

SCHOOL OF EDUCATION

EDCC 550 Technology in Education	
Instructor: Sheri German	Class Meeting Time: Wed 10:45-1:15
Office: B9	Phone: Extension 7636
Office Hours: By appointment	Email: sheri.german@verizon.net

Course Description:

This course examines and explores ways to integrate educational technology to provide effective instruction. The curriculum offers hands-on experiences with hardware, educational software, and internet resources for research and instructional purposes. The student will be able to create video assets, power point presentations, web pages, design cross curricula units with technological enhancements as well as web quests. Evaluation of commercially available materials as well as web sites will be emphasized.

Required Text:

Lever-Duffy, J., McDonald, J., and Mizel, A.P., (2003). Teaching and Learning with Technology, Allyn & Bacon: Boston.

Objectives:

1. Identify, locate, evaluate and use instructional hardware and software to support national, state, and local technology education and performance standards.
2. Explore social, ethical, and legal issues involved in the use of technology in education such as equity, privacy, viruses, copyright infringement, and plagiarism
3. Evaluate current educational technologies to include materials on web.
4. Plan and implement technologically infused lessons
5. Understand how computer can be use to enhance student cognitive abilities.
6. Create and use technology to effectively enhance classroom instructional practice.

Standards:

The standards addressed in this course are the Educational Technology Standards and Performance Indicators for All Teachers from ISTENETS.

Course Instructional Activities:

- **Lecture/Discussions** are designed to present new material to the groups and then to help students work through these concepts by providing a forum for inquiring
 - **Hands-on participation** is expected at each level of learning
 - **Participation** improves learning by trying out ideas that the students are developing. It is expected and encouraged the every student will participate
 - **Written projects** are designed to assist students in developing skill to include fostering best practices in lesson preparation.
 - **Thinking and processing** is expected of students as they reflect on class materials and discover the type of effect these theories and skills will have on theory professional lives.
 - **Technology** and the ethical use of technology is the main thrust of this course
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Grading:

Papers must be typed; double-spaced and have reasonable margins. Attention will be paid to mechanics such as punctuation, neatness, spelling and grammar as additional deductions will be

made. There will be deductions taken from the grade for late papers. I must be notified in writing if you anticipate a problem with getting work in on time. All work for this class is to be independent and not part of any other assignments for other courses or work you have done on the job. Special needs student please meet with me before the end of the second week.

Grading Scale:

A	95 - 100	B	84 - 86	C	75 - 76
A-	90 - 94	B-	80 - 83	F	Below 75
B+	87 - 89	C+	77 - 79		

Please Note the Following

- Please note that **Trinity College** adheres to the Honor System. Each person accepts the responsibility to uphold the Honor System. This includes the corresponding obligation to assist others to maintain the standards. Working together Trinity students achieve individual integrity, a shared trust among all members of the community, and a shared sense of responsibility to uphold the Honor System. The Honor System is a Tradition At Trinity College. Each student, upon acceptance to Trinity agrees to abide by the honor system, Students are on her/his honor to neither give nor receive unauthorized aid in the completion of assignments. Students are expected to do her/his own work; also students are expected to acknowledge reliance on outside sources with appropriate documentation. Another part of the Honor system is that each student will not allow another student to violate the honor code. Suspected academic dishonesty will be dealt with according to college policy and may result in a student receiving an “F” in the course and possibly lead to dismissal from the graduate program. Students are strongly encouraged to talk with the instructor about any questions regarding the honor system.
- If you are ill, please make sure the Instructor is informed on the day the class meets as you are to be present at all classes.
- If you have any special needs and wish to speak with us, please feel free to make an appointment.
- As a courtesy to all please turn **off** all pagers and cell phones.
- **Statement regarding resubmission of assignments:** The first summary paper may be resubmitted. The grade for that assignment will be the average of the first and second submission. If you are referred to the writing center it is your responsibility to ensure that you make the proper arrangements. No other assignment may be resubmitted.
- **Statement regarding attendance at class:** Students are expected to be present at all classes. Missing classes at the college level is very serious, and **severe deductions** will be made. There is **NO** way to provide a substitute experience for missed class time. Lateness to class will also result in point deductions. If you have problems leaving school in time for class-please see me.
(It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed.)
- **Statement regarding late assignments:** All papers are to be turned in by the due date. Five points will be deducted for each day a paper is late. Explanations are **expected** but the paper is still considered late. The college does have a FAX. (*The number is at the bottom of the first page of the syllabus*). I will also accept assignments by email if they are running late. I will expect a typed hardcopy the next day in the Red Box. Please see the computer center for submitting an email assignment with an attachment. **PLEASE DO NOT TYPE YOUR PAPER WITHIN THE CONTEXT OF AN EMAIL.**
- **Statement of college policy regarding "F" grade appeal:** Students may appeal a change of a grade of "F" for a specific course only when the student alleges that

the grade does not reflect appropriate academic criteria (*achievement and proficiency in the subject matter*). Please refer to the college handbook.

- Statement of college policy regarding withdrawal from a course: The deadline for academic withdrawal from classes listed in the catalog.

Course Outline	Assignment Due
Class 1	Review of hardware and its uses as well as types of software that support it. Basic use and rules of tech labs. Inspiration/kid-inspiration
Class 2	Power point
Class 3	Evaluate Software
Class 4	Use of Video
Class 5	Editing a video and burning a CD
Class 6	Charts in class project
Class 7	Mid Term Exam (knowledge)
Class 8	Intro to Web Page in class project
Class 9	Intro to Web-quest (Bernie Dodge)
Class 10	Search web sites in topic area
Class 11	Lab time
Class 12	Lab time
Class 13	Final Short Classroom presentation by each student using Smart Board Technology
Class 14	Final Short Classroom presentation by each student using Smart Board Technology

Course Requirements:

1. Participation, and discussion are expected of each student in every class. You are responsible for all assigned readings whether or not they are discussed in class. If there is an emergency that affects your attendance, please talk to me outside of class. Lateness to class will result in point deductions. Attendance means coming to class on time and staying until the end of class and actively participating in discussion. It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed. **10%**

2. Midterm exam (Std. 1) **20 %**

3. Products required in this class (Std. II, III, IV, V and VI)

1. Create Graphic organizer to support a lesson **5%**
2. Create a Power Point lesson with at least 5 graphic enhancement **10%**
3. Create a chart to represent data **5%**
 - a. (chart must be in two different formats- bar- line-etc.)
4. Video Project: Edit a short self -video that clearly illustrates you teaching a small lesson segment (3-4 minutes) and burn a CD (Note this will be useful for your portfolio later). **25%**
5. Develop a Web page **5%**
 - a. (Teacher Web.com or teacher.scholastic.com/homepagebuilde

/index.htm are examples of free web space

- 6. Develop a Webquest using a cross curriculum theme. **25%**
- 7. Evaluate software and web technologies for educational purposes. **5%**

Project Rubrics

1. Graphic Organizer (5%)

	Approaches	Meets	Exceeds	Score
Overall Aesthetics				/5
Overall Visual Appeal	There are few or no graphic elements	Graphic elements present and appropriate	Appropriate and very supportive of theme. Excellent use of visual connections	
Objective connectedness	It's a stretch to see a connection	Obvious connections that supports objectives	Excellent support of objective.	
Total Score				

2. Power Point (10%)

	Approaches	Meets	Exceeds	Score
Overall Aesthetics				/10
Overall Visual Appeal	There are few or no graphic elements	Graphic elements present and appropriate	Appropriate and very supportive of theme. Excellent use of visual connections	
Objective connectedness	It's a stretch to see a connection	Obvious connections that supports objectives	Excellent support of objective.	
Overall Flow and length of presentation	Program too short or too long.	Presentation good length and no loss of objective	Excellent overall presentation, both length and objective clearly in focus for entire presentation	
Holds Attention	Graphics, presentation or oral accompaniment does not flow	Graphics and oral presentation flow and hold interest of audience	Graphics and oral presentation flow, hold and excite audience to learn	

3. Chart (10%)

Each format of the chart meets the following requirements

	Approaches	Meets	Exceeds	Score /10
Overall Aesthetics				
Overall Visual Appeal	There are few or no graphic elements	Graphic elements present and appropriate	Appropriate and very supportive of theme. Excellent use of visual connections	
Demonstrates what it is suppose	It's a stretch to see a connection	Obvious connections	Excellent connection.	

to show				
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4. Video (25%)

	Approaches	Meets	Exceeds	Score /25
Overall Visual Appeal	There are few broken segments in the video	The video flows fairly evenly	The video flows evenly and provides a clear understanding of the task the teacher is presenting.	
Lesson Demonstrates the Lesson Objective	Somewhat awkward	Fairly easy	Extremely easy and fun to use	

5. Web Page (10%)

	Approaches	Meets	Exceeds	Score /10
Overall Visual Appeal	There are few or no graphic elements	Graphic elements present and appropriate	Appropriate and very supportive of theme. Excellent use of visual connections	
Ease of Navigation	Somewhat awkward	Fairly easy	Extremely easy and fun to use	
Conveys Information Clearly	Somewhat clear	Very clear understandable	Excellent – clear, concise	
Final Score				

6. WebQuest Rubric *** (Adapted from Bernie Dodge website) (25%)*

		Approaches(0)	Meets (2)	Exceeds(4)
Overall Aesthetics	This refers to the over all web page itself, not the external resources			
	Overall visual appeal	There are few or not graphic elements color is garish or typographic variation.	Graphic elements sometime, but not always, contribute to the understand of concept.	Thematic graphic elements are use to make visual connections that contribute to the understanding of concepts, ideas and relationships.
	Navigation and Flow	Navigation is confusing and it is easy to get lost.	Most navigation is clear.	Navigation is seamless. It is always clear
	Mechanical Aspects	Several broken links.	No more than one broken link	No broken links
Introduction				

	Motivational Effectiveness of Introduction	The introduction is purely factual with no appeal.	The introduction relates to the learners interest.	The introduction draws the reader into the lesson.
	Cognitive Effectiveness of the Introduction	The introduction doesn't prepare the reader for what is to come.	The introduction prepares the learner for what is to come.	The introduction builds on learner's prior knowledge and effectively prepares them for the lesson.
Task				
	Connection of Task to Standards	The task is not related to standards	The task is referenced to standards.	The task is referenced to standards and clearly connected to what the students must achieve.
	Cognitive Level of the Task	Task requires simple retelling	Task is doable but is limited in its significance to student lives	Task is doable and engaging, and elicits thinking beyond rote.
Process				
	Clarity of Process	Process is not clearly stated.	Process is clearly stated for the most part	Process is clearly stated –students know exactly what to do at each step
	Scaffolding of Process	The process lacks strategies and organizational tools needed for students	Strategies and organizational tools embedded in the process are insufficient to ensure all student will make gains	Process provides students coming in at different entry levels with strategies and organizational tools
	Richness of Process	Few steps, no separate roles assigned	Separate tasks and roles assigned	Different roles are assigned to help students understand different perspectives and responsibilities
Resources				
	Relevance & Quantity of Resources	Resources are not sufficient	Resources and information needed are connected	There is a clear and meaningful connection between resources and information
	Quality of Resources	Links are mundane	Most links carry information not found in a classroom	Links make excellent use of Web
Evaluation		0 points	3 points`	6 points

	Clarity of Evaluation Criteria	Criteria for success not clearly described	Criteria clearly described	Criteria for success are clearly stated in the form of a rubric and clearly measures what student must be able to do.
Total Score				/50

7. Evaluation of Software (5%)

		Approaches	Meets	Exceeds
Content	Does the software align with the standards and objectives you are using in your classroom			
Visual Appeal	Is the software visually appealing and engaging for the age of the student it was designed for			
Cognitive Stimulating	Is the software cognitively stimulating for the age group for which it was designed			
Ease of Use	Is the software child friendly and easy to use with minimal instruction or supervision			
Teacher Options	Are there teacher options that meet your needs and can give you the kind of feedback about a student that you need.			
Total				/5