



EDUCATION DEPARTMENT

Builders of Community

ED365: Effective Instructional Technology Fall 2016

6:20 – 8:00 pm
2 credit hours

Stephanie Affield, M.A.
Educator, Atchison Middle School
USD 409 Atchison Public Schools

saffield@benedictine.edu
660-734-0597
Or by appointment

Required Text:

Instructor provided readings

Blackboard: <http://bcblackboard.benedictine.edu/>

Course Description:

This course is designed to assist candidates with the use of current educational technology and web-based technology to instruct, manage, communicate, interact and collaborate with students, colleagues, parents and other education stakeholders. An emphasis is placed on effective use of technology in the classroom by both teacher and students.

Objectives of the Course:

Objectives for this course include

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in this field
3. Learning to apply course material

Teaching Methods:

Teaching methods for this course are mixed. We will utilize on-line work, discussion, presentations, and small group work.

Conceptual Framework of the Education Department:

The conceptual framework of Benedictine College's education program, both undergraduate and graduate, is built upon the theme, "Educators as Builders of Community." It calls for pre-service teachers and pre-service educational administrators to perceive their roles in education as developers of community. The community is within the place called school as well as outside of its walls. Within this structure, goals for all education programs include:

1. Builds community within schools and classrooms so that students and teachers make personally meaningful choices, communicates and collaborates with others, thinks critically and conceptually, and acts justly;
2. Actively involves the community as part of the educational process;
3. Pursues outcomes that enable students, in the 1300 year tradition of Benedictine monasticism, to become builders of community

Education Department Outcomes:

Outcome 1: Uses practices that nurture the whole child/ adolescent within the learning community.

Outcome 2: Uses his/ her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.

Outcome 3: Respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and with exceptionalities.

Outcome 4: Builds partnerships with students, colleagues, families and community to enhance communication and learning.

Outcome 5: Plans and assesses instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Outcome 6: Is a reflective builder of community who continually evaluates the effects of his/ her actions on others and who actively seeks out opportunities to grow professionally.

Specific Course Outcomes and Objectives:

This course is designed to model the process standards of social studies education. As a result of this course, students will extend their development and skills toward mastery of the program outcomes for Educators as Builders of Community. Specific objectives are identified for each outcome that will focus teacher candidates' development in the instruction and assessment of elementary social studies education. Specifically the students will:

Course Outcomes	Assessment	BC Conceptual Framework and TEP Outcomes	KSDE/INTASC Professional Education Standards
Candidates will gain factual knowledge (terminology, classifications, methods, trends) of technology use and integration in classroom instruction.	Reflections Class Activities On-Line Projects Site Visits	Outcomes #1, #2, #3, #5	Standard 12 <i>Knowledge 1, 2, 3, 4, 5</i>
Candidates will develop specific skills, competencies, and points of view regarding educational technology use needed by professionals in this field	Reflections Class Activities On-Line Projects Site Visits	Outcomes #1, #2, #3, #5	Standard 12 <i>Knowledge 1, 2, 3, 4, 5</i> <i>Performance 1</i>
Candidates will apply knowledge of effective technology use in classrooms.	Site Visits Lessons with Technology Integration	Outcomes #1, #2, #3, #5	Standard 12 <i>Knowledge 1, 2, 3, 4, 5</i> <i>Performance 1, 2, 3</i>

Special Accommodations Clause:

Benedictine College complies with federal law requiring reasonable accommodations for individuals with documented disabilities that may affect their performance in a class or otherwise affect the individual's ability to enjoy the programs and services offered by the College. If a student requests an accommodation from a faculty member, the faculty member should direct the student to contact the Director of Disability Services, in at 913-360-7368.

Academic Honesty

The instructor of this course follows the BC academic policy on academic honesty. Verified instances of academic dishonesty will result in an "F" for the academically dishonest work and will be reported to the Associate Dean and the student's advisor. Academically dishonest work includes, but is not limited to, cheating on examinations, plagiarizing, turning in work prepared by another person, falsifying data and documents, and gaining unauthorized access to assessment materials.

Course Requirements and Attendance Expectations:

The Teacher Education Policies and Procedures Handbook fully articulates dispositions that are required of all candidates. These can be found on the teacher education website at: <http://www.benedictine.edu/education/student-resources>. Candidates should be aware that these dispositions are expected in this course. Any of the following behaviors will be sufficient cause for a documented disposition concern to be placed in your file:

1. Failure to attend class without notification (no phone call, email, or medical notice)
2. Repeated tardiness
3. Late assignments without justifiable reason
4. Disruptive class behavior (talking, off-task, inappropriate use of technology)
5. Failure to follow Field Experience Guidelines

When a professor has a concern related to a candidate's dispositions, a formal "Disposition Concern Form" will be given to the candidate, outlining the concern(s). If the candidate continues this behavior in any education course or content area course, they will be called to appear before department chairs/faculty and will be placed on probation. Should the behavior continue after that, the candidate may be dropped from the teacher education program.

Electronic Use Policy: The use of electronic devices is strongly discouraged during all class meetings unless necessary for a defined activity. If the use of electronic devices becomes distracting to the instructor or to others, a

student may be asked to disable their device.

Tutoring: Students in need of tutoring should contact the Student Success Center for the availability and schedule of tutors for education classes. Additionally the instructor can provide students with the names of qualified tutors.

Assignments and Course Products:

1. PARTICIPATION, READING AND CLASS ACTIVITIES:

Your active involvement in class discussions is strongly encouraged for the benefit of your own learning as well as that of others. You will also be expected to prepare for class by completing any assignments (including Edmodo and Canvas assignments and keep a blog for reflections) before coming to class. Participation in the online discussions will also be considered being an active participant in this course.

2. SITE VISIT TO SCHOOL:

There will be 1 site visit taken during this class to see the use of technology in action in the classroom setting. The visit will be to see the usage of a variety of technologies to include, iPads, SMARTboards, computers and other technologies.

3. SELF-DIRECTED ONLINE LEARNING PROJECTS:

Students will demonstrate an understanding of the need to use some self-directed learning in schools. Individually, the students will create a project of their choice that utilizes the tools presented in this class. These projects will be assigned by the teacher and be over a variety of topics to include, but not limited to, 21st Century Skills, Learning Spaces, Serious Gaming, and other curricular areas that may be applied to concepts being addressed in other classes. Rubrics will be provided and further directions will be given in class.

4. REFLECTIONS:

Students will write and submit reflections as part of a blogging activity based on topics presented in class or covered in online sessions. These reflections will include the benefits and possible downfalls of using technology in the classroom.

Grading

Final grades for this course are calculated as a percentage. Presentations and projects will be graded utilizing rubrics, which will be provided prior to the assignment. Rubrics will be returned to you electronically with the score for the assignment present. All scores are recorded according to the scale below:

A = 100.00-92.00	C = 77.99-72.00
A- = 91.99-90.00	C- = 71.99-70.00
B+ = 89.99-88.00	D+ = 69.99-68.00
B = 87.99-82.00	D = 67.99-62.00
B- = 81.00-80.00	D- = 61.00-60.00
C+ = 79.99-78.00	F = 59.99-0.00

Participation (face to face and online).....	20%
Presentations.....	20%
Site visit.....	10%
Tech Integration Project.....	25%
Reflections.....	25%

Calendar		
Date	Topic/Activity	Assignment
Tuesday, August 30	Introductions Overview of the course and syllabus Websites/Blogs Common Core Standards Levels of Technology Integration SAMR	Read “An Educator’s Guide to the 4Cs” by NEA Check out www.p21.org Readings and assignments provided online
Tuesday, September 6	NETS for teachers, students, administrators 21 st Century Skills (The Importance of the 4 Cs) Graphite by Common Sense Document Cameras in the classroom Share & Tell Presentations (begin)	Readings and assignments provided online
Tuesday, September 13	Digital Citizenship - Nearpod AUP/CUP Legalities of Technology in the Classroom	Review Acceptable Use Policies and Classroom Use Policies Readings and assignments provided online
Tuesday, September 20	Twitter in the classroom Blogging/Flipped Classroom PLNs and Online Presence	Readings and assignments provided online
Week of Tuesday, September 27	Conducted Online: Learning Spaces Infographics	Readings and assignments provided online
Tuesday, October 4	“Going Google” Google Drive (docs, sheets, presentations and more) Google Classroom	Google in Education Training Site Readings and assignments provided online
Tuesday, October 11	Creating engaging lessons using Web 2.0 tools for presentations and learning tools: (Glogster, Prezi, Thinglink, Skitch, Edmodo, Kahoot! etc)	Set up free accounts (when needed) to have access to featured Web 2.0 tools Use one of the tools to create a presentation
Week of Tuesday, October 18	Conducted Online: Serious Gaming Scratch Hour of Code	Readings and assignments provided online
Tuesday, October 25	Augmented Reality Genius Hour STEM/STEAM	Readings and assignments provided online *Class will meet Atchison Middle School
Tuesday, November 1	Video iPads – Is there an App for that?	Readings and assignments provided online
Tuesday, November 8	Assessments and Technology Creating Content with Mash-Ups	Readings and assignments provided online
Tuesday, November 15	Genius Hour Project Based Learning (PBL) Challenge Based Learning (CBL) TEAMS Challenge	Review online resources for conducting either PBL or CBL lessons or units in the classroom.
Tuesday, November 22	Assistive Technologies	Readings and assignments provided online
Tuesday, November 29	Virtual Visual Notes Sketchnoting Tech Integration Project Discussion	Readings and assignments provided online
Tuesday, December 6	Tech Integration Project Presentations	Tech Integration Project Presentation Resources Provided Online
Final Date & Time TBA	Tech Integration Project Presentations	Tech Integration Project Presentation Resources Provided Online