Eastern Illinois University  
Department of Early Childhood, Elementary, and Middle Level Education  
EDU 2022(001) Spring 2008  
Teaching and Learning with Technology in Classrooms

Credit Hours: 2-0-2  
Instructor: Kiran Padmaraju

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Office Hours:  
MW: 11:00 a.m. – 12:00 Noon; TR: 10:00 – 12:00 Noon

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Class Meeting:  
MW - 8:00 – 9:15 p.m., BUZZ 1430

IMPORTANT NOTE: WebCT is used extensively for this course for discussions, assignment submission and for grades. Late submissions up to next class meetings will lead to 10% reduction in points for the assignment. After that, late assignments will not be accepted.

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

Catalog Course Description-EDU 2022: 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.

EDU 2022 is a professional education course not applicable for computer science or programming.

Course Prerequisite: Passing score on the CEPS technology proficiency.

Textbooks:  


Supplemental Materials: Flash Drive, LiveText Account

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.

Outcomes Specific to EDU 2022:  
Students will be able to
1. Review research studies of effects of the impact of technology on learning.
2. Describe the development of computer technology over the past four decades 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, disks, and peripherals.
12. Design and maintain your own professionally appropriate website.

EDU 2022 course purposes and topics as well as the laboratory setting assume that students will make discoveries, teach each other, and share knowledge and skills to increase the quality and quantity of class learning, and to better meet the challenge of rapidly developing technology.

Learning Model: Information Processing
This model emphasizes ways of enhancing students’ initiatives and 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. (1996), Models of Teaching, 5th ed., Allyn and Bacon, Boston, MA.,

Course Assumptions:
1. Continuous upgrading and practice of personal skills with various computers available at EIU.
2. Continuous thinking of personal and professional applications for technology.
3. Timely completion of assignments.
4. Perfect attendance.
5. Significant communications with class members and professor electronically and in class discussion.
6. Diligent use of textbooks.
7. Knowledge and responsibility for the contents of the NCATE course syllabus.

Dispositions: Candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the attitudes and abilities to provide varied teaching practices evidenced in a supportive and encouraging environment. CEPS Committee on Dispositions, Fall, 2007

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
ADDITIONAL INFORMATION:

A. **Examinations:** Two tests – a midterm and a final will be administered to assess student understanding of the course content. *(Final: Thursday, May 1, 2008 – 8:00 – 10:00 am)*

B. **Assignments:** Specific guidelines for the written assignments/projects will be provided as the semester progresses. The major assignments are:

1. Teacher WebPages 20 points
2. Resume’ 20 points
3. Word Processing Projects 20 points
4. PowerPoint Projects 20 points
5. Publisher Projects 20 points
6. Hardware Project 20 points
7. Copyright/Intellectual Property Rights Project 20 points
8. Web page evaluation 20 points
9. Inspiration Projects 20 points
10. Spread Sheet Projects (Microsoft Excel) 10 points
11. Databases Project 20 points
12. LiveText Assignment 10 points
13. World Wide Web Page Assignment 40 points
14. Web-Quest Project 20 points
15. Assistive/Adaptive Technology Project 20 points
16. Digital Movie Project 30 points
17. Emerging technologies Projects 20 points each
18. Chapter Quizzes 20 points each

C. **Grading Scale:** 92%-100% = A  82%-91% = B  72%-81% = C  62%-71% = D

**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.**

D. **Evaluation:** Evaluation of student progress will be on the basis of examinations, course assignments, class contributions, and performance in assignments. Midterm grades will be determined based on the points earned to date.

**NOTE:** Class attendance and participation are expected for this course.

E. **Late Assignments:** Grades on late assignments will be lowered after the due date.
F. Other: Disabilities, honesty: A concerted effort will be made to accommodate students with disabilities. It is the student’s responsibility to inform the instructor of any special needs at the beginning of the semester. **If you have a disability or think you may have a disability under ADA contact the Office of Disability Services at 581-6583.**

Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. Any kind of plagiarism shall be dealt with strictly.

The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.