

Casper College Course Syllabus

ITEC 2360 – Teaching with Technology, Section N1

Total Credit Hours: 3

Lecture Hours: 3

Room: Internet

Class Time: Internet

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Phone: 307.268.2426

Office Location: LH 151D

Instructor: Renee Griffith



Click on the above audio play button for Instructor Introduction to ITEC!

Virtual Office Hours: 1-2 p.m. Tuesdays, Wednesdays, Thursday via *Google Hangouts*; also available by phone & email

Navigate to following pages by Clicking on the Arrows →

Course Description & Technical Knowledge 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

Before participating in any course online, you should be comfortable performing the following tasks with your computer:

- Accessing the Internet and using a web browser to navigate and open links.
- Creating and editing documents, including copying and pasting text from one document to another in a word processing program.
- Receiving and sending emails with attachments; downloading and opening attached files.
- Allowing pop-ups from Moodle.
- Maintaining current Antivirus and Spyware protection.

Course Goals and 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-S. 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 (International Society for Technology in Education [ISTE], 2008). These standards are also cross listed with CAEP Standard 1 and INTASC Standards 1-10 as indicated in parenthesis. 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 (Standard 2a, INTASC 5 & 7)
- Demonstrate cultural and socio-economic awareness and biases (INTASC 3 & 9)
- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (Standard 3a and INTASC 5)
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (Standard 3c and INTASC 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 (Standard 3d and INTASC 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 4a and INTASC Standards 8 & 9)
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information (Standard 4c and INTASC 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 (Standard 5c and INTASC Standards 6 & 8)
- Students will create, edit 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, obtain technology tips, continuously gather insights/ideas for assignment completion. However, you must submit your own, original work.

Specific CC General Education Outcomes:

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

Required Materials including Hardware & Software

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. PC-based computer with internet access
4. Google Chrome browser and Microsoft Office 2010 or 2013 (Word, Excel, PowerPoint and Publisher). There are labs available on campus with Office software
5. Access to an iPad - mini or full size; CC Library has iPads that can be checked out for student use
6. Your computer must meet the requirements listed below in order to download and run the free trial versions of the additional programs that will be used:

Operating System - Windows 7 or 8

- Hardware minimum specifications - Pentium IV, 2 GB RAM memory, 1024x768 DPI screen resolution, sound capable
- Web cam (or cell phone with Skype/Google Hangout capabilities)
- Access to a digital camera (or cell phone with e-mail access or download capabilities).
- If you will be using a lab or computer other than your home computer, a USB flash drive (4 GB minimum) is required to save files. (It is recommended that you backup your files weekly using DropBox.com or Google Drive)
- Browser plug-ins - Adobe Flash plug-in, QuickTime Plug-in, Acrobat Reader, Java Microsystems Download
- Immediate activation and use of your Casper College student Google account. •
- myefolio account (Initial setup in class paid for by Casper College; continuation of account paid for by student.)
- A great attitude for learning, collaborating, and developing technological skills and applications!

****myefolio 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 Accreditation of Educator Preparation), INTASC (Interstate New 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 will not be prepared for EDUC 2100.

Methodology & Student Evaluation

Methodology: Delivery of instruction will be completed online through Moodle using a variety of methods, including: weekly detailed assignment/information files, lecture notes, discussions, email, video clips, in addition to other Web 2.0/3.0 technologies. The class Moodle site contains the information needed for this class and the means for which to communicate, discuss, view instructor lecture notes, and submit assignments. I typically respond to email or voice mail within 24-48 hours during the business week.

A successful online student will be highly self-motivated; be an active participant in the class; be able to independently read materials/view tutorials, comprehend and apply that knowledge to complete assignments. In the on-campus section, you would spend approximately three hours and 20 minutes in class per week and should expect to spend a similar amount of independent time on this class. Class time does not include homework or study time. (Keep in mind that the amount of time may vary depending on your comfort level with technology, internet connection speed, possible technical difficulties, and reading/comprehension speed.)

The general homework guideline is an additional two hours outside of class for every hour in class. Each week an assignments/instructions “book” will be posted; students are expected to thoroughly read all material and related links in this “book”. Student participation in discussion of assigned reading materials, reading for direction and information, project collaboration, and asking questions to clarify understanding is expected and are all a part of the interaction of the distance education classroom. You are encouraged to discuss projects with others, establish support networks, obtain technology tips, and gain insights and ideas for assignment completion. However, you must submit your own, original work. This course is designed to help you effectively

incorporate technology-rich learning activities into your classrooms for both teaching and student learning. To give you hands-on experience, projects are assigned to use various computer technologies that demonstrate instructional principles. To make the experience more authentic and relevant, you will be asked to select a grade level and subject area for several projects that you complete. You will also align lesson activities to meet National Educational Technology Standards for Students (ISTE, 2008) and Wyoming State Standards (including Common Core) <http://edu.wyoming.gov/educators/standards/>

Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Daily Assignments	Satisfactory/Unsatisfactory*	<u>Grading Scale:</u>	
Participation & Discussions	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%
<i>myefolio</i> (midterm & final stage)	<u>800</u>	D	69-76%
		F	68 % or below
<i>Total Points</i>	1410		

*Daily Assignments are eligible for resubmission within restricted time frame – mastery is the goal!

**Moodle Gradebook is used secondarily to instructor Engrade gradebook; updates will be given to students on a regular basis

Course Policies & Expectations Part I

It is the students' responsibility to use the correct browser, familiarize yourself with Moodle and the class layout in order to find materials, assignments and quizzes, install/use the required programs and/or contact the instructor or *Digital Learning* should problems arise.

Correct grammar, spelling, and sentence structure should be used at all times for written work. If there are excessive errors in a document, no credit will be given. Your written work is expected to be professional. Please utilize the on-campus Writing Center for assistance or Smart Thinking within Moodle.

Checking into class a minimum of three times a week is expected. (Excessive absences, not checking in to the course, may result in a lowered grade or dismissal from the course. For further information, please refer to Casper College's Attendance Policy.)

This course requires you to be an active participant in the class; to participate in discussions, independently read materials/view tutorials for direction and information, and comprehend and apply that knowledge to complete assignments/projects following the posted due dates. New assignments/instructions files will be posted weekly with assignment due dates spaced throughout the week. All assignments for the week can be submitted as soon as instructions are available. Emailing the instructor concerning questions to clarify understanding is expected as part of the distance education classroom. Late work and/or will not be accepted without PRIOR approval AND with extenuating circumstances. If an assignment is due, your absence (not checking into Moodle) does not excuse the submission. Also, participating in extracurricular activities or college sponsored activities does not excuse an assignment. Please make sure to check the DUE dates frequently. Daily life can sometimes throw you a last minute unexpected roadblock, so plan ahead and communicate with instructor frequently. Students are not allowed to make up class participation points and group activity points

past due dates or when absent. Computer, printer, lack of internet access, USB drive malfunctions, etc., are not valid excuses for submitting late assignments.

All work is due by the deadline dates (Sunday evenings by midnight). Graded work will be returned as soon as possible. If resubmissions are to be made for daily assignments (unsatisfactory work), re-submission needs to be completed and resubmitted by midnight Sunday evening of the following week. Otherwise, the grade stands. NO EXCEPTIONS!

Student participation in group projects is required. Failure to equitably contribute and participate in projects will result in a failing grade for the project.

Last Date to Change to Audit Status or to Withdraw with a W Grade: November 12, 2015.

Course Policies & Expectations Part II

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 division chair, 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. 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 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/wyoming-standards/>

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

Course Tentative Schedule

Tentative Course Schedule

Date	NETS-T Standards Met	Topic	Due
Week 1 & 2 <i>Labor Day Recess. Mon. 9/7</i>	<i>NETS-T #5</i> <i>Engage in Professional Growth & Leadership</i> <i>Bookmark pages 15-16 for referencing ISTE Standards</i> <i>NETS-T #3</i> <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 and Post Introduction • 21st Century Teaching & Learning • 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	<i>NETS-T #3</i> <i>Model Digital-age Work & Learning</i> <i>NETS-T #4</i> <i>Promote & Model Digital Citizenship & Responsibility</i>	Communication & Conversations <ul style="list-style-type: none"> • Resume & Application Letter • Wiki, Blog & Web quest Other tools <ul style="list-style-type: none"> • 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>	

<p>Weeks 6-7</p>	<p><i>NETS-T #1</i> <i>Facilitate & Inspire Student Learning & Creativity</i></p> <p><i>NETS-T #3</i> <i>Model Digital-age Work & Learning</i></p>	<p>Digital Storytelling</p> <p><i>Chapter 4 – Digital Tools that Support Learning</i></p> <p><i>Chapter 9 – Modeling & Facilitating Use of Digital Tools</i></p>	
<p>Week 8</p> <p><i>Midterm</i> <i>Oct. 12-16</i></p>	<p><i>NETS-T #2</i> <i>Design & Develop Digital-Age Learning Experiences & Assessment</i></p>	<p>myefolio – Stage 1</p> <p>Concept Maps - Inspiration</p> <p><i>Chapter 2 – Self-Directed Lifelong Learning</i></p> <p><i>Chapter 5 – Cassidy ebook</i></p>	
<p>Week 9</p> <p><i>Fall Break</i> <i>Oct. 19 & 20</i></p>	<p><i>NETS-T #2</i> <i>Design & Develop Digital-Age Learning Experiences & Assessment</i></p>	<p>Project-based Learning & Lesson Plan Development</p> <p>Connections with Theory</p> <p><i>Chapter 9 – Modeling & Facilitating Use of Digital Tools</i></p> <p>Fall Break – (No Class on Tuesday 10/20)</p>	
<p>Weeks 10 & 11</p>	<p><i>NETS-T #2</i> <i>Design & Develop Digital-Age Learning Experiences & Assessment</i></p>	<p>Assessment – Rubric Development & online assessment tools</p> <p><i>Chapter 7 - Assessment</i></p>	

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

***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)

Login List

ITEC Login List - Fall 2015

Print a hard copy of this login list to keep track of your individual login name and password for various applications throughout the semester. Keeping organized is key to your success this semester.

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____

Name of Application: _____

User Name: _____

Password: _____