



CIED 5383 Integrating Current Technologies in Teaching

Fall, 2017

CIED 5383 is a required course for Master of Education Degree
College of Education, Department of Curriculum and Instruction

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Class Format:

The content of this course is delivered online using SHSU Online (Blackboard) and various online tools. More specifically, course concepts are learned through project based learning activities, self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self- evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Class day and time: online course

Class location: online course

Course Description:

Laboratory experiences are provided for graduate students in integrating technology into the curriculum. This course is recommended for both Education and non-Education majors. Credit 3.

Textbooks/Materials (Required):

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association. **It will be provided for you in a digital format via Blackboard.** If you prefer a hard copy of the manual, you have to obtain it.
- Webcam and Microphone for Skype/Zoom
- Online readings from digital books and professional journals

Course Objectives:

Matrix (A blank example is provided below):

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard I (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment

Course Objectives <i>The Candidate will:</i>	Course Activities	Performance Assessment	Standards Alignment DDP: Dispositions & Diversity Proficiencies CF: Conceptual Framework N: NCATE Knowledge & Skills Proficiencies NETS: ISTE NETS Technology Standards
✓ Demonstrate communication of information in different formats and for diverse audiences	✓ Webcasts with peers and instructor ✓ Plan for delivery of instruction to diverse audiences in the following assignments: Presentations, and Technology Integrating Projects including Flipped Lesson, Computer Games and Webpage Development	✓ Educational Webpage ✓ Webcasting ✓ Multimedia Presentations ✓ Analyses of Student Learning ✓ Technology Integrating Projects (also focused on mobile learning)	DDP: 1, 2, 3, 4, 5, 6, 7, 10 CF: 1, 2, 3, 5 N: 1b, 1c, 1f, 1g, 3b, 3c, 4a, 4b, 4d NETS: 1d, 3a, 3b, 3c, 4a, 4c, 4d, 5a, 5d
✓ Apply search strategies in the efficient acquisition, analysis, and evaluation of electronic information	✓ Identify current research literature in preparation of the following assignments: Presentations, and Technology Integrating Projects (also focused on mobile technology)	✓ Use of Mobile Technology for Teaching and Learning ✓ Technology Integrating Projects	DDP: 3, 10 CF: 1, 2 N: 1c NETS: 1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 5c, 5d
✓ Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating research and theories related to pedagogy and learning	✓ Webcasts with peers and instructor ✓ Collaborative review & critique of current research literature within an online professional learning network required for the following assignments: Webcasting, Multimedia Presentation, Technology Integrating Projects and Mobile Technology Integrating Lesson	✓ Webcasting ✓ Technology Integrating Projects ✓ Technology Integrating Lessons with Use of Mobile Technology	DDP: 3, 4, 10 CF: 1, 2 N: 1b NETS: 1a, 1d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5c, 5d

✓ Collaborate with other professionals to identify and design strategies and interventions that support student learning	<ul style="list-style-type: none"> ✓ Webcasts with peers and instructor ✓ Collaborative review & critique of current research literature within an online professional learning network required for the following assignments: Webcasting, Multimedia Presentation, Technology Integrating Projects t, and Technology Integrating Projects and Mobile Technology Integrating Lessons ✓ Work in partnership with a P-12 student organization to plan and implement a lesson on Technology Integration and Digital Responsibility 	<ul style="list-style-type: none"> ✓ Webcasting ✓ Technology Integrating Projects ✓ Mobile Technology Integrating Lessons 	DDP: 1, 5 CF: 1, 2, 3 N: 1c, 1d, 3b, 4b, 4c NETS: 1a, 1b, 1d, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5c, 5d
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• ISTE NETS*S Technology Standards (for technology integrated curriculum)

✓ Select and develop instructional strategies and technologies, based on research and experience, that help all students learn	<ul style="list-style-type: none"> ✓ Webcasts with peers and instructor ✓ Plan for delivery of instruction in the following assignments: Multimedia Presentation, Use of Mobile Technology for Teaching and Learning Projects, and Technology Integrating Lessons 	<ul style="list-style-type: none"> ✓ Multimedia Presentation ✓ Mobile Technology Integrating Projects ✓ Technology Integrating Lessons 	DDP: 1, 6, 7, 10 CF: 1, 2 N: 1b, 1c, 1f NETS: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3c, 3d, 4a, 4b, 4c, 5b, 5c, 5d
✓ Implement and evaluate instructional strategies and technologies, based on research and experience, that help all students learn	<ul style="list-style-type: none"> ✓ Critique of peer presentations in the following assignments: Multimedia Presentation and Technology Integrating Projects ✓ Implement a lesson with advanced use of technology ✓ Analyze pre-, formative-, and post-assessment student data to evaluate instructional strategies and technologies employed during the Technology Integrating Projects 	<ul style="list-style-type: none"> ✓ Multimedia Presentation ✓ Technology Integrating Projects ✓ Technology Integrating Lessons ✓ Mobile Teaching and Learning 	DDP: 1, 2, 4, 5, 6, 7, 9, 10 CF: 1, 2, 4, 5 N: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3b, 3c, 4a, 4d NETS: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d
✓ Evaluate student performance data and make data-driven decisions about strategies for teaching and learning so that all students learn	<ul style="list-style-type: none"> ✓ Select and administer pre-, formative, and post- assessments to measure student knowledge regarding use of technology ✓ Use pre and formative assessment data to guide instruction ✓ Analyze Technology Integration results pre-, formative, and post- assessment student data to determine level of student learning 	<ul style="list-style-type: none"> ✓ Technology Integrating Projects 	DDP: 1, 2, 3, 8, 9 CF: 1, 4, 5 N: 1d, 1e, 1f, 3b, 3c, 4a NETS: 2a, 2b, 2c, 2d, 3c, 3d, 4b, 5a, 5b, 5d
✓ Develop knowledge, skills, and dispositions to plan, implement, and assess effective teaching/learning in designated content with diverse learners	<ul style="list-style-type: none"> ✓ Provide evidence that the candidate consistently values and practices dispositions and consistently demonstrates good judgment and decision making at the Beginning Level. ✓ Document multiple and varied experiences with students in diverse settings ✓ Help to prevent students addiction to Internet, smartphones, and cyberbullying 	<ul style="list-style-type: none"> ✓ Dispositions and Diversity Proficiencies for Advanced Programs ✓ Diversity of Experiences ✓ Reflection and Self Evaluation 	DDP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CF: 1, 2, 3, 5 N: 1g, 2c, 3b, 3c, 4a, 4c NETS: 1b, 2a, 2b, 2c, 2d, 3c, 4a, 4b, 4d, 5a, 5b, 5d

GPA Requirements

Candidates must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

All course and program requirements must be completed by the assigned due dates in order to receive a grade in this course.

IDEA Objective(s): In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

Important:

- Learning to apply course material (to improve rational thinking, problem solving and decisions)
- Acquiring skills in working with others as a member of a team

Course Requirements:**Late Assignment Policy**

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due unless otherwise noted by professor (NOTE: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments will be **reduced by 10% of points earned for every day late.** All assignments must be completed to receive a grade in this course.

Time Requirement

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to the previous work of the candidate or another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the

quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the degree program.

Equipment Requirements

It is expected that candidates who register for online can meet the following minimum software and hardware requirements:

- Technical Requirements - found at <http://distance.shsu.edu/TechRequirements.html>
- Information Technology Hardware Requirements - found at http://www.shsu.edu/~ucs_www/hardware_requirements.html
- Basic webcam and microphone for online conferencing

Textbooks/Materials Requirement

Purchasing the necessary texts and listed materials for an online course is the responsibility of the candidate. Required textbooks and materials are essential for the successful completion of the module activities.

Academic Dishonesty Policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Assignments and Scores

Assignment	% of Final Grade
Information Survey and Personal Wiki Homepage	10%
Literature Review (Key Assessment)	10%
Use of Mobile Technology for Teaching and Learning 2 Projects	10%+10%=20%
Lesson Design With Technology Integration (Key Assessment)10/02/16 - draft 10/09/16 - final	10%
Developing Educational Webpage Focused on Use of Mobile and Online Interactive Educational Technologies (Draft and Final)	Total 20%
Analysis of Student Learning & Instruction (Key Assessment)	20%
Professional Participation/Additional Activities	10%
TK 20 assignment	CR



Grades:

A = 90-100%
B = 80-89%
C = 70-79%
69% or below – retake course

Professor reserves the right to alter course requirements to better meet the learning needs of the graduate/teacher candidates.

The following areas will be expected to be learned

- Introduction/application of technology in classroom
- Use of mobile and online based technology tools in teaching and learning
- Identify methods, strategies and media for successful learning
- Select appropriate methods, media, and materials for more meaningful learning
- Use of various forms of technology in instruction to reach a diverse audience
- Using Internet and distance education
- Analysis of student work and materials used during instruction
- Presentation of instructional lesson in a classroom setting
- Designing and developing educational webpage
- Way of preventing addiction to internet, smartphone and cyberbullying
- Using mobile devices for students learning enhancement
- Mobile learning for teaching and learning



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: No technology use during instruction
 - Technology during exams: No technology
 - Technology in emergencies: Follow instructor guidelines to use technology in emergencies
 - Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance/Time Requirement

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to the previous work of the candidate or another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the degree program.

Day and time the class meets: Online

Location of class: Online

Course Description:

5000-level class for graduate credit. A study of the technical and instructional skills needed for integrating computers into the classroom and a study of the technology issues impacting instructional design. The course assignments require the development of certain instructional technology skills as well as requiring reflection on the larger issues of technology use in instruction.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Develop specific skills, competencies, and points of view needed by professionals while applying technology in the instructional process

Important:

- Learn to apply technology in the instructional process (to improve thinking, problem solving, and decision making)

Textbooks/Materials (Required):

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association. It will be provided for you in a digital format via Blackboard. If you prefer a hard copy of the manual, you have to obtain it.
- Webcam and Microphone for Skype
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Course Format:

The content of this course is delivered online using SHSU Online (Blackboard) and various online tools. More specifically, course concepts are learned through project based learning activities, self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Assignments components (Brief Overview):

- Introduction/application of technology in classroom

- Use of technology tools in teaching and learning
- Identify methods, strategies and media for learning
- Select appropriate methods, media, and materials for more meaningful learning
- Use of various forms of technology in instruction to reach a diverse audience
- Using the Internet and distance education
- Analysis of student work and materials used during instruction
- Presentation of instructional lesson in a classroom setting
- Designing educational applications for mobile devices
- Preventing addiction to internet, smartphone and cyberbullying
- Using mobile devices for students learning enhancement

Course Requirements:

Late Assignment Policy

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any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including

Bibliography:

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Instructional Technology Journals

- *Journal of Technology and Teacher Education*
- *Technology, Pedagogy, and Education*
- *The Texas Technology Connection*
- *TechEdge*
- *Technology and Learning*
- *The Technology Teacher*



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.