonfara/
Patrick Sims http://pen.eiu.edu/~pesims/
Meredith Healy http://www.pen.eiu.edu/~mrhealy
Matt Block http://www.pen.eiu.edu/~msblock
Elizabeth Klein http://www.pen.eiu.edu/~eaklein
Kelby Cox http://www.pen.eiu.edu/~klcox3
Sean Callihan http://www.pen.eiu.edu/~spcallihan

EDU 2022 References

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Brewer, T. (2003). *Technology integration in the 21st century classroom.* Eugene, OR: Visions Technology in Education.

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Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching* (4th ed.). New York: McGraw-Hill.

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Tiene, D., & Ingram, A. (2001). *Exploring current issues in educational technology.* New York, NY: McGraw-Hill.

Worchester, T. (2003). *50 quick & easy computer activities.* Eugene, OR: Visions Technology in Education.

Willard, N.E. (2002). *Computer ethics, etiquette, and safety for the 21st century student.* Eugene, OR: International Society for Technology in Education

Helpful Websites:
The Horizon Report (2007 edition) http://www.nmc.org/pdf/2007_Horizon_Report.pdf
EDUCAUSE http://www.educause.edu
ISTE http://www.iste.org
Thinkfinity http://www.thinkfinity.com
Kathy Schrock's Guide for Educators http://school.discovereducation.com/schrockguide/
WebQuests http://webquest.org
Edutopia http://www.edutopia.org

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Back to main page