

ITEC 2360
Teaching with Technology
(Web-Enhanced Course – Moodle4Me)

Fall 15, Sections 1 & 2



Course & Instructor Information

Total Credit Hours: 3

Lecture Hours: 3

Days: Tuesday & Thursday

Class Time: Sec 1: 9:30-10:45 a.m. **Room:** LH 152
Sec 2: 2:30-3:45 p.m.

Instructor: Renee Griffith

Office Location: LH 151D

Office Hours: Monday 3-4; Tuesday, 12-1 p.m. & 4-6 p.m.; & Friday 8:45-10:45 a.m. or by appointment

Course Description & Prerequisites

This course is an introduction to effective utilization of computers and other instructional technologies to enhance instruction and student learning. Also includes software/hardware selection; integrated, professional, and instructional applications as applied to all areas and levels of P-12 education.

EDFD 2020, Foundations of Education; Education majors are also advised to take ITEC 2360 **prior to or concurrently** with *EDUC 2100, Public School Practicum* depending upon technological literacy skill level.

These basic skills are required to be successful in this course:

- Basic keyboarding skills (at least 25 wpm)
- Basic knowledge of computer operation and file management
- **Basic knowledge and understanding of chosen K-12 content area and instructional lesson development**

Technical Knowledge Prerequisites: Before participating in this course, you should be comfortable performing the following tasks with a computer:

Access the Internet and using a web browser to navigate and open links; Create and edit documents including copying and pasting text from one document to another in various programs; Receive and send emails with attachments; downloading and opening attached files;

Course Goals/Objectives

This class will introduce students to a variety of technologies and simulate the conditions under which educators typically teach with technology and how students can utilize technology in learning. We will discuss issues, engage in activities, and complete assignments related to the successful use and integration of technologies in classroom for teaching and learning in a variety of content areas. We will also discuss how technologies can assist in daily administrative teaching responsibilities. The course includes learning more about technology tools and appropriate application for quality student content learning and to meet NETS-T. Course goals are also aligned with ISTE – International Society of Technology in Education, 2007 and NETS-T – National Educational Technology Standards for Teachers and teacher awareness of the NETS-S (for students) that should be met through quality technology integration in learning.

Upon completion of this course, students will be able to:

- Effectively integrate educational technologies to enhance the presentation of information;
- Access, evaluate, analyze, and synthesize educational software, Internet and library resources;
- Evaluate the appropriateness of digital media used for communication and learning;
- Identify ethical, legal, and societal issues that pertain to educational technologies in the K-12 environment;
- Engage in professional conversations regarding appropriate instructional use of educational technology
- Determine if technology tools are used to engage, enhance or extend learning for students and apply teaching strategies appropriately for learning activities

Specific CC General Education Outcomes:

- Use appropriate technology and information to conduct research
- Demonstrate knowledge of diverse cultures and historical perspectives

Student Work: Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work

Course Outcomes

Outcomes are based upon the National Educational Technology Standards for Teachers NETS-T (International Society for Technology in Education, [ISTE], 2008). These standards are also cross listed with CAEP Standard 1 and INTASC Standards 1-10. Upon completion of this course, students will proficiently...

- Design lessons and adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (Standards 5 & 7)
- Demonstrate cultural and socio-economic awareness and biases (Standards 3 & 9)
- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (Standard 5)
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (Standard 9 & 10)
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (Standards 3, 6, & 7))
- 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 (Standard 8 & 9)
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information (Standard 9)

- 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 (Standards 6 & 8)
- Students will create and maintain a professional electronic portfolio (*myefolio*) that will be utilized throughout their education program here at Casper College. The *myefolio* will include artifacts and information pertaining to each student's demonstration of pedagogy and content knowledge/skills, dispositions (evaluations), reflection, as well as outcomes aligned to CAEP and INTASC standards. Your *myefolio* will be a *working* portfolio characterized by your ongoing systematic collection of selected work in courses, evidence of community and professional activities, and reflection of those experiences. See *(myefolio) section below. (All NETS-T Standards and INTASC 9 & 10)

You are encouraged to discuss projects with others, establish support networks, continuously gather technology tips, and gain insights/ideas for assignment completion. However, you must submit your own, original work.

Methodology & Student Evaluation

Evaluation Criteria:

Daily Assignments	Satisfactory/Unsatisfactory*	<u>Grading Scale:</u>	
Participation, Discussion & Attendance	160 (16 weeks x 10 pts)	A	93-100%
Lesson Plan Development	100 (incl. peer review)	B	85-92%
Final Lesson Project & Presentation	350	C	77-84%
myefolio (midterm & final stage)	<u>800</u>	D	69-76%
		F	68 % or below
<i>Total Points</i>	<i>1410</i>		

*Daily Assignments are eligible for resubmission within timelines – mastery is the goal!

Required Materials

1. *Technology Integration for Meaningful Classroom Use*. 2nd ed., Cennamo, Ross & Ertmer. Cengage Learning; **REQUIRED**
2. *Connected from the Start: Global Learning in the Primary Grades*, Kathy Cassidy, Powerful Learning Practice; **ebook only** (order online at: <http://plpnetwork.com/connectedkids>); **REQUIRED**
3. One USB flash drive (at least 4GB; dedicated for this course; backup your files weekly using DropBox.com or Google Drive)
4. Google Chrome as primary web browser; MS-Office 2013 – Including MS-Publisher
5. Access to an iPad – mini or full size; CC Library has iPads available for student checkout
6. Web camera (can also use cell phone with e-mail access or download)
7. Pair of headphones/ear buds (any variety is fine—the dollar store has them)
8. *myefolio* account (initially paid by Casper College; continuation of account paid for by student)
9. Organizer for handouts
10. Reliable Internet access outside of class
11. Immediate activation and use of your Casper College student Google account AND usage; also established alternative personal e-mail account that is regularly used (other Gmail, Yahoo, AOL, etc.)
12. Class platform: PC-based with Windows 7.0 operating system or higher
13. A great attitude for learning, collaborating, and developing technological skills and applications! ☺

Course Policies & Expectations: Please call and leave voice mail message **prior** to class if you are ill or have extenuating circumstances and will be absent from class! Failure to do so will result in an unexcused absence.

- **Participation & Preparedness:** Active, informed, and respectful participation in class discussions/activities and intellectual engagement is expected.
- **Attendance:** As stated in Casper College's Attendance Policy: "Students are expected to attend all classes for which they are registered and are accountable for all class work. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness will result in a lowered grade at the discretion of instructor; and, at the discretion of the college administration, a student who fails to attend regularly may be asked to withdraw from college. A record of absences is kept by each instructor." For further information, please refer to Casper College's Attendance Policy. Attendance includes being on time to class and remaining in class for the duration of class.
- **Assignments:** Assignments will be due on specified date. Unsatisfactory assignment resubmissions will ONLY be accepted at the next class meeting. If not revised, the unsatisfactory grade stands.
Late work will not be accepted without PRIOR approval AND with extenuating circumstances. Computer, printer, lack of internet access and USB drive malfunctions are not valid excuses for handing in late assignments. If an assignment is due, your absence does not excuse the submission. Also, participating in extra curricular activities or college sponsored activities does not excuse an assignment. Assignments are required to be submitted in the format (hard copy or on-line as designated by instructor for each assignment). **NO extenuating late papers will be accepted during finals week.**
Correct grammar, spelling, and sentence structure should be used at all times. If there are excessive errors in a document, no credit will be given. Your written work is expected to be professional. Please utilize the Writing Center for assistance.
- Student participation in final project is required. **Failure to equitably contribute and participate in project from development through final presentation (for all class members) will result in a failing grade for project.**
- **Withdraw/Audit:** The last day to audit or drop the class (see semester schedule on-line at www.caspercollege.edu; then select *Current Student, Semester Schedule*).
- **Respect Others:**
 - The use of cellular phones, pagers, and similar devices are to be turned off/silent and stored during class time unless otherwise directed.
 - Tell your instructor if you must leave early or arrive late. If you arrive late, enter quietly and sit in the first available seat closest to the door to minimize disruption.
 - Show respect for instructor, class members, and guest lecturers; be mindful of excessive talking to other students or interrupting inappropriately
 - Eating food and or uncapped drinks in lab are prohibited.
- Browsing the Internet, using Facebook or other social media sites outside of instruction, and text messaging during class is can be disruptive and not allowed unless directed to use those tools. **Note:** LH152 classroom is NOT an open computer lab although usage is available during times posted (see schedule posted by entrance). Please DO NOT interrupt instruction – check room schedule first for availability.
- ***Electronic Portfolio Requirement for Education Majors:** All education students at CC are required to show evidence of program outcomes (artifacts) through the completion of an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate CAEP (Council for the Accreditation of Educator Preparation), INTASC (Interstate Teacher Assessment and Support Consortium) proficiencies and NETS-T proficiencies. These artifacts will be documented within the electronic portfolio - **myefolio** – provided via Minnesota State Colleges and Universities and AVNET. Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of **myefolio** for student teaching. **myefolio** accounts are initially paid for by Casper College (based upon

continued funding). Beyond this course, continuation and maintenance of *myefolio* may be conducted solely between the student and *myefolio*. Students will adhere to the user policy or will forfeit their *myefolio* account. If a student chooses not to create an account, no credit will be given for assignment (800 pts) and you will be unprepared for EDUC 2100.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the school dean, and lastly the vice president for academic affairs.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College Google email account as a primary method of communication. Students are responsible to check their account regularly.

Academic Dishonesty: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. "Shared" work or "borrowed" work from another student is not representative of your work. **Do not ask another student if you can copy his/her work from his/her USB flash drive on cloud storage. Any student who shares work with another student or receives that shared work will receive failing grades.**

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students **must** first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Notice of Background Check: All education students are subject to background checks and fingerprinting for selected educational coursework involving student contact and future employment as professionals in education and related fields.

Student Work: Casper College may collect samples of student work demonstrating achievement of the course outcomes. Any personally identifying information will be removed from student work.

References

International Society for Technology in Education. (2008). *NETS for Teachers 2008*. Retrieved August 13, 2008, from http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

International Society for Technology in Education. (2008). *NETS for Students 2008*. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Wyoming Department of Education (2012). *Common Core Standards, assessment, and accountability*. Retrieved from <http://edu.wyoming.gov/in-the-classroom>

The Council of Chief State School Officers (CCSSO), 2010
http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html

Casper College (2015). General Catalog 2015-16. Casper, WY. www.caspercollege.edu

Tentative Course Schedule

Date	NETS-T Standards Met	Topic	Due
Week 1 & 2 <i>Labor Day Recess. Mon. 9/7</i>	NETS-T #5 <i>Engage in Professional Growth & Leadership</i> <i>Bookmark pages 15-16 for referencing ISTE Standards</i> NETS-T #3 <i>Model Digital-age Work & Learning</i>	<ul style="list-style-type: none"> • Syllabus Review and Course Supplies • Gmail & Moodle4Me Access – meta course • Atomic Learning Introduction & Tutorials • Avatar - Introduction • 21st Century Teaching & Learning • File Management • myefolio account creation <i>Chapter 1 – Technology Integration</i> <i>Chapter 8 – Demonstrating Fluent Use of Tech</i> <i>Chapter 1 – Why Connect – Cassidy ebook</i>	
Weeks 3-5	NETS-T #3 <i>Model Digital-age Work & Learning</i> NETS-T #4 <i>Promote & Model Digital Citizenship & Responsibility</i>	Communication & Conversations <ul style="list-style-type: none"> • Resume & Application Letter • Wki, Blog & Web quest • Other tools • Digital Citizenship <i>Chapter 10 – Legal & Ethical Use</i> <i>Chapter 6 – Customizing Student Learning Activities</i> <i>Chapters 2 through 4 – Cassidy ebook</i>	
Weeks 6-7	NETS-T #1 <i>Facilitate & Inspire Student Learning & Creativity</i> NETS-T #3 <i>Model Digital-age Work & Learning</i>	Digital Storytelling <i>Chapter 4 – Digital Tools that Support Learning</i> <i>Chapter 9 – Modeling & Facilitating Use of Digital Tools</i>	
Week 8 <i>Midterm Oct. 12-16</i>	NETS-T #2 <i>Design & Develop Digital-Age Learning Experiences & Assessment</i>	myefolio – Stage 1 Concept Maps - Inspiration <i>Chapter 2 – Self-Directed Lifelong Learning</i> <i>Chapter 5 – Cassidy ebook</i>	

<p>Week 9 Fall Break Oct. 19 & 20</p>	<p>NETS-T #2 Design & Develop Digital-Age Learning Experiences & Assessment</p>	<p>Project-based Learning & Lesson Plan Development Connections with Theory</p> <p>Chapter 9 – Modeling & Facilitating Use of Digital Tools</p> <p>Fall Break – (No Class on Tuesday 10/20)</p>	
<p>Weeks 10 & 11</p>	<p>NETS-T #2 Design & Develop Digital-Age Learning Experiences & Assessment</p>	<p>Assessment – Rubric Development & online assessment tools</p> <p>Chapter 7 - Assessment</p>	
<p>Weeks 12 & 13</p> <p>Last Day to Withdraw Nov. 12</p>	<p>NETS-T #1 Facilitate & Inspire Student Learning & Creativity</p>	<p>Other Digital Tools to Support Learning – iPad; online resources</p> <p>Chapter 3 – Supporting Student Creativity with Technology Chapter 5 – Developing Technology-Enriched Learning Environment & Experiences Chapter 6 & 7 – Cassidy ebook</p>	
<p>Week 14</p>	<p>NETS-T #5 Engage in Professional Growth & Leadership</p>	<p>Global Awareness</p> <p>Professional Development – updates to Resume</p> <p>Chapter 11 – Diversity and Cultural Understanding Chapter 8 – Cassidy ebook</p>	
<p>Week 15</p>	<p>NETS-T #2 Design & Develop Digital-Age Learning Experiences & Assessment</p>	<p>Final Project Work Time</p> <p>myefolio updates – Final Stage</p> <p>Chapter 12 – Professional Growth & Leadership</p>	
<p>Week 16</p>	<p>Update myefolio with Final Project Lesson Plan and Edit Assignments to meet all NETS-T 1-5</p>	<p>Final Project Work Time & <u>First</u> Session of Presentations</p> <p>myefolio DUE</p>	
<p>Final Exam Week</p>	<p>Dec. 14-17</p>	<p><u>Second</u> Session of Presentations</p> <p>No Final Exam given in this course</p>	

***Instructor reserves the right to modify schedule if necessary.**

Pages 339-372 of [Technology Integration for Meaningful Classroom Use](#) includes supplement sections in the content areas (English Language Arts, Foreign Language, Mathematics, Science, Social Studies, Music, PE & Health, Visual Arts)

ITEC Login List - Fall 2015

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

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