TCH 505 Instructional Technology for Today's Educator

Summer IV 2011 (Monday, June 13 – Thursday, July 08)

(3 Credit Hours)

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Class Meeting: Monday - Friday 8:00 – 9:50 am, SPH 240

Office Hours: Monday, Wednesday, & Friday 10:00 – 11:00 am

Required Reading

All readings are online. Please follow the link to website
http://webspace.ship.edu/hliu/505/505home.html

I. Catalog Description

Students develop skills in using current technologies to support instruction in a variety of settings. Multimedia software, web page development, and distance learning design and implementation are required. Students examine various aspects of interactive and noninteractive technologies and make instructional applications. Evaluating appropriate hardware and software configurations for delivering instruction is included. Students will use technology to research and develop real life classroom curricular solutions.

II. SU Conceptual Framework Standards

For those Preparing to Teach, Counsel and Lead in Public Schools

"Collaborative decision-makers: Assessing, Planning, Reflecting"

Our unit of certification programs is a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. Our faculty and candidates are committed to the following standards developed collaboratively by the members of our unit.

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
   1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
   1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
   1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one's own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
   2.1. Affirm the University's educational and ethical responsibility to produce highly qualified education professionals.
   2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
   2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
   2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
   2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
   2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
   2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
   2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.

3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.

4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.

5. Collaborate with critical others in making informed decisions within educational contexts.

III. INTASC Standards (Interstate New Teachers Assessment and Support Consortium)

INTASC 1: **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

INTASC 2: **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

INTASC 3: **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC 4: **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC 5: **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

INTASC 6: **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC 7: **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC 8: **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

INTASC 9: **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC 10: **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

IV. Course Objectives

With the impact of information technology and globalization on every aspect of our life, especially on PreK-12 education, this course will promote the awareness and enhance the understanding of the role of information technology in PreK-12 classrooms, and help teacher candidates develop the knowledge, skills, and dispositions necessary to apply information technology effectively into their specific instruction and learning environments. The course content and activities are aligned with the Institutional Standards, the ISTE National Educational Technology Standards for Teachers (NETS.T 2008) and for Students (NETS.S 2007), Pennsylvania Academic Standards for Science and Technology, and the INTASC (Interstate New Teachers Assessment and Support Consortium) principles. Upon successful completion of this course, students will be able to

Understand the role of information technology in education

- Demonstrate full awareness of the important role of information technology in social change in general and in education reform in particular
- Realize that to be qualified teachers in the digital age requires integrating cutting-edge information technologies to enhance instruction and life-long professional development.
- Recognize the past and current factors/issues that shape the current and the future role of technology in education

Understand the paradigm change in teaching and learning

- Recognize the changes of cognitive patterns of the younger generation in the digital age under a broad societal background
- Understand the imperative role change of teachers from knowledge experts to learners' facilitators and co-learners in helping student learning
- Obtain the knowledge and skills dealing with technology, pedagogy, and content knowledge (TPCK) in classroom instruction

Learn the subject matter of information technology

- Understand the basic concepts and terms of information technology as required by the National Education Technology Standards for teachers and the Pennsylvania Academic Standards for Science and Technology
- Model digital age teaching and learning
- Demonstrate digital citizenship and responsibility in the classroom and outside school campus

Develop lesson plans and learning environments with information technology integration

- Create lesson plans with instructional skills and class activities embedded with technology use that motivate learners and promote cooperative learning
- Develop technologically enhanced instructional activities that successfully meet student's special needs
- Create student-centered and open-ended learning environments that foster self-directed learning, independent inquiry, and problem solving abilities

- Apply technology to integrate traditional and alternative assessment tools to assess and to evaluate student performance

Gain learning skills for life-long professional development

- Use computer technology as a powerful tool for life-long learning as an education professional
- Identify and locate learning resources and evaluate them for accuracy, suitability, and influence on future educational practices
- Build individualized databases of online and offline instructional resources

Conduct research on technology integration in the classroom

- Research on the effectiveness of integrating technology in instruction
- Research on the learning styles of the digital natives and how to meet student special needs with technology
- Research on responsive solutions to problems caused by using technology in the classroom

V. Class Requirements:

- **Computer Technology Competency**. This course is designed as a web-enhanced course delivered from both classroom and online. Students enrolled in this course should have proficient knowledge and skills of computer technology.
- **Email Account**. All students of the class are required to use only Shippensburg University email to communicate with the instructor, submit assignments, or ask questions. Other email addresses will not be accepted by the instructor.
- **D2L.** Students can check out assignment and lab requirements and check grades from D2L.
- **Attendance.** Students are to notify the instructor prior to class via e-mail, voice mail, or by submitting an Absence Notification Form, if he/she is unable to attend the class. Students missing 3 or more classes (excused or unexcused) shall receive a reduced grade (one full level). Late arrivals are strongly discouraged. Excessive and chronic late attendance will be counted as absences (three late attendances equal to one absence from the class). A sign-in sheet will be used to determine attendance and promptness.
- **Assignments Submission.** All the assignments should be submitted as email attachments or upload in the ePortfolio website according to the individual assignment or lab requirement.
- **Late Assignments.** Late Assignments will not be accepted unless the student has discussed the situation with the instructor prior to the due date and an extension is granted. Students are not allowed to make up points granted for in class activities. Students must be in class to receive credit for lab activities.
- **Assigned Readings.** Assigned readings should be completed before the class meeting date stated on the class schedule.
- **Incomplete.** No "Incomplete" grade will be given unless extreme circumstances exist and only with the approval of the Dean of College of Education and Human Services.

- **Academic Honesty.** Shippensburg University will not tolerate academic dishonesty in the form of plagiarism or cheating under any circumstances. Offenders will be held accountable for any form of academic misconduct under the terms found within the Shippensburg University policy on academic dishonesty http://www.ship.edu/catalog/HTML/ugrad07-09/986.htm
- **Lab Property and Safety**. Everyone is responsible for the safe use of lab equipments. Lab rules should be strictly observed.
- **Group Activities.** Everyone is required to play a full role in group activities as defined in the assignment requirements. Absence from group activity will result in no credit for that assignment.

VI. Assignments & Points Distribution:

(Assignment and Lab requirements and rubrics are hosted in the "CONTENT" section in D2L)

#	Assignments/Labs	Amount	Points	Subtotal	Format
	Pre-Class Survey	1	5	5	Online Survey
1	e-Portfolio Website	1	50	50	Website
2	L&S Mini Lecture	1	20	20	Mini Lesson & Webpage
3	Blog Submissions	4	5	20	Web Posting
4	Let Me Teach You Project	1	10	10	Lab Demo and Tutorial
5	My Wow Project	1	10	10	Project Presentation
6	Research Project (Group)	1	40	40	Research Paper & PPT
7	Conference Presentation	1	30	30	Presentation
8	Class Discussion		10	10	Discussion Participation
9	Labs	10	10	100	Lab in Class
	Post Class Survey	1	5	5	Online Survey
Total Points				300	

Labs

01	Prezi	06	Pictograph
02	Google Docs: Presentation & Drawing	07	Video Conferencing
03	Broadcast Slide Show	08	HootCourse
04	Google Docs: Form	09	Jing
05	SurveyMonkey	10	Windows 7 Movie Maker

VII. Grade Policy

Letter Grade	300 Scale	100 Scale
A	285-300	95-100
A-	270-284	90-94
B+	261-269	87-89
B	252-260	84-86
B-	240-251	80-83
C+	231-239	77-79
C	219-230	73-76
C-	210-218	70-72
D	180-209	60-69
F	179 and under	59 and under

TCH 505 Class Schedule – Summer IV 2011

(Monday - Friday)

#	Date	Lecture Topics	Reading	Assignments Due Dates
Week #1				
1	06/13 M	▪ Orientation o Course Introduction o D2L Introduction o Digital-Textbook Introduction o Pre-Class Survey Data Sharing o Brainstorming Needs and Issues o Set up Personal Website Account o Set up e-Portfolio Framework	Syllabus https://d2l.ship.edu/ Digital Textbook	e-Portfolio Project Starts http://www.wikispaces.com/content/for/teachers http://sites.google.com/
2	06/14 T	▪ **Lecture – 01** ▪ **National Technology Standards** ▪ **National Education Technology Plan 2010** ▪ *T&S Mini Lecture Demo* ▪ Wiki Website ▪ Google Website ▪ e-Portfolio building ▪ Blog Starts	Technology Standards Technology Plan 2010 Horizon Report: 2011 K-12 Edition	Blog-01 Starts
3	06/15 W	▪ **Lecture - 02** ▪ **21st Century Learning Environment -01: The Learner** ▪ Lab-01 Prezi	The Millennial Learner An Open Letter to Educators Apple Classroom Future Classroom	Lab-01 due
4	06/16 Th	▪ **Lecture - 03** ▪ **21st Century Learning Environment -02: The Learning** ▪ *T&S Mini Lecture-01* ▪ Lab-02 Google Docs - Presentation & Drawing	21st Century Literacy Media Literacy	T&S-01 due Lab-02 dues
5	06/17 F	▪ **Lecture - 04** ▪ **21st Century Learning Environment -03: The Learning Tools, Learning Resources, & Learning Process** ▪ *T&S Mini Lecture #02* ▪ Lab-03 Broadcast Slide Show ▪ Broadcast Slide Show Tutorial	Web2.0 Tools Handheld & iPad Learn with iPad OCW OERs Digital Textbook Khan Academy	T&S-02 due Lab-03 dues Blog-01 due
Week #2				
6	06/20 M	▪ **Lecture - 05** ▪ **Internet Searching Strategy: "Let the machine do it"** ▪ *T&S Mini Lecture #03* ▪ Lab-04 Google Docs: Form	Google Alert Google Scholar Alert Newsletters NoodleTool	Blog-02 starts T&S-03 due Lab-04 dues

7	06/21 T	▪ **Workshop: Digital Library Searching Strategy** ▪ Librarian Lecture	Ship Library	Discuss Research Topics in Groups
8	06/22 W	▪ **Lecture - 06** ▪ **Learning and Sharing** ▪ *T&S Mini Lecture #04* ▪ Lab-05 SurveyMonkey	Social networking & Learning	Research Project Starts (Research Topic Selected) T&S-04 due Lab-05 dues
9	06/23 Th	▪ **Lecture - 07** ▪ **Learning Documentation Strategies: Bookmarking & Note Taking** ▪ Research Project Starts ▪ Lab-06 Pictograph	Delicious EverNote	Lab-06 dues Start to prepare "Let Me Teach You a Tools"
10	06/24 F	▪ **Lecture - 08** ▪ **Internet Conference** ▪ *T&S Mini Lecture #05* ▪ Lab-07 Web Conferencing	PPT	Blog-02 due T&S-05 due Lab-07 dues
Week #3				
11	06/27 M	▪ **Lecture - 09** ▪ **Data Literacy & Visual Learning** ▪ *T&S Mini Lecture #06* ▪ Lab-08 HootCourse	VUS & VTS Data Literacy	Blog-03 starts T&S-06 due Lab-08 dues
12	06/28 T	▪ **Lecture – 10** ▪ **Open Source and Open Leaning** ▪ *T&S Mini Lecture #07* ▪ Lab-09 JingProject	OCW & OERs	T&S-07 due7 Lab-09 dues Group Meeting for Research Project
13	06/29 W	▪ **Lecture – 11** ▪ **Internet Safety Issues** ▪ *T&S Mini Lecture #08* ▪ Lab-10 Windows Movie Maker (Video Essay)	Rules & Laws on Internet Safety Download Movie Maker	T&S-08 due Lab-10 dues
14	06/30 Th	▪ **Lecture –12** ▪ **Copyright Issues & Creative Commons** ▪ Class Activity: Copyright your online work ▪ Wisdom of the Crowds-Remix	Fair Use Creative commons	My Wow Project Starts
15	07/01 F	▪ **Work Day for Research Project** ▪ Continue with unfinished labs, blog, and other projects.		Blog-03 due
Week #4				
16	07/04 M	**Independence Day, No Class**		

17	07/05 T	▪ **Lecture-13** ▪ **Digital Citizenship** ▪ Let Me Teach You A Tool Project **Demo**	Digital Citizenship Education	Blog-04 starts
18	07/06 W	▪ **Online Lecture:** Professional Development & Self-Directed Learning ▪ **Terms:** Cloud Computing, Apps, Mashup ▪ Workday for Research Project and My Wow Project	PPT	
19	07/07 Th	▪ **Guest Speaker** ▪ Technology integration in K-12 classrooms		Blog-04due
20	07/08 F	▪ **Class Conference** ▪ My Wow Project Presentation ▪ Research Project Presentation (PPT)		e-Portfolio Website Due My Wow Project Due Research Project Due Class Conference