

UTTC Teacher Education

EDU 288 TECHNOLOGY IN EDUCATION

Course Information

Credit Hour: 3
Semester/Year: Spring 2017
Class Location: ED B03
Time: 9 - 10:30 AM T/Th

Instructor Information

Name of Instructor: Lezlie McElwee
Phone: #1752 cell (701) 400-6782
E-Mail: lmcElwee@uttc.edu
Office Location: Education Building
123

Required Textbooks:

Required Text: Lever-Duffy, J. & McDonald, J. (2015). Teaching and Learning with Technology (5th Edition). Pearson.

Required Storage Media: Any USB Flash Drive with at least 256 MB. All of your personal files, projects, and related data will need to be stored on this device and not on our lab computers.

Course Description:

This course will enable the student to facilitate learning with technology in the classroom setting. By exploring current theories of computer pedagogy, the student will plan, design, review and analyze specific lesson plans using technology in the elementary classroom. The student will locate and evaluate appropriate technology resources to be used in the elementary classroom. The student will become familiar with the federal guidelines for educators using information obtained from the Internet. The students will identify the social, legal, and ethical issues related to implementing technology in elementary education.

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

Course Rationale:

The focus of this course is to assist the teacher education candidate in developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to elementary and middle school teaching environments. Students will gain expertise in (1) the selection of appropriate instructional technologies and digital media for use in the classroom, (2) the production of technology-based instructional materials and (3) the evaluation and validation of a variety of electronic information sources.

Outcomes/Standards Alignment	*ISTE NETS*T	**UTTC I.L.O.	***TED Program Goals	Activity/Evidence
1. Use terminology related to computers and technology appropriately in written and oral communications.	1	2, 3, 4, 5	9	Reflections Blog Postings Class Discussions
2. Use digital imaging devices such as scanners, digital cameras, and	5	2, 4, 5	5, 7	Portfolio Newsletters Photoshop

digital video cameras with computer systems and software.				
3. Use computer-based technologies to create multimedia instruction and/or web-based instruction.	5	2, 3, 4, 5	4, 5, 7	Active Inspire Lesson
4. Use online resources to access information and enhance personal and professional productivity.	5	2, 3, 4, 5	9	Using Internet Searches
5. Use computers to enhance students' ability to problem solve, collect, and analyze information.	2, 3	2, 3, 4, 5	9	Collaborative Activity Structures
6. Use computers to manage information, communicate, and provide technology- enhanced instruction.	4, 5	2, 3, 4, 5	5, 7	Spreadsheets Newsletters Smart Board/Active Board
7. Demonstrate knowledge of equity, ethics, legal, and human issues concerning the use of computers and technology.	6	2, 3, 4, 5	9	Copyright Info Reflections Blog Postings Class Discussions
8. Explore, evaluate, and use computer/technology resources including commercial and educational software.	2, 3	2, 3, 4, 5	4, 5, 7	Software Review
9. Design, deliver, and assess student learning activities that integrate instructional technology for a variety of student group strategies and for diverse student populations.	2, 3, 4	2, 3, 4, 5	9	Power Point Games Assistive Technology Prezi
10. Select, evaluate and integrate various types of educational and instructional software.	2, 3	2, 4, 5	5, 7	Software Review
11. Assess the effects of current level of technology implementation, the obstacles to technology integration, and the potential of technology to enhance teaching and learning in the future.	2, 3	2, 3, 4, 5	4, 5, 7	Futures discussion

*ISTE National Educational Technology Standards for Teachers (ISTE: NETS*T)

http://cnets.iste.org/teachers/t_stands.html

**UTTC Institutional Learner Outcomes

***UTTC Teacher Education Department Program Goals

Class Participation

Attendance and participation in this course are expected and valued. You are responsible for the content of any presentation, discussion, or project demonstration that is missed and ensuring that assignments are turned in on time. Due to the nature of technology and this course, no class session can be made up. Students are responsible for any missed class (for any reason).

Please save email, Facebook, and personal matters until after class and use the technologies in class only for enhancing class discussion.

Policies

Course Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit if it is accepted at all.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Policy for Grade of Incomplete

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the teacher and the student about how the course can be completed. **Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable emergencies, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A minimum of a 'C' grade is required for the student to receive an Incomplete.** Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work.

Advisors may report an incomplete grade when the student is unable to complete the course because of reasons beyond his/her control. Such reasons constitute personal illness, a death in the family, or other unforeseeable emergencies. A "last-ditch effort" by the student to complete the course with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade. It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. **Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The student must have a minimum of a 'C' grade at the time the Incomplete is required.** The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F."

ELEMENTARY EDUCATION STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2017)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.2 Curriculum 2i. Connections Across the Curriculum Program Outcome 2 (AAS) 2. Apply relevant educational technology.	Active/Smart Board Lesson	Lesson from Promethean Planet and/or Active Inspire and Peer Evaluation

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division’s conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Program Outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates’ belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Below	60%

PROJECTS AND ASSIGNMENTS

There will be an assignment assigned and started in class during every Tuesday session. The assignment is due the following Tuesday. These assignments cannot be made up if you are absent.

All assignments for this course (when applicable) are to be word-processed, constructed according to APA guidelines, thoroughly edited, and submitted electronically in accordance with established guidelines. Unedited work will not be accepted.

All assignments are due at the start of class on the due date. All assignments submitted after the start of class will be considered late and will **not** receive full credit.

The disclaimer - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.

1. Blog
2. Newsletters
3. Photoshop
4. Active Inspire Lesson
5. Internet Searches
6. Spreadsheets
7. Newsletters
8. Smart Board/Active Board
9. Copyright Info
10. Brochures
11. Software Review

Class Schedule-Tentative Outline

Week	Date	Topic	Readings /Assignment	Field Experience (If Applicable)	Assignments Due
1	1/9/17	Syllabus, Course Overview, Introductions Technology, Teaching, and You	Chapter 1 Blog Set up an account on www.blogger.com Download Picture		
2	1/16/17	Blog Technology, Teaching, and You	Chapter 1 Blog Create a blog Write a Test Post Change Blog Template		Blog Progress
3	1/23/17	Blog Technology and Learning	Chapter 2 Blog Customize your Blog Template Content Get your blog out There Widgets		Blog Progress
4	1/30/17	Parent Letter- Microsoft Word Class List Planning for Technology Integration	Chapter 3 Create a parent letter explaining the field trip to the Heritage Center Create a class list of the student attending the field trip		Blog Assignments Due
5	2/6/17	Newsletter- Microsoft Word Technology for Diverse Learners	Chapter 4 Create Newsletter for the Month of February Design Images		Parent Letter and Class List Due

6	2/13/17	Newsletter- Microsoft Word Technology for Diverse Learners	Chapter 4 Newsletter for the Month of February Content		
7	2/20/17	Brochure Schools and Technology	Chapter 5 Create a brochure template Pick topic areas/ Heritage Center		Newsletter Due
8	2/27/17	Brochure Technology in the Classroom	Chapter 6 Brochure Content and Images		
9	3/6/17	Active Inspire Software for Teacher Tasks	Chapter 7		Brochure Due
10	3/20/17	Active Board Activity Software for Active Learning	Chapter 8		Active Board Activity
11	3/27/17	Smart Board Activity Software for Active Learning	Chapter 8		Smart Board Activity
12	4/3/17	Virtual Field Trips			Explore Virtual Field Trips
13	4/10/17	Internet Searches Teaching, Learning, and the Web	Chapter 9		Present a Virtual Field Trip
14	4/17/17	Photoshop	Chapter 10		

		Technology for Distance Delivery			
15	4/24/17	Jeopardy Technology in Schools: Implementation Issues	Chapter 11		Jeopardy Games Due
16	5/1/17	Presentations Technology in Tomorrow's Schools	Chapter 12		

Syllabus Acknowledgement

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Technology in Education

Course Number: EDU 288 **Credit**

Hours: Three (3)

Instructor: Lezlie Mc Elwee

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Print Name

Student signature

Date