

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

---

**Instructor:** Cindy Rich, Ph.D.

**Office:** 1415 Buzzard Hall

**Email:** cwrich@eiu.edu

**Office Hours:** Tues and Thurs 10-11AM and 1-2PM

**Phone:** 581-7857

**Class Meetings:** Monday 2:30 – 5:00 PM

---

**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. AND Fewell, P. & Gibbs, W. (2006). *Microsoft office for teachers* (2<sup>nd</sup> 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.

**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.

**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](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](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](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](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) [http://www.naeyc.org/accreditation/next\\_era.asp](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. 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 your own professionally appropriate website.

## Course Calendar

All information contained within this calendar is tentative and subject to change at the discretion of the instructor. For up to date scheduling information check the class Google Group calendar

Date	Theme/Topic	Assignments
Wk1 8/24	Welcome & Introduction	My Multimedia Autobiography
Wk2 8/31	Technology Presence for Educators (Evaluation)	Site Evaluations
Wk3 9/14	Web Design	Composer Project (2022.html)
Wk4 9/21	Web Design for Communication	Personal.html
Wk5 9/28	Web Resources for Curriculum Development	Available Resources Project
Wk6 10/5	Communication and Collaboration with Guardians and Colleagues (Print & Electronic)	PDF Newsletter Assignment
Wk7 10/12	Curriculum Theme Selection and Development	Theme Selection and Submission
Wk8 10/19	Midterm	Chapters 1-4
Wk9 10/26	Teaching with Multimedia (CamStudio)	
Wk10 11/2	Teaching with Multimedia (MovieMaker)	
Wk11 11/9		CamStudio and MovieMaker Project
Wk12 11/16	Exam	Chapters 5-6
Wk13 11/30	Teaching and Learning Standards	
Wk14 12/7	Curriculum Final Edits and Publishing	Final Unit
Wk15 12/14	Presentations and Final Exam	Presentation and Chapter 7-8

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

## Course Topics

- 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. Network, Communication, Internet & World Wide Web
  - A. Components of communications systems
  - B. Browsers and search engines
  - C. Web 2.0, social networking & K-8 teaching & 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

## Helpful Websites:

The Horizon Report (2007 edition)  
[http://www.nmc.org/pdf/2007\\_Horizon\\_Report.pdf](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.discoverededucation.com/schrockguide/>  
WebQuests <http://webquest.org>  
Edutopia <http://www.edutopia.org>  
APA: <http://owl.english.purdue.edu/owl/resource/560/01/>

## EDU 2022 References

- Bissell, J., Manring, A., & Rowland, V. (2001). *Cybereducator: The internet and world wide web for K-12 and teacher education* (2<sup>nd</sup> 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 21<sup>st</sup> 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* (4<sup>th</sup> 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 21<sup>st</sup> century student*. Eugene, OR: International Society for Technology in Education.

Course Requirement / Core Assignment	NETS Standards For Students	DEMONSTRATED COMPETENCIES	ASSIGNMENT DESCRIPTION	points / weight
Productivity	NETS 6	Performance includes: Creation, editing, evaluation of appropriate professional documents in text & multimedia. Application of spreadsheet, database, presentation & communications programs to classroom tasks. Focus is on demonstration of computer literacy, integration literacy & fluency, information literacy & fluency.	Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, & communications programs.	50/ 10%
Aligned Standards		Dispositions :PEP,PTSL; IPTS 1,5,6,8p; TSIT 1,2,5,8; LASIT 1		
Web Presence & Web 2.0	NETS 2,3, 4,5	Performance includes: Review & evaluation of active, teacher maintained classroom web pages, creation & use of personal professional site posted to individual EIU pen server account. Creation & use of selected personal accounts with programs & participatory services, as in blog, wiki, WebCT discussion board, del.icious, flickr, digg, twitter, google docs., etc. Focus on participation in & creation of cyber environments for education.	Instructor will select classroom related projects: Review of active, teacher maintained, classroom Web pages. Creation & 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 those previously listed.	75/ 15%
Aligned Standards		Dispositions: PEP, EC; ACEI 3e, 5d, NAEYC 2; IPTS 5, 6,7,9 TSIT 6, LASIT 2		
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 & rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest (eval. or created), handheld activity, video (eval. or created), Turning Point (student response system), SmartBoard activity. (Instructors may select stand-alone curriculum applications outside of themed sequence.) Focus is on integrating & implementing several classroom technologies to investigate & present a single area of inquiry for diverse learners. Elements will be posted to the student's EIU (pen) website using file transfer protocol.	Students will develop a themed curriculum sequence based on a student selected essential question appropriate for the classroom. Instructor will select elements of the themed curriculum project. Included may be: Introduction & 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.	75/ 15%
Aligned Standards		Dispositions: PTSL, SDE ; ACEI 2, 3, 4, NAEYC 1,4 IPTS 1, 2e, 4e,f,g,h ,6 TSIT 3, LASIT 2		
Digital Culture, Context & Impact	NETS 1d, 4c, 5, 6	Performance includes: Analysis of turning points & trajectories in computer history, present trends, terminology, review of research, understanding & 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 & attention to outside influences on classrooms.	Reviews of research and related literature in technology education.	25/ 5%
Aligned Standards		Dispositions: SDE ; ACEI 1, IPTS 4q, 6		
Digital Citizenship	NETS 4, 5a.b.c.d.	Performance includes research & commitment to the welfare of society & of all children & youth. Student may investigate the following technology-based issues: Assistive technology, copyright (RIAA & MPAA) & creative commons, net safety, privacy & security, AUP/CIPA & appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real vs. virtual libraries, virtual classrooms & online coursework, artificial intelligence, corporate controls, technology & health, technology & environment. Focus is on teachers as leaders by modeling best practice in educational technology.	Research/discussion project in ethical issues in technology education. Topics include: assistive technology, copyright (RIAA & MPAA) & creative commons, net safety, privacy & security, AUP/CIPA & appropriate use, digital divide (race, economic, gender), job loss, internet addiction, cyber-bullying, social-networking, gaming, real vs virtual library, virtual classroom, online coursework, artificial intelligence, technology & health, technology & environment, technology and global community, corporate control. Elements of course projects must adhere to copyright law and use with permission. Research & discussion may take place on WebCT, blog, wiki, etc.	25/ 30%
Aligned Standards		Dispositions: PEP, SDE ;ACEI 3, NAEYC 2, IPTS 2b, 3, 5f, 5k, 6, 9 TSIT 4, 7 LASIT 3		
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.	Performance includes display of professional dispositions, thoughtful-ness, communication, attention to course projects, assignments, inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.	50/ 10%
Aligned Standards		Dispositions: PEP, EC ; ACEI 5, NAEYC 5, IPTS 9, 10, 11 TSIT 2		
Evaluations	NETS 5,6	The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.	Instructor will select appropriate midterm and final exam formats.	50/ 10%
Aligned Standards		Disposition:EC; IPTS 1,3,4,6,8 ICTS 1,2,3,4,5, 7,9; ICLAS 1A, 1B,1G,3F, ACEI 3.1,3.2,3.3,3.4,3.5 NAEYC 4b		
Students will complete optional assignments as determined by the instructor. Optional assignments: Handhelds, WebCT Discussion board, podcasting, PowerPoint Producer, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, and cover letters				50 /5%