Instructor:  Judith Heckel  
Office:  Buzzard Rm 1331 (in Reading Center)  
Email:  jaheckel@eiu.edu  
Office Hours:  MW 7:30 before class in BB1430.  Other times will be scheduled by appointment.  
Phone:  345-9112  
Class Meetings:  M W 8:00 am - 9:15 am  

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:  

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.  


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](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)  
- SPA Standards Alignment (Special Professional Association Standards) based on  
  - NAEYC (National Association for the Education of Young Children) NAEYC [http://www.naeyc.org/accreditation/next_era.asp](http://www.naeyc.org/accreditation/next_era.asp)  

Revised November 2008/ July 2009
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 REQUIREMENTS

<table>
<thead>
<tr>
<th>NETS Standards</th>
<th>DEMONSTRATED COMPETENCIES</th>
<th>ALIGNED STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRODUCTIVITY</td>
<td>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.</td>
<td>IPTS 1, 5, 6, 8p TSIT 1, 2, 5, 8 LASIT 1 Dispositions: PEP, PTSL</td>
</tr>
<tr>
<td>WEB PRESENCE AND WEB 2.0</td>
<td>Performance includes: Review and evaluation of active, teacher maintained, and 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, del.iciou.s, flickr, digg, twitter, google docs., etc. Focus is on participation in and creation of cyber environments for education.</td>
<td>ACEI 3e, 5d, NAEYC 2 IPTS 5, 6, 7, 9 TSIT 6 LASIT 2 Dispositions: PEP, EC</td>
</tr>
<tr>
<td>CURRICULUM INTEGRATION</td>
<td>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.</td>
<td>ACEI 2, 3, 4, NAEYC 1, 4 IPTS 1, 2e, 4e,f,g,h, 6 TSIT 3 LASIT 2 Dispositions: PEP, EC</td>
</tr>
<tr>
<td>DIGITAL CULTURE, CONTEXT AND IMPACT</td>
<td>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</td>
<td>ACEI 1, IPTS 4q, 6 Dispositions:</td>
</tr>
</tbody>
</table>
Focus is on critical understanding of the role of technology in today's global society and attention to outside influences on classrooms.

**DIGITAL CITIZENSHIP**

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.

**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.

**Evaluations**

The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.

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**CORE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>POINTS/DUE DATE</th>
<th>WEIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCTIVITY</strong></td>
<td>Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, and communications programs.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>WEB PRESENCE AND WEB 2.0</strong></td>
<td>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.icious, flickr, digg, twitter, google docs., etc.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>CURRICULUM INTEGRATION</strong></td>
<td>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</td>
<td>25%</td>
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</table>
of a themed sequence.

<table>
<thead>
<tr>
<th>DIGITAL CULTURE, CONTEXT AND IMPACT</th>
<th>Reviews of research and related literature in technology education.</th>
<th>5%</th>
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<tbody>
<tr>
<td>DIGITAL CITIZENSHIP</td>
<td>Research and discussion projects in ethical issues in technology education. Topics include: assistive technology, copyright (RIAA &amp; 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.</td>
<td>5%</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>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.</td>
<td>10%</td>
</tr>
<tr>
<td>EVALUATIONS</td>
<td>Instructor will select appropriate midterm and final exam formats.</td>
<td>20%</td>
</tr>
<tr>
<td>Optional Assignments</td>
<td>Students will complete optional assignments as determined by the instructor.</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**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. 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

VII. Ethical considerations throughout educational technology
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/

All assignment descriptions and due dates will be posted and submitted through WebCt.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24-31</td>
<td>Word applications: i.e. forms &amp; seating charts</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 &amp; Timeline</td>
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<tr>
<td>Sept 2-9</td>
<td>Publisher applications: newsletter &amp; brochure</td>
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<tr>
<td>Sept 14-21</td>
<td>SmartBoard lessons</td>
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<tr>
<td></td>
<td>Chapter 2</td>
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<tr>
<td>Sept 23-Oct 5</td>
<td>Excel applications: grade book, schedules, graphing</td>
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<tr>
<td></td>
<td>Research Reviews</td>
</tr>
<tr>
<td>Oct 7-19</td>
<td>Inspiration and Web Page orientation</td>
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<tr>
<td></td>
<td>Chapter 3-4</td>
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<tr>
<td>Oct 14</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Oct 19-Nov 4</td>
<td>PowerPoint applications</td>
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<tr>
<td></td>
<td>Chapter 7-8</td>
</tr>
<tr>
<td>Nov 9-Nov 16</td>
<td>Web Page completion &amp; uploading</td>
</tr>
<tr>
<td></td>
<td>Software Evaluations</td>
</tr>
<tr>
<td>Nov 18-Dec 2</td>
<td>Curriculum Integration examples</td>
</tr>
<tr>
<td></td>
<td>Chapter 5-6</td>
</tr>
<tr>
<td>Dec 7-9</td>
<td>Final Presentation - Teaching Unit Project</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Final Exam 8 AM</td>
</tr>
</tbody>
</table>

1. All assignments must be completed to receive a grade for the course. That is, students are not free to opt out of certain assignments and attempt to earn a “B.” EDU 2022 is a class where you learn by doing. Completion of assignments does not guarantee an “A” in the course. There are some assignments in which you will not be able to make up if absent.
2. Late assignments will have a penalty. Work that is more than 7 days late (from date originally assigned to the entire class) will not be accepted.
3. Perfect attendance is expected. Email instructor if absence is unavoidable.
4. Course assignments should remain on your Flash Drive, and be available to reproduce as a hard copy if required.

Your grade will be determined tentatively from the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Projects including word processing, publishing, spreadsheet, graphing, presentation</td>
</tr>
<tr>
<td>90</td>
<td>Curriculum Integration Projects</td>
</tr>
<tr>
<td>10</td>
<td>Software Evaluations</td>
</tr>
<tr>
<td>20</td>
<td>Research Reviews</td>
</tr>
<tr>
<td>60</td>
<td>Web Page Perusal, Design, Posting</td>
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<tr>
<td>60</td>
<td>Final Integrated Unit Presentation</td>
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<tr>
<td>40</td>
<td>Participation</td>
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<tr>
<td>80</td>
<td>Mid Term Exam/Final Exam</td>
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<tr>
<td>450</td>
<td>Total Points</td>
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</table>

Attendance is required. Attendance will be taken daily. If you arrive late, it is your responsibility to notify the instructor at the end of class so that you won’t be counted absent. Promptness to class is also required. Late arrivals (up to 30 minutes late) to class will be reflected in loss of attendance points. Absences on test dates must be approved before class except in cases of extreme emergencies where notification is not feasible.
EDU 2022 References


Helpful Websites:
EDUCAUSE [http://www.educause.edu](http://www.educause.edu)
ISTE [http://www.iste.org](http://www.iste.org)
Thinkfinity [http://www.thinkfinity.com](http://www.thinkfinity.com)
WebQuests [http://webquest.org](http://webquest.org)
Edutopia [http://www.edutopia.org](http://www.edutopia.org)

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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.

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