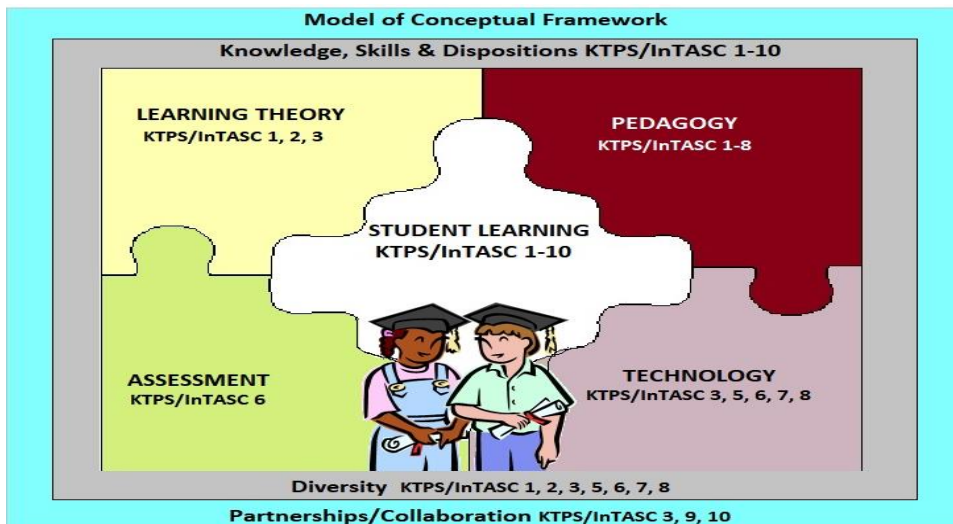


Education 685

Digital Age Technology Technology—Asynchronous (No Weekly Chats!)

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School of Education Conceptual Framework “Empowerment for Learning”



Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- * Knowledge and skills
- * Caring Dispositions, including respect for diversity
- * Commitment to life-long learning in a global society-
- * Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education.

Text (required): Teaching and Learning with Technology, with Revel -- Access Card Package (6th Edition) (What's New

in Instructional Technology) 6th Edition by Judy Lever-Duffy (Author), Jean McDonald (Author) ISBN: 0134401204
Most choose the Loose Leaf version but you may choose the eTextbook version for a cheaper deal.

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.
- Grades will 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. Monday!
 - “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 Monday.
 - Chapter Project (as assigned)—300 points (100 points each) Due by 8 p.m. Monday!
 - 2) Projects: 900 points Due by 8 p.m. Monday of the following week.
 - Prezi 100 points
 - Photostory 100 points
 - Classroom Website 200 points
 - Classroom Blog 100 points
 - Interview 200 points
 - Webliography 200 points
 - 3) Clinical (Field) Hours-300 points. Complete 15 clinical observation hours and write a one page reflection for each setting. Submit the Original Observer Signature Sheet by mail and post a picture of the signature sheet and reflections on moodle. Post your hours on KFETS also. If you are a classroom teacher you are exempt from observation hours but still need to write a reflection of how you are using technology throughout the year.
 - 4) Post-Test 100 points
 - 5) Dispositions: The professor will complete a disposition evaluation of each student in the class.

GRADING SYSTEM

<u>Assignments</u>	<u>Points</u>
Weekly assignments	825
Projects	900
Clinical Hours	300
Post-Test	100
Total:	2125

<u>Course Grading Scale</u>		
93-100%	A	1975 pts.
85- 92%	B	1800 pts.
75- 84%	C	1590 pts.
65- 74%	D	1380 pts.
Below 65%	F	

Kentucky Teacher Performance Standards (InTASC)

- KTPS 1 Learner Development
- KTPS 2 Learner Differences
- KTPS 3 Learning Environments
- KTPS 4 Content Knowledge
- KTPS 5 Application of Content
- KTPS 6 Assessment
- KTPS 7 Planning for Instruction
- KTPS 8 Instructional Strategies
- KTPS 9 Professional Learning and Ethical Practice
- KTPS 10 Leadership and Collaboration

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

Aligned with	→ InTASC	ILA Standards	Technology (Yes or No)	[include full name of SPA/s]	CAEP	TLMS
Exams Obj: 1 -5	4,5,6	1,2,3	Yes	1A	1	3C, 4E, 6B, 7D
[Blogs Obj: 1-5	1,4,5,7,8,9	1,2,4,5	Yes	1A,1C,2B, 3A, 3B, 3C, 3E,4C,4D,4E	1,2	3C, 4E, 6B, 7D
[CH Questions] Obj: 1-5	1,4,5,8	1-5	Yes	1	1	3C, 4E, 6B, 7D
[Forums, Obj: 1-5	1,3,4,5,7,8	1-5	Yes	1A, 1D, 3,4	1	3C, 4E, 6B, 7D
[Wiki Work,] Obj: 1-5	1-8	1-5	Yes	1, 2B, 3, 4A,4C,4D	1	3C, 4E, 6B, 7D
Google Obj: 1-5	1,4,5,6,7,8	1-3	Yes	1,3,4	1	3C, 4E, 6B, 7D
Prezi Obj: 1-5	1,2,6,7,10	1,2,3	Yes	1,3,4	1	3C, 4E, 6B, 7D
Glog Obj: 1-5	1,4,5,6,7,8	1-3	Yes	1-3	1	3C, 4E, 6B, 7D
Digital Story Obj: 1-5	1,3,4,5,7,8	1-6	Yes	1-3	1	3C, 4E, 6B, 7D
Webliography Obj: 1-5	1,3,4,5,7,8,10	1,6	Yes	4	1	3C, 4E, 6B, 7D
Interview Obj: 1-5	1-10	1-6	Yes	1-4	1,2	3C, 4E, 6B, 7D

Teacher Leader Model Standards

- Domain I: Fostering a collaborative culture to support educator development and student learning
- Domain II: Accessing and using research to improve practice and student learning
- Domain III: Promoting professional learning for continuous improvement
- Domain IV: Facilitating improvements in instruction and student learning
- Domain V: Promoting the use of assessments and data for school and district improvement
- Domain VI: Improving outreach and collaboration with families and communities
- Domain VII: Advocating for student learning and the profession

ED 685 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 a Kahoot Quiz for Chapters 1 and 2 (6 questions from each chapter) and upload to class web site. Your questions should cover the main content of the chapter.
5. Do Chapter 1 Project from textbook pages 20-21 **Do only 3 tools total** from the areas of teacher administrative tasks, presentation, lesson prep, and/ or communications and post to class web site.

Week 2:

1. Review Chapters 1 and 2.
2. Read Chapter 3.
3. Create a Google Forms CH 3 quiz (10 questions) and upload link to moodle. Your questions should cover the main content of the chapter.
4. Do Chapter 3 Reflection #3 page 65 and post to discussion board. See copied statement below:

3. Assume that the teacher in the next classroom is a computer enthusiast. She creates most of her lessons around the use of the computers and software she has available in her classroom. Do you believe this is an appropriate approach to instruction? Why or why not?

5. Post comments for 2 fellow students Reflection responses.
6. 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. Create Quizizz Self-Check Quiz for Chapters 4 and 5 (6 questions from each chapter) and upload to class web site. Your questions should cover the main content of the chapter.
3. Do Chapter 4 Reflection #1 on Universal Design 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. Create a Poll Everywhere CH 6 quiz (10 questions) and upload link to moodle. Your questions should cover the main content of the chapter.
3. Do Chapter 6 Reflection #1 on Most Wanted Classroom Technology and post to discussion board.
4. Post comments for 2 fellow students Reflection responses.
5. Do Chapter 6 Learning Together #3 page 148 on Evaluating 3 Favorite Classroom Computer Hardwares Using three Evaluation Rubric in the chapter and upload to class web site.
6. 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 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 on Tablet use-BYOD policies 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

Due to a shortage of time, Chapter 9 is being left for your personal study. There are no assignments for chapter 9.

Week 6:

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 (Google Sites or other free website software) that contains the pages shown in the text instruction file on the moodle website. Be creative in designing your pages. Post your website url to the class website forum. **MAKE SURE YOUR WEBSITE IS SET TO PUBLIC SO ANYONE CAN VIEW IT!!** Follow the rubric guidelines for academic web sites in the rubric on page 234 in the text.

Week 7:

1. Read Chapter 12.
2. Create a Quizlet set of 10 flash cards for Chapter 12) and upload link to moodle. Your flash cards should cover the main content of the chapter.
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 Be honest in your assessment. Your reflection should be well thought out and written.
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

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.

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.
develop technology-enriched learning environments that enable all students to pursue their
- b. 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.
provide students with multiple and varied formative and summative assessments aligned
- d. 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:

- advocate, model, and teach safe, legal, and ethical use of digital information and
- a. 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.

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 270-789-5450 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.