

COURSE INFORMATION
Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
EDU 2022: Teaching and Learning with Technology in Classrooms
Spring 2009, Section 010
Buzzard 1430, Wednesday, 7-9:30 p.m.

INSTRUCTOR: Mrs. Pam Storm, First–Third Grade Media Specialist, Carl Sandburg School
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Office Hours: After 3:00 p.m., before or after class, phone or email to arrange

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.

Prerequisite: Passing score on the CEPS technology proficiency.

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:

Shelly, G., Cashman, T., Gunter, R., & Gunter, G. (2008). *Teachers discovering computers: Integrating technology and digital media in the classroom* (5th ed.). Boston, MA, Thompson Learning.

Fewell, P. & Gibbs, W. (2009). *Microsoft office for teachers* (2nd ed.). Columbus, OH: Merrill Prentice Hall.

Supplemental Materials: Flash drive

Teaching Models: The Information-Processing Models

- 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.

Standards:

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

- Illinois Professional Teaching Standards (IPTS) <http://www.isbe.state.il.us/profprep/PDFs/ipts.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

- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
<http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.html>
- NAEYC (National Association for the Education of Young Children) NAEYC http://www.naeyc.org/accreditation/next_era.asp

Course Outcomes:

Students will be able to

1. Review research studies of the effects and impact of technology on learning.
2. Describe the development of computer technology over time and implications of this history for instruction.
3. Evaluate ethical, legal and social equity issues pertaining to the impact of technology
4. Apply terminology of the field, including Web 2.0
5. Use, explore, and apply telecommunications opportunities: html editors as appropriate for teaching professionals, course management systems, videoconferencing, webcasts

6. Use and apply word processing, database, presentation and spreadsheet programs relating to teacher administration and the curriculum of elementary and middle schools.
7. Describe multimedia-learning options.
8. Review and apply criteria to evaluate and select blogs, wikis, Web sites, educational software.
9. Practice strategies for continuous updating of computer literacy for teachers and students.
10. Design and produce appropriate technology supported instruction.
11. Practice ergonomics and proper care of computers and peripherals.
12. Design and maintain your own 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 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. | ACEI 2, 3, 4, NAEYC 1, 4 IPTS 1, 2e, 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 vs..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 | ACEI 5, NAEYC 5 IPTS 9, 10, 11 TSIT 2 Dispositions: |

| | | | |
|--------------------|----------|---|---|
| | | technology in classrooms. | 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 | DESCRIPTION | 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, del.icio.us, flickr, digg, twitter, google docs., 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. | 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. | 10% |
| EVALUATIONS | Instructor will select appropriate midterm and final exam formats. | 10% |
| Optional Assignments | Students will complete optional assignments as determined by the instructor. | 30% |

Optional assignments:

Handhelds, WebCT Discussion board, podcasting, PowerPoint Producer, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, and cover letters

Grading Scale: A = 92%-100%, B= 84%-91%, C= 72%-81%, D= 62%-71%, F = Below 62%

Web site for assistance with APA questions:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Bi-weekly Topics by Textbook Chapter

Weeks One and Two: Integrating Technology into the Curriculum

Weeks Three and Four: Web Presence, use of Internet, netiquette

Weeks Five and Six: Productivity Tools for Educators
 Weeks Seven and Eight: Computer components, internal and external devices
 Weeks Nine and Ten: Using Digital Media and Educational Software in the classroom
 Week 11: Security, Ethical, Legal, and Social issues pertaining to technology
 Weeks 12 and 13: Assessment tools and finding funds to support technology integration
 Week 14: Web 2.0 and research in technology integration
 Week 15: Emerging Technologies & digital citizenship

[order of presentation in class will vary]

EDU 2022 References

Bissell, J., Manring, A., & Rowland, V. (2001). *Cybereducator: The internet and world wide web for k-12 and teacher education* (2nd ed.). New York: McGraw-Hill.

Bloom, B. S. (1956). *Taxonomy of educational objectives. Handbook I: The cognitive domain*. New York: David McKay, Co.

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

Dice, M. L., & Goldenhersh, B. L. (2002). *How to create a professional electronic portfolio*. Dubuque, IA: Kendall Hunt.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development*. New York: McGraw-Hill.

McKenzie, J. (1999). *How teachers learn technology best*. Bellingham, WA: FNO Press.

McKenzie, W. (2002). *Multiple intelligences and instructional technology: A manual for every mind*. Eugene, OR: International Society for Technology in Education.

Provenzo, E. F. (1999). *The internet and the world wide web for preservice teachers*. Needham Heights, MA: Allyn & Bacon.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press

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.

Standley, M. & Ormiston, M. (2003). *Digital storytelling with PowerPoint*. Eugene, OR: Visions Technology in Education.

Tapscott, D. (1999). *Growing up digital: The rise of the net generation*, New York,: McGraw-Hill.

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>

 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
 please contact the Office of Disability Services at 581-6583.

GRADING CRITERIA FOR EDU 2022:

| <u>Due</u> | <u>Points</u> | <u>Activity</u> | <u>My score</u> |
|------------|---------------|---|-----------------|
| weekly | 40 | 8 Chapter reviews (5 points each) | |
| 8/24 | 10 | Word processing | |
| 8/31 | 10 | Website evaluations | |
| 8/31 | 10 | Resume | |
| 9/14 | 10 | Excel/Spreadsheet | |
| 9/14 | 20 | Hardware/Peripherals/PowerPoint presentation | |
| 9/21-9/28 | 30 | Web pages create and post: index, sites, terms, email link | |
| 9/28 | 10 | Lucas video/constructivism/Web CT discussion | |
| 9/28 | 10 | Web 2.0/Audacity/podcast | |
| 10/5 | 10 | Newsletter/Flyer (scanner, camera) | |
| 10/5 | 10 | Future technologies/research/PowerPoint presentation | |
| 10/12 | 20 | Quiz (email, print) | |
| 10/12 | 10 | Access/Database | |
| 10/12 | 10 | Smart board lesson | |
| 10/19 | 10 | School sites evaluation | |
| 10/19 | 10 | Photostory/Flickr | |
| 10/26 | 10 | Ethics presentation/research/Powerpoint | |
| 11/2 | 10 | Essential question/Standards | |
| 11/2 | 10 | Inspiration map | |
| 11/9 | 10 | Books/Audacity podcast | |
| 11/16 | 10 | Software evaluations | |
| 11/30 | 10 | Webquest evaluation | |
| 12/7 | 10 | Notebook (see box) | |
| 12/7 | 30 | Technology integrated/essential question curriculum unit presentation | |
| 12/14 | 40 | Final exam, essay, take home | |
| | 30 | Participation | |
| | | <i>Extra Credit (maximum 20 points)</i> | |
| | 400 | Total points | |

Department grading scale
A = 92-100% **D=65-74%**
B = 84-91% **F=Below 65%**
C = 75-83%

1. ALL assignments must be completed to receive a grade for the course. Some assignments may not be able to be made up if absent.
2. Late assignments will have a penalty.
3. Perfect attendance is expected.
4. Course materials should be kept in a notebook, which will be reviewed at the last class meeting. All work, notes, handouts, etc. should be organized with 5-10 dividers. The notebook should have a cover and a spine label with your name, course and date.

EXTRA CREDIT/20 points maximum:

1. Assist with first through third grade technology projects at Carl Sandburg School. (4 points per hour) Schedule with the instructor if you wish to participate. Must be completed by December 11th.
2. Help with Family Reading Night at Carl Sandburg, November 19, 6-8 p.m. (night before Thanksgiving recess). (8 points/2 hours)
3. ++Fewell/Gibbs chapter report. Write a report on any chapter 1-9. Choose the office component you are LEAST familiar with. The report should list the 5 useful tips you learned in the chapter plus two ideas for using the application with students or as a teacher. Include a reference to the chapter and page number for each tip and teaching idea. Each report is worth 4 points. Must be completed by December 11th.
4. Attend sessions at the ROE#11 Fall Classic Institute on October 9th, 2009 at Charleston High School. Write a review of any session attended (4 points for each single session or 8 points for a double session).