



**Syllabus: Florida Campus**

**Course Name:** *TECHNOLOGY IN EDUCATION*  
**Course Number:** *ED 220 Sections A & B*  
**Semester:** *Fall, 2009*

**Instructor's Name:** *Dr. Rebecca Oswald*  
**Office Hours:** *MWF: 2:00 - 4:00*  
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**Text and Required Materials:**

**Required:** USB Flash Drive: 8 Gigabytes capacity (minimum)  
**Required:** CD or DVDs (covers required) -- for submitting specified tasks

<b>Link to Department Mission and Theme</b>	<i>Facilitators of Student Success: "The teacher who pursues moral and professional excellence intervenes purposefully to facilitate student learning in a prescribed direction." This course prepares future educators to facilitate learning at all age levels through the use of technology. This facilitation process provides methods and strategies for addressing <b>diversity within the classroom</b>. Within this course, varying course activities will use facilitation methods. In addition, the prospective teacher will address the critical moral and professional responsibilities when using technology in teaching.</i>
<b>Link to Conceptual Framework</b>	In response to the education department's conceptual framework, this course is designed to develop the preservice educator's <b>declarative knowledge</b> in the area of technology.

**Summary Standards Addressed in Course:**

Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12;  
 Florida Elementary Competencies 60.2, 4, 5, 6  
 English for Speakers of Other Languages Performance Standards 3, 5, 11, 16, 17  
 ESOL Competencies 47.1, 2, 3, 4, 6, 7, 8  
 IRA Standards for Reading Professionals-Classroom Teacher Candidates: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.2, 4.3, 5.1  
 Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness & vitality; Moral/ethical integrity

<b>Attention to Culturally Responsive Teaching:</b>	The percentage of ethnic minorities in the United States is growing steadily. Due to the projection that by the year 2050, no one group will be a majority. This trend has many implications for schools challenging teachers to provide equal educational opportunity for all students. It is the role of teachers to develop appropriate instructional programs, incorporate students' primary languages and cultures in their programs, serve as positive role models and assist with providing necessary services for all students. The intention of this course is to introduce preservice educators to multiple technology tools that can assist in providing appropriate curriculum and instruction for the needs of all students regardless of ability and culture. Throughout this course, an emphasis is placed using these technology tools to address student diversity and multiculturalism.
<b>Attention to Technology Integration:</b>	Integration of all technology skills and concepts required for the course for all disciplines
<b>Professor's Use</b>	Technology content influencing schools and the teaching profession are demonstrated. The technology integration by the professor will include instructional methods described in the <i>Attention to Multiple Instructional Methods</i> area.
<b>Candidate's Use</b>	Candidates will be engaged in hands-on experiences with all technology components indicated in <i>KTS and ISTE Standards</i> area above.
<b>Attention to Dispositional Development</b>	Dispositional development is addressed via the <i>Sharpening Your People Skills Workshop</i> , Collaborative tasks with colleagues and public school teachers.
<b>Attention to Impact on Learning:</b>	Impact on candidate learning assessed through the course objectives:
<b>Impact on Candidate Learning</b>	The impact of this course on a candidate's learning is assessed with multiple performance-based assessment strategies, including on-demand tasks, completed technology software tasks, research, collaborative tasks, journal abstracts, internet-related tasks, and a class presentation. Rubrics utilized for all course requirements.
<b>Candidate's Impact On K-6 Student Learning</b>	The acquisition of instructional methods used in this course to develop the candidates' knowledge base for instruction in the K-6 setting includes: collaborative group activities, class discussion, instructional videos, student presentations, on-line course management system-Discovery, and instructional lessons with interactive powerpoint presentations. All instructional methods will address accommodations for special needs students and ELL students.

**Course Objectives and Standards Addressed:**

1. Describe terms, concepts, historical events and trends in technology for education.  
FEAP - 2,4,5,7,8,9,10,11,12; ISTE - I, II, III, IV, V, VI
2. Handle, store, access, and maintain software.  
FEAP - 1,2,4,5,7,8,9,10,11,12; ISTE - I, II, III, IV, V, VI; ESOL 15:4
3. Discuss how applications (i.e., word processing, database systems, graphics, multimedia, telecommunications, and spreadsheets) could be used in the educational setting for student and professional productivity.  
FEAP - 1,2,4,5,7,8,9,10,11,12,13; ISTE - I, II, III, V; ESOL 15:4
4. Demonstrate word processing competency.  
FEAP - 2,5,8,9,10,12; ISTE - I, II, III, IV, V
5. Select and evaluate software applications.  
FEAP - 2,4,5,7,8,9,10,12,13; ISTE - I, II, III, IV, V; ESOL 17:1,2,3,5

6. Demonstrate electronic gradebook application competency.  
FEAP - 1,2,3,4,5,7,8,9,10,12,13; ISTE - I, II, III, IV, V, VI
7. Describe a database management system.  
FEAP - 2,5,8,9,10,12; ISTE - I, II, III, IV, V, VI
8. Demonstrate presentation software competency  
FEAP - 1,2,3,4,5,7,8,9,10,11,12,13; ISTE - I, II, III, IV, V, VI
9. Use graphics software.  
FEAP - 1,2,3,4,5,7,8,9,10,11,12,13; ISTE - I, II, III, IV, V, VI
10. Utilize video editing software.  
FEAP - 1,2,3,4,5,8,9,10,11,12,13; ISTE - I, II, III, IV, V, VI
11. Demonstrate curriculum authoring software competency.  
FEAP - 1,2,3,4,5,7,8,9,10,11,12,13; ISTE - I, II, III, V, VI
12. Design and post a webpage.  
FEAP - 1,2,3,4,5,8,9,10,12,13; ISTE - I, II, III, IV, V, VI
13. Collaborate in creating various computer documents to be used in the classroom setting.  
FEAP - 6,8,10,11,12,13; ISTE - I, II, III, IV, V, VI
14. Describe research and methodology for computer usage in the classroom.  
FEAP - 2,4,5,7,11,13; ISTE - I, II, V, VI
15. Discuss the use of video conferencing in an educational setting.  
FEAP - 1,2,4,5,6,7,12,13; ISTE - I, II, V, VI; ESOL 17:5
16. Discuss a multicultural perspective in computer usage in the educational setting.  
FEAP - 2,4,5,7,8,11,12,13; ISTE - I, II, III, IV, V, VI; ESOL 17:2,5
17. Demonstrate competency with instructional media. (television production, camcorder/video, SmartBoard, and education material design).  
FEAP - 2,4,5,7,8,11,13; ISTE - I, II, III, IV, V, VI; ESOL 17:5
18. Participate in a workshop "*Sharpening Your People Skills.*"  
FEAP - 8,12,13; ISTE - I, II, III, V, VI

#### **Instructional Strategies Used in this Course:**

Collaborative group learning  
 Direction Instruction  
 Instructor Modeling  
 Class discussion  
 Instructional videos  
 Student presentations  
 On-line course management system-Discovery  
 Instructional lessons with interactive powerpoint presentations

#### **Course Topics:**

**This course is designed to:**

- ◆ **Introduce student to instructional technology theory and learning**
- ◆ **Introduce students to current issues of technology in education**
- ◆ **Introduce students to the concepts of computer usage**
- ◆ **Provide opportunity for students to explore & utilize productivity tools**
- ◆ **Provide opportunity for students to evaluate software applications**
- ◆ **Provide opportunity for students to participate in video conferencing**
- ◆ **Develop computer competency in word processing, presentation software, video editing software, graphics, multimedia software, electronic mail, and internet**
- ◆ **Introduce students to advanced technologies**
- ◆ **Develop competency with instructional media**

- ◆ **Introduce students to software/internet resources for evaluating and adapting instruction to meet instruction for special needs and ELLs students**

**Attendance Statement:** Attendance is expected. Although no automatic penalty is specified, attendance is considered highly important. Roll is taken regularly and each student is accountable for class participation requirements, lecture content, and other classroom work. **Five (5) bonus points are given for perfect attendance.**

**Grades:** Grades will be based upon the student's competence in completing the **Required Assignments** listed. The student is expected to demonstrate knowledge in relation to selected topics, communicate his/her insights and produce work that is accurate, informative, useful, instructive, and professional.

**All assignments:**

**All assignments are to be turned in by 5:00 pm on the due date. The instructor must be informed if an assignment will be late due to an unexpected emergency. Regarding late assignments, a response-cost penalty of 50% is applied if the instructor is not notified within 24 hours of the assignment. Computer failure is not an acceptable excuse for a late assignment. Plagiarism: See Student Handbook**

**Academic Integrity Statement:** Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion.

Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the result of trust and respect. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity.

Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as evidence in your portfolio to support a Kentucky Teacher Standards.

**COURSE REQUIREMENTS:**

**Performance-Based Competency Exam:** The examination will consist of a Competency Check (performance-based assessment) for Productivity Tools. The Competency Check will be worth **30 points**. Students must complete this portion with 100% mastery. Each time a student must have an additional setting for the exam, 5 points will be subtracted from the 30-point total. **In order to pass this course, competency must be demonstrated.**

**Task #1: Technology Journal Abstract:** Journals to be used pre-selected: *Campus Technology, Technology and Learning, T.H.E. Journal* located in the King Curriculum Center, KL151

**Task #2: Technology Searches (3):** Utilizing a web browser, search for new technology in education or your education major. In a Word document include the following:

insert a picture of the technology, copy and paste the URL, and describe in a paragraph each technology, plus your impression of its value. Email the completed document to the instructor via the **Digital Drop Box in Discoverydev.**

- Task #3: Merge Document (individual task using *Microsoft Word*).** Scoring rubric to be provided.)
- Task #4: ERIC Search.** Each student will be asked to use the ERIC system in the library and conduct a search on an educational topic related to his/her major (or possible major) and write an abstract on one article. See scoring rubric for details.
- Task #5: Television Program/Personnel.** Collaborative task. Directions and scoring rubric to be provided.
- Task #6: Google Docs / Internet Article.** Scoring rubric to be provided.
- Task #7: Gradebook Quiz (In-class task using *MicroGrade*).** Each student, without notes, will create an appropriate gradebook during the 50-minute class period.
- Task #8: Multimedia PowerPoint Task.** Scoring rubric to be provided.
- Task #9: Teacher Webpage (individual task):** Scoring rubric to be provided.
- Task #10: *IntelliTools Classroom Suite* Project:** Scoring rubric to be provided.
- Task #11: Quick Time Movie (collaborative task using *iMovie*).** Directions and scoring rubric provided.
- Task #12: Brochure/Newsletter -*Publisher* Software -** Directions and scoring rubric to be provided.
- Task #13: CPS Presentation -** Directions and scoring rubric to be provided.
- Task #14: *SmartBoard* Competency:** Scoring rubric to be provided.
- Task #15: WebQuest Project (collaborative task):** TBA.
- Task #16: Performance-based Competency Exam.**
- Task #17: Interactive PowerPoint – Correlated with Webquest –** Directions and scoring rubric to be distributed in class.
- Task #18 Exam--Presentation**

<u>GRADE ASSIGNMENTS:</u>		<u>POINT ASSIGNMENTS:</u>		
Task #1:	Technology Journal Abstract	10 points		
Task #2:	Technology Searches (3)	9 points	<u>Grade</u>	<u>Points Earned</u> <u>Percentage</u>
Task #3:	Merge Document	20 points	A	369 - 354 100 -96

Task #4:	ERIC Search	20 points	A-	353 - 343	95 -93
Task #5:	Television Program (collaborative)	20 points	B+	342 - 335	92 -91
Task #6:	Google Docs / Internet Article	10 points	B	334 - 321	90 -87
Task #7:	Gradebook Quiz (In-class task)	10 points	B-	320 - 313	86 -85
Task #8:	Mini-Interactive PPT Task	20 points	C+	312 - 306	84 -83
Task #9:	Teacher Webpage	25 points	C	305 - 287	82 -78
Task #10:	<i>IntelliTools</i> Project	20 points	C-	286 - 280	77 -76
Task #11:	Quick Time Movie (collaborative task)	50 points	D	279 - 258	75 -70
Task #12:	Brochure/Newsletter – <i>Publisher Software</i>	20 points	F	<258	<70
Task #13:	CPS Presentation	10 points			
Task #14:	Smartboard In-class Competency	5 points			
Task #15:	WebQuest Project (collaborative task)	30 points			
Task #16:	Performance-based Competency Exam	30 points			
Task #17:	Interactive PPT – Webquest Related	50 points			
Task #18:	<b>Exam--Presentation</b>	<u>10 points</u>			
<b>TOTAL</b>		<b>369 points</b>			