Education 606

Educational Technology

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# School of Education Conceptual Framework

## “Empowerment for Learning”



Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

***Text (required):*** *Lever-Duffy, Judy and McDonald, Jean B., Teaching and Learning with Technology 5th Edition, Pearson ©2015 ISBN: 1-269-79518-X (This is the bound edition which you can return.) . The loose leaf edition ISBN is 0-13-282490-6. This is the same book but the page numbers are different than the bound edition which is used as a reference in the course assignments. Either book will work fine for the course. You will have to find the correct page numbers from the assignment’s name if you use the loose leaf edition.*

**METHODS OF INSTRUCTION**

This course is being taught asynchronous through Learning House. This means the instructor will make assignments with resources available to help complete those assignments. Students will submit the assigned work online through the Learning House website. The instructor will be available through email to help students when help is needed. Assignments will be given due dates with penalties for late work. Assignments will be graded judiciously by the instructor.

**Course Description:**

This course deals with the technological, pedagogical and content knowledge aspects of using the latest digital-age technologies in the classroom for teachers in all public school disciplines, applying them in such a way that all students learn (NCATE, 2000).

**Course Objectives:**

This course will provide exposure to the latest digital-age technologies used in lesson design and classroom presentations to enhance both teaching and learning. At the conclusion of the course, a student should be able to:

* meet and enhance the Kentucky and National standards for technology
* use a variety of technology tools to differentiate instruction to meet the needs of all students.
* use technology to collect, organize and analyze data as it relates to instructional data strategies.
* develop an awareness of resources available for technology that meets the needs of all students, including diverse learners..
* use technology effectively to communicate with students, parents and colleagues through the development and maintenance of a class website and/or other online learning community (Wikis, Blogs, etc).
* enhance understanding of implementing technologies into the classroom.
* develop understanding of barriers in implementing instructional technologies.
* evaluate and implement best practices as they relate to educational technology.
* develop a sound legal and ethical responsibility toward technology.

**PARTICIPATION AND ATTENDANCE**

 **In this eight week course, if you fail to participate in assignments for two weekly sessions, you will be asked to withdraw from the course.**

**COURSE ASSIGNMENTS/ASSESSMENTS (Refer to Activities Document for details)**

* Please type all assignments and submit electronically to the course site on Learning House.
	+ Include name, course, assignment title, week # and date in top right corner of first page.
	+ Save your assignments with file names as following: (Last name & first initial. week #. assignment title). It should look like this: ***CheathamD-wk1-ReviewQuestions***.
	+ Single space paragraphs but double space between paragraphs in documents and use 12 point Times New Roman (or similar) font.
	+ Use Microsoft Word or other office compatible programs.
* Gradeswill be posted on Learning House throughout the term. Check each assignment for feedback.
* Late work (not presented when due) will be penalized 5% for each day it is late. Work not submitted by the next class will be graded as zero.
1. Weekly Assignments—1000 points
* Chapter Self-Check Questions—Answer 1 question from each subset of questions in the chapter 300 points-(25 points for each chapter.) Due by 8 p.m. Sunday!
* “Reflections” Post and Replies-400 points (40 points for post, 5 points for each of 2 replies. 1 post each of the 8 weeks as assigned) Posts are due by 8p.m. Thursday and replies by 8 p.m. the following Sunday.
* Chapter Project (as assigned)—300 points (100 points each) Due by 8 p.m. Sunday!
1. Projects: 900 points Due by 8 p.m. Sunday
* Prezi 100 points
* Photostory 100 points
* Classroom Wiki Website 200 points
* Classroom Blog 100 points
* Interview 200 points
* Webliography 200 points
1. Clinical (Field) Hours-300 points. Complete 15 clinical observation hours and write a one page reflection for each setting. Submit the Observer Signature Sheet Picture and reflections on moodle. Post your hours on KFETS
2. Post-Test 100 points
3. Dispositions: The professor will complete a disposition evaluation of each student in the class.

***GRADING SYSTEM***

 ***Assignments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points***

 Weekly assignments 1000

 Projects 900

 Clinical Hours 300

 Post-Test 100

 Total: 2300

 ***Course Grading Scale\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

 93-100% A 2070 pts.

 85- 92% B 1955 pts.

 75- 84% C 1725 pts.

 65- 74% D 1495 pts.

 Below 65% F

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  | **Kentucky****Teacher****Standards****(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology****(Yes or No)** | **[ include full name of SPA/s]** | **CAEP** |
| Exams Obj: 1 -5 | KTS 1, 5.2, 6, 7.1 | 1.25.46.3 | 4,5,6 | 1,2,3 | Yes | 1A | 1 |
| [ Blogs Obj: 1-5 | KTS 1,5,6,7,8 | 1.26.3 | 1,4,5,7,8,9 | 1,2,4,5 | Yes | 1A,1C,2B, 3A, 3B, 3C, 3E,4C,4D,4E | 1,2 |
| [ CH Questions ]Obj: 1-5  | KTS 1, 6, 7 | 1.2 | 1,4,5,8 | 1-5 | Yes | 1 | 1 |
| [ Forums, Obj: 1-5 | KTS 1,6,7,8 | 6.3,8.1 | 1,3,4,5,7,8 | 1-5 | Yes | 1A, 1D, 3,4 | 1 |
| [ Wiki Work,]Obj: 1-5 | KTS 1,2,5,6,8 | 1.2,2.4,4.2,6.3 | 1-8 | 1-5 | Yes | 1, 2B, 3, 4A,4C,4D | 1 |
| Google Obj: 1-5 | KTS 1,2,5,6 | 1.2,2.2,2.4,3.3,4.2,5.4,6.3 | 1,4,5,6,7,8 | 1-3 | Yes | 1,3,4 | 1 |
| Prezi Obj: 1-5 | KTS 5,6,8 | 1.2,2.2,2.4,3.3,4.2,5.4,6.3 | 1,2,6,7,10 | 1,2,3 | Yes | 1,3,4 | 1 |
| GlogObj: 1-5 | KTS 1,2,4,6,9 | 1.2,2.4,3.3,,5.4,6.3 | 1,4,5,6,7,8 | 1-3 | Yes | 1-3 | 1 |
| Digital StoryObj: 1-5 | KTS 1,2,4,6 | 1.2,2.4,6.3 | 1,3,4,5,7,8 | 1-6 | Yes | 1-3 | 1 |
| WebliographyObj: 1-5 | KTS 7,9 | 5.4, 8.1 | 1,3,4,5,7,8,10 | 1,6 | Yes | 4 | 1 |
| InterviewObj: 1-5 | KTS 7-10 | 2.2,2.4,3.3,4.2,5.4,6.3,8.1 | 1-10 | 1-6 | Yes | 1-4 | 1,2 |

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| --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  | AMLE | **NCSS** | **NCTE** | **NCTM-Middle** | NSTA |  |
| Exams Obj: 1 -5 | 4b |  |  |  |  |  |
| [ Blogs Obj: 1-5 | 5c |  |  |  |  |  |
| [ CH Questions ]Obj: 1-5  | 2a |  |  |  |  |  |
| [ Forums, Obj: 1-5 | 2a, 5c |  |  |  |  |  |
| [ Wiki Work,]Obj: 1-5 | 2a, 4b, 4d, 5c |  |  |  |  |  |
| Google Obj: 1-5 | 2a, 4b, 4d, 5c |  |  |  |  |  |
| Prezi Obj: 1-5 | 2a, 4b, 4d, 5c |  |  |  |  |  |
| GlogObj: 1-5 | 2a, 4b, 4d, 5c |  |  |  |  |  |
| Digital StoryObj: 1-5 | 2a, 4b, 4d, 5c |  |  |  |  |  |
| WebliographyObj: 1-5 | 2a |  |  |  |  |  |
| InterviewObj: 1-5 | 5c |  |  |  |  |  |

ED 606 Digital Age Technology Assignments/Activities

Campbellsville University

Week 1:

1. Introductions in Forum, Syllabus,Assignments/ Activities
2. Online Pre-Test only available during 1st week!
3. Read chapters 1 and 2.
4. Create Poll Every Where Self-Check Quiz for Chapters 1 and 2 (6 questions from each chapter) and upload to class web site.
5. Do Chapter 1 Project from textbook pages 20-21 (1 category only) and post to class web site.

Week 2:

1. Review Chapters 1 and 2.
2. Read Chapter 3.
3. Create Kahoot CH 3 Self-Check quiz (10 questions) and share with dcheatham2683.
4. Do Chapter 3 Reflection #3 page 65 and post to discussion board. See copied statement below:



1. Post comments for 2 fellow students Reflection responses.
2. Create a Prezi ( Prezi.com/learn) for Figure 2 (DID Model) page 48 in book and upload shareable link in a WORD document to class web site.

Week 3:

1. Read Chapters 4 and 5.
2. Answer and upload Self-Check questions for chapters 4 and 5 (1 question from each subset).
3. Do Chapter 4 Reflection #1 and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Use Microsoft Photostory3 to tell a story about any topic you choose.  This could be an event such as a wedding, or about your family or job.  Include at least 15 images with appropriate music of your choosing.  Use transitions and captions to add appeal and insight to your story.  Have fun doing this!  Make sure you save the wmv version of the story and upload to the website.You may want to visit the Center for Digital Stories at http://www.storycenter.org/index1.html for ideas and examples. Also you might review the uses of digital stories in teaching and learning by completing a web search.

Week 4:

1. Read Chapter 6.
2. Answer and upload Self-Check questions for chapter 6 (1 question from each subset).
3. Do Chapter 6 Reflection #1and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Do Chapter 6 Learning Together #3 page 148 and upload to class web site.

Week 5:

1. Read Chapters 7 and 8.
2. Create 10 question Google forms quiz for chapters 7 and 8.
3. Do Chapter 8 Reflection #3 page 209 and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Create a Blog with Blogger (blogspot.com) that contains at least 2 real or make believe class activities such as field trips or assemblies. Insert pictures of students—real or off the net that go along with the activity. Also, upload your blog address to the class web site

Week 6:

1. Read Chapters 9 and 10.
2. Answer and upload Self-Check questions for chapters 9 and 10 (1 question from each subset).
3. Do Learning Together #3 (Glogster)page 240 and upload to class website.
4. Do Chapter 9 Reflection #1 page 240 and post to discussion board.
5. Post comments for 2 fellow students Reflection responses.

Develop a 20 item webliography consisting of at least 1 web site from each chapter in the text and as many other of your favorite web sites as needed. Be sure the site name is hyperlinked and the description gives the purpose and intended audience. An example is given below:

<http://exchange.smarttech.com/#tab=0>

This is a great source for technology integration in a lesson. This site has many downloadable smart notebook files that teachers can edit and use during a lesson. These files are very interactive, so students will have fun while learning different concepts. Teachers must have smart notebook on their computer in order to use this site, but it is worth the investment to have access to these interactive files.

Week 7:

1. Read Chapters 10 and 11.
2. Answer and upload Self-Check questions for chapters 10 and 11 (1 question from each subset).
3. Choose a reflection topic from Chapter 10 or 11 and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Create a Classroom Website Wiki using Wikispaces.com that contains the pages shown in the text instruction file on the moodle website. Be creative in designing your pages. Post your Wiki url to the class website forum. Follow the rubric guidelines for academic web sites in the rubric on page 234 in the text.

Week 8:

1. Read Chapters 12.
2. Answer and upload Self-Check questions for chapter 12 (1 question from each subset).
3. Choose a reflection topic from Chapter 12 and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Do Chapter 12 Project-Self Assessment pages 319-320. Do only Part 1.
6. Use the Technology Interview Question file to interview an administrator or technology support specialist. Upload your results to the class web site.
7. Online Post-Test—Only available during last week of course
8. Course Evaluation

**Kentucky Educational Teacher Standards—Students will show proficiency at the Advanced Performance level for KETS 6.1-6.5.**

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders

6.5 Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology

KTS Diversity Proficiencies Addressed

1.4 Guides students to understand content from various perspectives

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

# **NETS -National Educational Technology Standards for Teachers 2008**

# **The student will show proficiency in all NETS for teachers.**

**1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

|  |  |
| --- | --- |
| a. | promote, support, and model creative and innovative thinking and inventiveness. |
| b. | engage students in exploring real-world issues and solving authentic problems using digital tools and resources. |
| c. | promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. |
| d. | model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. |

**2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

|  |  |
| --- | --- |
| a. | design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. |
| b. | develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. |
| c. | customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. |
| d. | provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching. |

**3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

|  |  |
| --- | --- |
| a. | demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. |
| b. | collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. |
| c. | communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. |
| d. | model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. |

**4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

|  |  |
| --- | --- |
| a. | advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. |
| b. | address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. |
| c. | promote and model digital etiquette and responsible social interactions related to the use of technology and information. |
| d. | develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools. |

**5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

|  |  |
| --- | --- |
| a. | participate in local and global learning communities to explore creative applications of technology to improve student learning. |
| b. | exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. |
| c. | evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. |
| d. | contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community. |

CAMPBELLSVILLE UNIVERSITY

**SCHOOL OF EDUCATION**

***“Empowerment for Learning”***

######  Academic Integrity

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (Student Handbook, p. 39)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

***DISABILITIES:***

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Notice: Any student with a disability or mental condition that may require special assistance or accommodations should discuss these with the instructor at the beginning of the semester.**