SYLLABUS

DEPARTMENT MISSION STATEMENT

Faculty and staff are committed to ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge, skills and attitudes necessary to educate a diverse population.

COURSE DESCRIPTION

This course explores technology that has been designed for use in the classroom. The utilization and evaluation of various technologies and their appropriateness for the curriculum will be emphasized.

PURPOSE OF THE COURSE

The major thrust of the teacher education program at Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. Consistent with this all-encompassing purpose and with WAC 180-78A-165 (s), the following minimum state standards are addressed:

WAC 180-78A-165 (s) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

Each of the National Educational Technology Standards for Teachers are also addressed.

METHODS OF INSTRUCTION

Following the principles of constructivism, the course content will be addressed in a context to facilitate connecting new information with previous knowledge, especially knowledge gained in EDCS 311. The experiences you bring to the course shape what you will get out of it.

This course is taught using a variety of methods, with hands-on activities and direct instruction emphasized. In addition, student discussion, independent study activities, demonstrations, and lectures will be utilized as appropriate. Technology to be presented is listed below.
TOPICS COVERED

- Inspiration -concept mapping software
- Electronic gradebooks
- Online rubric development
- Social Bookmarking
- Online collaboration
- Software evaluation
- Webpage creation and accessibility
- Integration of technology
- National Educational Technology Standards
- Washington state Technology GLEs
- WebQuery design
- Telecommunications, including e-mail and Internet resources (as a tool for research, teaching and learning.)
- Professional development
- Computer operations: operating systems (e.g., Mac/PC differences), file management, printing, saving, troubleshooting etc.
- Graphics, clip art
- Assistive technology
- Ethics issues (e.g., copyright laws, AUPs) and common problems (e.g. content filtering, viruses).

READINGS, TEXT, AND SUPPLIES

Required text: None
Readings: As provided in class
Materials: A usb pen drive (jump drive, thumb drive, flash drive, etc). Be sure to save your receipt in case your drive fails and you need to get a refund or replacement.

LEARNER OUTCOMES

Upon completion of this course, you will be:

- able to use Inspiration to problem solve and organize your thoughts.
- able to discuss various features of electronic gradebooks.
- able to share bookmarks using web 2.0 tools.
- able to develop an activity for students to collaborate with children from other communities or cultures.
- able to develop a rubric using a web-based tool.
- able to evaluate software using a self-developed rubric.
- able to build a basic website.
- able to incorporate technology into the curriculum to attain specific learning goals.
- able to discuss the National Educational Technology Standards for Students, and the Washington State GLEs for Technology.
- able to discuss copyright law as it applies to educators.
- able to create a WebQuery activity for students.
- able to use a computer effectively for research, teaching and learning.
- able to use computer technology and web resources for professional development.
- knowledgeable about computer operations: platforms, operating systems, file management, troubleshooting, etc.
- aware of assistive technology and the resources available from the Special Education Technology Center.
• aware of ethical and security concerns relating to computers, and the proper resolution of these concerns.

PERFORMANCE INDICATORS

Below is a general description; specifics will be made available in a timely fashion and/or will appear on the class webpage. Please note that there is homework assigned after most class sessions; skills are taught sequentially, and you are expected to come to class prepared to proceed with new material. Longer assignments are given two or more class sessions before they are due and can be completed over several days. The assignments will likely require you to work outside of our class meeting time. You are encouraged to use the class lab when it is not being used for another class. In many cases, you may be able to use your own computer at home to complete your work. That is perfectly acceptable as long as the assignment is completed correctly, according to the directions provided. If you have a question about this, please let me know.

• Written (typed) assignments which demonstrate mastery of word processing skills, as well as competence in the use of graphics and in the integration of various components of computer software.
• Discussion of current media which feature educational technology reviews, articles, and commentary. Discussion of the impact of technology on educational practice.
• Class discussion and personal examples of instances where ethical concerns are -- or are not -- addressed properly. Problems such as inappropriate content on the Internet and ways to control access in the classroom will be discussed.
• Creation of a webpage, including links relevant to education.
• Creation of a set of bookmarks on a social bookmarking site.
• Creation of an activity in which students collaborate with children from other communities or cultures.
• Completion of a webquery, submitting its URL to LiveText.
• Creation of a concept map using Inspiration.
• Creation of a poster explaining fair use guidelines regarding copyright for educators.
• Creation of a rubric to evaluate gradebook software.
• Creation of a professional growth plan related to technology.
• Modification of a lesson plan to address the National Educational Technology Standards for Students.

EXPECTATIONS / POLICIES

• This is a hands-on, activity-based class. Missing class will certainly hurt your progress toward completing each project successfully. Class attendance is mandatory; please be on time. Roll will be taken; unexcused absences will affect your grade.
• It is assumed that basic computer skills such as opening and closing (quitting) software, saving files, and using telecommunications will be acquired within 2 weeks of the beginning of the term. Please notify the instructor if you are having difficulty so that arrangements can be made for extra help. The inability to perform these skills could result in a failing grade for the course. If you are having difficulty, I strongly suggest that you consult your fellow classmates.
• Incompletes will be given only for medical, extreme personal hardship, or family emergencies. Please do not ask for an incomplete simply because you do not like your grade.
• All assignments are due on the dates stated on the class webpage. Late assignments will be marked down considerably.
• Please proofread assignments carefully so that there are no spelling, grammatical, or syntactical errors; points will be subtracted for any such errors. Use your spellchecker, but do not "trust" it. Always proofread. This is a professional course and you are soon to be a professional educator; your work should reflect this. In this class, more students tend to lose points for their poor grammar and spelling than they do for their technology skills.
• Please do not chew gum, eat, or drink in the computer lab. It is against CWU policy.
• Do not read e-mail, websurf, or play games during class. It is unprofessional, distracts your classmates, and insults me as an instructor. This is a serious matter. Each time you are found to be "playing" in class, your grade for the quarter will be reduced 1/2 a letter grade (ex: an "A" will become an "A-").
• Any cases of plagiarism will be reported to the Office of Academic Affairs, the Center for Teaching and Learning, and will result in a failing grade for the course.
• Failure to properly submit your WebQuery to the instructor via LiveText may result in a failing grade for the course.

A grade of "A" for this course is awarded only for superior work throughout the quarter. This does not mean that the course content is overly difficult. It does mean that extra effort is required in order to achieve a top grade. The skills and concepts are taught in a manner that allows any student who is willing to invest the necessary time and effort to do very well, and to learn useful information and skills. In order to receive an "A", you should plan on going above and beyond the minimum requirements of each assignment. This includes content, as well as appearance. My philosophy is simple: "the bare minimum does not earn an A." Each assignment will have room for you to demonstrate mastery and excellence, and earn an "A". You are encouraged to go "above and beyond" the assignment description whenever possible.

EVALUATION / GRADING

Keep all graded assignments until you have received your final grade for the course.

Letter Grades:

A  = 94% +
A- = 90 - 93%
B+ = 87 - 89%
B  = 84 - 86%
B- = 80 - 83%
C+ = 77 - 79%
C  = 74 - 76%
C- = 70 - 73%
D  = 67 - 69%
F  = 0 - 67%

Point Breakdown:

Class Participation 10%
Information Literacy Validation Example 5%
Webpage 15%
ePals Project 10%
Concept Map 5%
Gradebook Evaluations 15%
Copyright Poster 10%
WebQuery 20%
Professional Growth Plan 10%

GRADING POLICIES

This is a professional course, part of the professional sequence at CWU, and you are soon to be a professional educator. The following should be noted with regard to grading:
Assignments will be graded on proper spelling, syntax, and punctuation, as well as on demonstration of the required skills for each assignment. In the case of essay assignments, content will, of course, also be considered in the grading.

Most assignments have very specific directions which must be followed. The parameters of these assignments are designed so that by completing the assignment you are able to demonstrate competence in specific skills.

Assignments must be turned in on time for full credit. Since most skills in this class are taught sequentially, failure to complete an assignment on time may mean that you are not prepared for new material. Late assignments also show a lack of professionalism.

BIBLIOGRAPHY

These are resources that you may find useful for this class. They are not required reading.


ADA STATEMENT

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.