Instructor: Cindy Rich, Ph.D.  
Office: 1415 Buzzard Hall  
Email: cwich@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: 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.


Supplemental Materials: Flash drive

Teaching Models: The Information-Processing Models


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
- Technology Standards for all Illinois Teachers (ICTS) http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- 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

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.

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## 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.

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

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

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## 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
     3. 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

VI. Assistive Technology
   - A. Curriculum adaptations and accommodations
   - B. State services

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

VIII. Ethical considerations throughout educational technology

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### Helpful Websites:

- EDUCAUSE http://www.educause.edu
- ISTE http://www.iste.org
- Thinkfinity http://www.thinkfinity.com
- APA: http://owl.english.purdue.edu/owl/resource/560/01/
- WebQuests http://webquest.org
- Edutopia http://www.edutopia.org

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### EDU 2022 References


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<tr>
<th>Course Requirement / Core Assignment</th>
<th>NETS Standards For Students</th>
<th>DEMONSTRATED COMPETENCIES</th>
<th>ASSIGNMENT DESCRIPTION</th>
<th>points / weight</th>
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<tbody>
<tr>
<td>Productivity</td>
<td>NETS 6</td>
<td>Performance includes: Creation, editing, evaluation of appropriate professional documents in text &amp; multimedia. Application of spreadsheet, database, presentation &amp; communications programs to classroom tasks. Focus is on demonstration of computer literacy, integration literacy &amp; fluency, information literacy &amp; fluency.</td>
<td>Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, &amp; communications programs.</td>
<td>50/10%</td>
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<tr>
<td>Aligned Standards Dispositions: PEP,PTSL; IPTS 1,5,6,8p; TSIT 1,2,5,8; LASIT 1</td>
<td>Web Presence &amp; Web 2.0 NETS 2,3,4,5</td>
<td>Performance includes: Review &amp; evaluation of active, teacher maintained classroom web pages, creation &amp; use of personal professional site posted to individual EIU pen server account. Creation &amp; use of selected personal accounts with programs &amp; participatory services, as in blog, wiki, WebCT discussion board, del.icious, flickr, digg, twitter, google docs., etc. Focus on participation in &amp; creation of cyber environments for education.</td>
<td>Instructor will select classroom related projects: Review of active, teacher maintained, classroom Web pages. Creation &amp; 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.</td>
<td>75/15%</td>
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<td>Aligned Standards Dispositions: PEP, EC; ACEI 3e, 5d, NAEYC 2; IPTS 5, 6,7,9 TSIT 6, LASIT 2</td>
<td>Curriculum Integration NETS 1, 2, 3a.b.c.d. 4a.b.c.d. 5</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 &amp; rationale based on Internet research, site evaluations, podcasts, 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 &amp; implementing several classroom technologies to investigate &amp; 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>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 &amp; rationale based on Internet research, site evaluations, podcasts, 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.</td>
<td>75/15%</td>
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<tr>
<td>Aligned Standards Dispositions: PTSL, SDE ; ACEI 2, 3, 4, NAEYC 1,4 IPTS 1, 2e, 4e,f,g,h ,6 TSIT 3, LASIT 2</td>
<td>Digital Culture, Context &amp; Impact NETS 1d, 4c, 5, 6</td>
<td>Performance includes: Analysis of turning points &amp; trajectories in computer history, present trends, terminology, review of research, understanding &amp; 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 &amp; attention to outside influences on classrooms.</td>
<td>Reviews of research and related literature in technology education.</td>
<td>25/5%</td>
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<td>Aligned Standards Dispositions: SDE ; ACEI 1, IPTS 4q, 6</td>
<td>Digital Citizenship NETS 4, 5a.b.c.d.</td>
<td>Performance includes research &amp; commitment to the welfare of society &amp; of all children &amp; youth. Student may investigate the following technology-based issues: Assistive technology, copyright (RIAA &amp; MPAA) &amp; creative commons, net safety, privacy &amp; security, AUP/CIPA &amp; appropriate use, digital divide (race, economic, gender), job loss, Internet addiction, cyber bullying, social networking, gaming, real vs. virtual libraries, virtual classrooms &amp; online coursework, artificial intelligence, corporate controls, technology &amp; health, technology &amp; environment. Focus is on teachers as leaders by modeling best practice in educational technology.</td>
<td>Research/discussion project in ethical issues in technology education. Topics include: assistive technology, copyright (RIAA &amp; MPAA) &amp; creative commons, net safety, privacy &amp; security, AUP/CIPA &amp; 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 &amp; health, technology &amp; environment, technology and global community, corporate control. Elements of course projects must adhere to copyright law and use with permission. Research &amp; discussion may take place on WebCT, blog, wiki, etc.</td>
<td>25/30%</td>
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<tr>
<td>Participation NETS 2, 5</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>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.</td>
<td>Students will complete optional assignments as determined by the instructor. Optional assignments: Handholds, WebCT Discussion board, podcasting, PowerPoint Producer, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, and cover letters</td>
<td>50/10%</td>
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<tr>
<td>Aligned Standards Dispositions: PEP, EC ; ACEI 5, NAEYC 5, IPTS 9, 10, 11 TSIT 2</td>
<td>Evaluations NETS 5,6</td>
<td>The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.</td>
<td>Instructor will select appropriate midterm and final exam formats.</td>
<td>50/10%</td>
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