

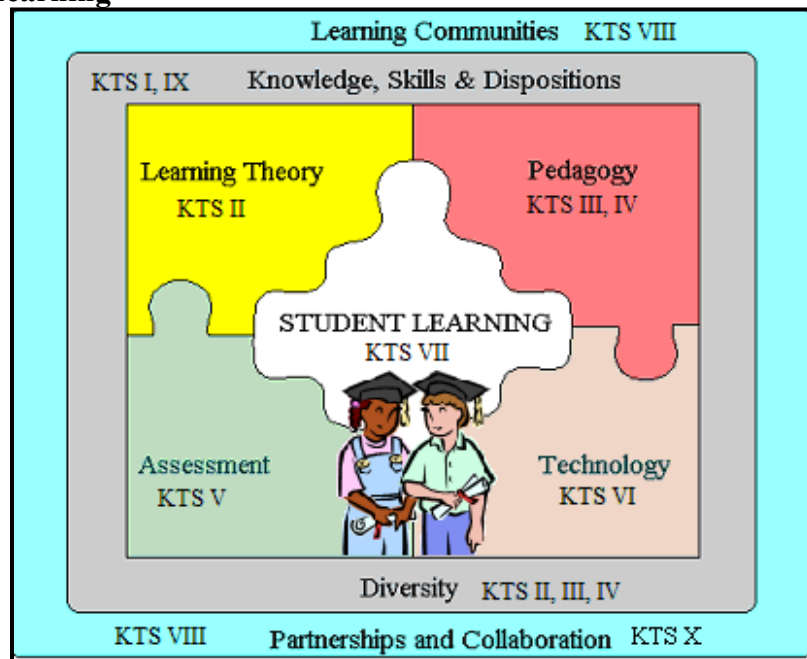
Education 310 Syllabus Spring 2019 Instructional Technology

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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.

Instructional Technology Course Design

Text: You may use any style: **Custom Bound, Loose Leaf, paperback or eBook.**

Integrating Educational Technology into Teaching (8th edition), Roblyer, ISBN10: 0134746414

Course Description: *This course explores instructional technology as hands on aids to teaching and learning. Included is instruction in the usage of various technologies with linked learning elements such as developmental and cognitive change in the classroom.*

While this course uses such tools as Microsoft Office (Word, PowerPoint, Access, Excel, Access), it is assumed the mechanics of using such software has been acquired in prerequisite courses. This developmental study deals with pedagogical aspects of using technology in the classroom for teachers in all public school disciplines. Coursework is designed to introduce prospective teachers to the Instructional Technology program at Campbellsville University, one committed to preparing P-12 teachers who know the content of their field, promote professional and pedagogical knowledge, demonstrate acquired skills, applying them in such a way all students learn (NCATE, 2000).

Required Materials and Tools: *Each student will purchase a flash/USB storage device for both storage of current work and backup of completed assignments.*

Online students will need access to a video camera and headset with microphone to participate in synchronous class meetings where presentations will be given.

Course Objectives:

This course will provide both introductory and advanced technology tools for student seeking teacher certification. The critical issue is the ability of a student to integrate technology in lesson design and classroom presentations to enhance both teaching and learning.

At the conclusion of the course, a student should be able:

1. *to meet and enhance the Kentucky and National standards for technology*
2. *to develop an awareness of resources available for technology.*
3. *to enhance understanding of implementing technologies into the classroom.*
4. *to develop understanding of barriers in implementing instructional technologies.*
5. *to develop a sound legal and ethical responsibility toward technology.*

Course Requirements and Project assignments:

- 1) *Students will become familiar with the most recent hardware and software being used in education today and how to integrate it successfully into the curriculum.*
- 2) *Students will complete a rationale that gives evidence of meeting all ISTE-NET Technology standards.*
- 3) *Students will learn and develop activities using a Classroom Management System such as Google Classroom .*
- 4) *Students will show knowledge of locating online resources for integrating technology. This includes interactive software files, rubrics, lesson plans, etc.*
- 5) *Students will create interactive smart or promethean files and use during their TPA lesson teaching and in class teaching.*
- 6) *Student will research and present articles related to technology in education and present the article utilizing PowerPoint or Prezi presentation software.*
- 7) *Students will create a PowerPoint presentation on a topic in his/her content area.*
- 8) *Students will use the web to find, use, and evaluate software for course development and assessment.*
- 9) *Student will demonstrate the ability to work with word processing, spreadsheet and presentation software.*

- 10) *Students will prepare an in-class lesson on a chapter in the textbook utilizing current presentation and testing software. FTF students will teach the lesson to their classmates. Online students will teach using Adobe Connect at an agreed upon time.*
- 11) *Students will develop a Teacher/Class Website using Google Sites or similar website software. See handout for details.*
- 12) *Students will create and use a blog weekly that contains a post of major activities completed during the week.*
- 13) *Students will create a make-believe classroom blog containing 2 posts that shows possible class activities including pictures and descriptions of the events covered.*
- 14) *Students will learn to use software to edit videos and complete their CAP 2 video..*
- 15) *Students will learn several different assessment programs including Google Forms, Kahoot, Quizizz, Quizlet, Socrative, Poll EveryWhere and others.*
- 16) *Students will prepare and teach a TPA lesson, aligned with his/her content KAS, integrating technology to meet his/her goals and objectives using appropriate SOE forms. Students must submit the video of the taught lesson. See handout for details*
- 17) *Students will demonstrate competency during 3 tests which includes objective questions plus hands-on activities and a final website presentation.*
- 18) *SOE attendance guidelines (see below) will be utilized in the class.*

Clinical Hours):

P-12 Students are required to complete 20 clinical hours. P-5 students must complete 15 clinical hours. Students will keep a reflective journal on all clinical experiences. All observations must be documented with appropriate signatures and reflections and must be in by the due date to receive credit. The original signature sheet must be submitted (No copies allowed). These hours must be entered in the KFETS database. Students must develop and teach a TPA lesson with at least 10 hours of field experience in the approved classroom. Students must observe and document at least 2 settings where assistive and adaptive technology is being used in a diverse environment.

Pre-Professional Development

The requirements of PPDs have changed; they are no longer course requirements. Instead, candidates admitted in the School of Education or taking education courses are required to attend a minimum of two pre-professional development seminars each semester and complete the Professional Development Log. Candidates will bring this log to education advising sessions.

Aligned with Assessment (point values)	KTS Diversity Indicators	InTASC	ILA Standards	CAEP
Exams 300 pts Obj: 1 -5	1.2 5.4 6.3	6c,6e,6h,6i		1.1- 1.5,3.5,4.1
[Article Presentation, 100 pts] Obj: 1-5	1.2 2.4 3.3	5c,5k,5l,9f		1.5,2.1,2.3
[Concept Maps,20 pts.] Obj: 1-4	1.2 2.4 6.3	2a,4g,5l,7k		1.5,2.1,2.3
[Blogs 100 pt. value] Obj: 1-5	1.2 6.3	1c,10e,10g,10n	5.1	1.1,2.1- 2.3,
[CH TIP, 80 pt. value] Obj: 1-5	1.2	4g,4j,4o		1.1-1.5
[Forums, 10 pt. value] Obj: 1-5	6.3,8.1	1c,10e,10g,10n,3m		1.1,2.1- 2.3,

[Smart Notebook Work, 60 pt. value] Obj: 1-5	1.2,2.4,3.3, 4.2,6.3	1d,2h,3g,4g,5c7k,8g,8n,8o,3m		1.1-1.5
[WebsiteWork, 230 pt. value] Obj: 1-5	1.2,2.4, 4.2,6.3	1c,10e,10g,10n,3m	2.3 3.2 4.3	1.1,2.1-2.3,
WORD 25 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	5c,5l,7k8q,		1.1-1.5
EXCEL 140 pts. Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	3j,3m,5k,5l,7m,3g,3h,4g,5c		1.1-1.5
Publisher 20 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	5c,5l,7k8q,		1.1-1.5
Rubrics 40 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	3b,3c,5d,5f,6f,8b,8c		1.1-1.5
Instructional Software 50 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	7b,7k,8g,8n,8o,3m	2.3 4.3	1.1-1.5
Google 100 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4,6.3	1c,3a,3b,3c,3e,3h,6c,7a,7e,8b,8c,9(a-d),10(a-g),3m	2.3 3.2 5.1	1.1,2.1-2.3,
Video Editing 250 pts Obj: 1-5	1.2,2.4, 3.3,,5.4,6.3	3h,3m,4g,5c,5k,5l,7k,8n,8o,8r		1.1-1.5
Digital Story 50 pts. Obj: 1-5	1.2,2.4,6.3	3h,3m,4g,5c,5k,5l,7k,8n,8o,8r		1.1,2.1-2.3,
STD 6 Rationale 50 pts. Obj: 1-5	5.4, 8.1	3j,3m,5k,7k,8n,8o,10n,7m,8q,8r	6.2	1.1,2.1-2.3,
Field Hours 400 pts. Obj: 1-5	2.2,2.4,3.3, 4.2,5.4,6.3,8.1	7(a-f),7k,10(a-g),10n	2.3 3.2 5.1	1.1-1.5,2.1-2.3,,3.3-3.6,4.2,5.5
PPD 50 pts Obj: 1-5	2.4,6.3	9(a-f)	6.2	1.1-1.5,2.1-2.3,,3.3-3.6,4.2,5.5
TPA Lesson Taught 250 pts Obj: 1-5	1.2,2.2,2.4, 3.3,4.2,5.4, 6.3, 8.1	1c,1d,2(a-f),2(l-o)3(a-r),4(a-r),5c,5k,5l,6(a-v),7(a-q),8(a-s)10(a-t)	2.3 3.2 4.3 5.1	1.1-1.5,2.1-2.3,,3.3-3.6,4.2,5.5

PROFESSIONAL STANDARDS addressed in this course:

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC) KTPS/InTASC 1 Learner Development
 KTPS/InTASC 2 Learner Differences
 KTPS/InTASC 3 Learning Environments
 KTPS/InTASC 4 Content Knowledge

KTPS/InTASC 5 Application of Content
 KTPS/InTASC 6 Assessment
 KTPS/InTASC 7 Planning for Instruction
 KTPS/InTASC 8 Instructional Strategies
 KTPS/InTASC 9 Professional Learning and Ethical Practice
 KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

International Literacy Association (ILA)

Standard 1 Foundational Knowledge
 Standard 2 Curriculum and Instruction
 Standard 3 Assessment and Evaluation
 Standard 4 Diversity
 Standard 5 Literate Environment
 Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP)

Standard 1 Content and Pedagogical Knowledge
 Standard 2 Clinical Partnerships and Practice
 Standard 3 Candidate Quality, Recruitment, and Selectivity
 Standard 4 Program Impact
 Standard 5 Provider Quality Assurance and Continuous Improvement

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

PERFORMANCE CRITERIA: *The extent to which the teacher:*

- 1) *Operates a multimedia computer and peripherals to install and use a variety of software.*
- 2) *Uses terminology related to computers and technology appropriately in written and verbal communication.*
- 3) *Demonstrates knowledge of the use of technology in business, industry, and society.*
- 4) *Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.*
- 5) *Creates multimedia presentation using scanners, digital cameras, and video cameras.*
- 6) *Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.*
- 7) *Use computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.*
- 8) *Requests and uses appropriate assistive and adaptive devices for students with special needs.*
- 9) *Designs lessons that use technology to address diverse student needs and learning styles.*
- 10) *Practices equitable and legal use of computers and technology in professional activities.*
- 11) *Facilitates the lifelong learning of self and others through the use of technology.*
- 12) *Explores, uses, and evaluates technology resources: software, applications, and related documentation.*
- 13) *Applies research-based instructional practices that use computers and other technology.*
- 14) *Uses computers and other technology for individual, small group, and large group learning activities.*
- 15) *Uses technology to support multiple assessments of student learning.*
- 16) *Instructs and supervises students in the ethical and legal use of technology.*

Disability Statement:

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.

Plagiarism Policy

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." (2015-17 Bulletin Catalog). 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.

***** School of Education Attendance Policy:*****

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday _____ courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016;

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards.

Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.