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

Instructor: April Flood  
Office: BB2206  
Telephone: Office 581-7886  
Time: Monday/Wednesday 1:00 – 2:15  
Location: Buzzard 1430  
Office Hours: Monday 2:30 – 4:00; Tuesday 9:00 – 10:30, Wednesday 2:30 – 3:30; or by appointment  
E-mail address: adflood@eiu.edu  
Web Address: http://www.ux1.eiu.edu/~adflood

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 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: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.
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://enets.iste.org/index.html
- SPA Standards Alignment (Special Professional Association Standards) based on ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
- NAEYC (National Association for the Education of Young Children) NAEYC
  http://www.naeyc.org/accreditation/next_era.asp

**Grading Scale**

A= 92%-100%  /  B= 84%-91%  /  C= 75%-83%  /  D= 65%-74%  F = Below 65%

** 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.**

**Web site for assistance with APA questions:**
http://www.bellevue.edu/resources/faq_apa.asp#28

**Web site for the textbook that we are using:**
http://www.scsite.com/tdc4/

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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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<thead>
<tr>
<th>Assignments/Descriptions/Weight:</th>
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<tbody>
<tr>
<td>Core Assignments</td>
<td>Brief Description</td>
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<tr>
<td>Tests and/or Quizzes</td>
<td>Students will take the Chapter Quizzes online to go along with Cashman textbook.</td>
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<tr>
<td>Participation</td>
<td>Participation in class discussions and activities on a regular basis are expected. Students should not play solitaire, e-mail friends, complete other class assignments, search the web for non-course related materials, or participate in other behaviors off the given task of the day.</td>
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<tr>
<td>Project Description</td>
<td>Details</td>
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<tr>
<td>Webpage Development &amp; Posting to student EIU server space</td>
<td>All students will develop &amp; maintain their own webpage, posting it to their EIU server space. A rubric will be provided notifying the students of the requirements. Netscape Composer will be utilized for Webpage design.</td>
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<tr>
<td>Word Processing Project</td>
<td>The students will use Microsoft Word to create a project that can be integrated into the curriculum. (Newsletter, StoryStarters, Class Flyer)</td>
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<tr>
<td>Spreadsheet Project</td>
<td>The students will use Microsoft Excel in an activity that can be integrated into the curriculum.</td>
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<tr>
<td>Presentation Project</td>
<td>The students will use Microsoft PowerPoint in a project that can be integrated into the curriculum. (Bookmarks, Class Books, Postcard)</td>
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<tr>
<td>Database Project</td>
<td>The students will use Microsoft Access in a project that can be integrated into the curriculum.</td>
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<tr>
<td>Multimedia Project</td>
<td>Instructors may select from digital video, podcasting, photostory, Moviemaker, and iMovie. (Movie project – Rubric will be provided.)</td>
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<tr>
<td>Legal, Social, Ethical Issues Project (Digital Citizenship)</td>
<td>The students will demonstrate understanding of the legal, social, and ethical issues, including Internet Safety and Copyright Laws, related to the use of technology in the classroom. (Class Activities)</td>
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<tr>
<td>Concept Mapping Project</td>
<td>The students will use Inspiration/Kidspiration in a project that can be integrated into the curriculum.</td>
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<tr>
<td>Review of Technology Research in Education</td>
<td>The students will review current issues and trends in technology &amp; education. (Journal Article)</td>
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<td>SmartBoard Activity</td>
<td>The students will use the SmartBoard in an activity that can be integrated into the curriculum.</td>
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<tr>
<td>Evaluation</td>
<td>Students will evaluate, identify, and analyze a variety of technological sources such as WebQuests, LiveText, and educational websites.</td>
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<td>Assistive/Adaptive Technology Project</td>
<td>Students will demonstrate their ability to adapt technological projects utilizing adaptive &amp; assistive technology. Instructor may have students make adaptations to other projects.</td>
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<td>Handhelds</td>
<td>Students will demonstrate their ability to integrate handheld computers into the classroom by discussing possible uses in class after participating in a hands-on activity.</td>
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<td>Student Response Systems</td>
<td>Students will demonstrate their understanding of the use of Turning Point by designing their own activity to integrate into the curriculum using the program.</td>
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<td>Paint</td>
<td>Students will create a picture using Paint and will write a story to go along with their illustration.</td>
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<tr>
<td>Learn &amp; Live Video</td>
<td>Students will view the “Learn &amp; Live” video and provide written answers to questions from the video.</td>
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Total Points: 500 points
References

Books:


Websites:
EDUCAUSE http://www.educause.edu
ISTE http://www.iste.org
Thinkfinity http://www.thinkfinity.com
WebQuest.org http://webquest.org