



# UNITED TRIBES TECHNICAL COLLEGE

## EDU 288 Technology in Education Syllabus Spring 2018

### Instructor and Class Information

<b>Instructor Name</b>	Lezlie McElwee
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<b>Office Location</b>	Main Education Building 123
<b>Office Hours</b>	Monday, Wednesday, & Friday 1:00 - 5:00 PM
<b>Section Number</b>	A
<b>Start Date</b>	1/9/2018
<b>End Date</b>	5/4/2018
<b>Meeting Times</b>	Monday & Wednesday 11:00 - 11:50 AM
<b>Location</b>	Main Education Building B03

### Course Information

<b>Course Number</b>	EDU 288
<b>Course Title</b>	Technology in Education

#### 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.

<b>Total Credits</b>	2.00
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### Textbooks

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

## Course Objectives

1. The learner will plan, design, review and analyze effective unit plans supported by technology as evidenced by the completed assignment.
2. The learner will identify the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and model appropriate practice with 90% accuracy.
3. The student will develop his/her computer literacy skills through the construction, evaluation, analysis, and demonstration of technologically enhanced unit lesson plans with 80% accuracy.
4. The learner will prepare, analyze, and present of a final lesson plan portfolio as evidenced by the completed project.

### 1.Grading Scale

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

### Evaluation Criteria

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

**50% Projects & Assignments      30% Course Participation      20% Tests/Quizzes**

### Submissions of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

### 2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

### 3.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.

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

Student grades will be impacted by the frequency and quality of participation in class.

#### **4. Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her 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 are 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.

#### **5. Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. 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 during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

#### **6. Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

#### **7. 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 for you; and you cannot copy an assignment from a student who took the

same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

## **8. 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 Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

## STANDARDS & OUTCOMES

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

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3d. Active Engagement in Learning	Smart Board Activity and Peer Teach	Smart Board- Smart Lab Activity

## United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance.

They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their

Respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

## Class Schedule

Date/Session	In Class Topic	Assignment/ Project
Week 1	Syllabus, Course Overview, Introductions  Technology, Teaching, and You	Chapter 1 Blog Set up an account on www.blogger.com Download Picture
Week 2	Blog  Technology, Teaching, and You	Chapter 1 Blog Create a blog Write a Test Post Change Blog Template
Week 3	Credibility of Websites	Chapter 2 Blog- Customize your Blog Template Content- Get your blog out there Widgets
Week 4	Parent Letter- Microsoft Word Excel- 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
Week 5	Newsletter- Microsoft Publisher  Technology for Diverse Learners	Chapter 4 Create a newsletter for the Month of February Design Images, content, design
Week 6	Plickers- Technology and Assessment	Create an assessment and present to peers using Plickers
Week 7	Brochure  Schools and Technology	Chapter 5 Create a brochure template Pick topic areas/ Heritage Center
Week 8	Brochure  Technology in the Classroom	Chapter 6  Brochure Content and Images

Date/Session	In Class Topic	Assignment/ Project
Week 9	Websites for Teacher Tasks  Websites for Student Tasks	Chapter 7
Week 10	SPRING BREAK	NO CLASSES
Week 11	Smart Board Activity  Software for Active Learning	Chapter 8  Smart Lab Activity
Week 12	Virtual Field Trips	Nerpod Expeditions
Week 13	Internet Searches  Teaching, Learning, and the Web	Chapter 9  Present Virtual Field Trip
Week 14	Pic Collage Photoshop	Chapter 10
Week 15	Jeopardy  Technology in Schools: Implementation Issues	Chapter 11
Week 16	Jeopardy Presentations  Technology in Tomorrow's Schools	Chapter 12
Week 17	FINALS WEEK	

## **Projects and Assignments:**

There will be an assignment assigned and started in class during every Monday session. The assignment is due the following Monday. 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.

## **Assignment Topics:**

- Blog
- Newsletter (Microsoft Publisher)
- Internet Searches
- Smart Board/Active Board Lesson (Smart Lab)
- Authoritative, Credible, and Appropriate Websites
- Brochure (Microsoft PowerPoint)
- Applications (iPad)
- Virtual Field Trips (Nerpod, Expeditions)
- Assessments
- Parent Letter (Microsoft Word)