CIME 4227: Integrating Technology in the Middle Grades I
Fall, 2017

CIME 4227 is a required course for the IDS Education Major/4-8 Certification

College of Education, Department of Curriculum and Instruction

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Office Hours:

Tuesday	9:30 am – 3:30 pm TEC # 247	Please e-mail
Wednesday	Before or after class	
Thursday	9:30 am – 3:30 pm TEC # 247	Please e-mail
	Online Skype (**andrey.koptelov1**)	Please e-mail Other times by appointment

Note: *These times may vary due to scheduling of observations during Field Experience and supervising student teachers. It is best to make an appointment.*

Class Format:
The format of the class includes lecture, small group discussions, whole class discussion, on-line discussions/assignments, and field experience. Grades consist of professor and classroom mentor teacher assessment of organizational spreadsheet, written reports, class and online participation, needs assessment, webpage preparation/maintenance, appropriate implementation of technology into instruction, contribution of technology skills in a community setting, designing appropriate assessment tool, and evaluation of computational spreadsheets.

The school district administrators and SHSU faculty work together in identifying, coordinating and designing rich school-based experiences for the SHSU teacher candidates. Campus sites are selected based-on a record of excellence and willingness to partner with SHSU in this endeavor. SHSU and the partner schools seek to provide opportunities for teacher candidates to work with diverse populations. Each teacher candidate is assigned to a mentor teacher based on area of specialization for the entire semester.

Class day and time: Wednesday 12:30 – 2:20 pm.

Class Location: MITCHELL INTERMEDIATE SCHOOL

Course Description: (This is a middle level block course) This course will apply technology and computers to support instruction in various content areas at the 4-8 level. The course will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well as to assess student learning. Field experience required. Taken concurrently with the Interdisciplinary Studies Middle Level Education Methods Block. Prerequisite: Senior standing, CIEE 3374 and CIEE 3385. Credit 2.

Textbooks: *No Textbook required

Course Objectives:

Standards Matrix:

Course Objectives	Activities	Performance Assessment	Conceptual Framework SHSU COE	Standards				
				SBEC	ISTE	NCATE	NMSA	ACEI
				Technology Applications Standards				
Demonstrate the knowledge and proper application of technology-related terms and concepts	Complete classroom activities appropriately incorporating terms and concepts	Analyses of Educational Applications for Smartphones and Tablets ; Lesson Plan; ASL	CF1, CF2, CF5	1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s	3	1	3.5k, 3.9p, 4.4k, 4.5p, 5.7k, 7.10k	2a
Meaningful application of data input strategies	Review & critique of various software and websites; Analysis of Student Learning	Analyses Online Resources; ASL with Mobile Learning	CF2, CF5	1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s	5	1, 2, 3	3.5k, 3.8k, 5.9p, 7.9k	2a, 3e
Develop a working knowledge of the ethical practices in making informed decisions regarding current technologies and their applications	Discuss and present conclusions	Prevention Cyber Bullying, Internet and Smartphone Addiction; Online Resources; Applications analyses	CF1, CF2	1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s	4	1	2.2p, 3.5k, 3.9p, 5.6k, 5.6p, 7.9k, 7.10k	2a, 3e
Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and evaluate a variety of electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Technology for Community; Digital Pen Pals Project Project; Tech Tool Explorations; Online Resources	CF1, CF2, CF5	2.2k, 2.3k, 2.3s, 2.8s	3	1, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 3e
Apply search strategies in the efficient acquisition, analysis, and evaluation of electronic information	Hands-On Computer Lab activity ; Discuss and present conclusions	Analysis of Student Learning; Tech Tool Explorations Analysis of Student Learning with Use of Mobile Devices	CF2, CF5	2.1k, 2.1s, 2.2s	4, 5	1, 2, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e
Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Tech Tool Explorations; Integrated Technology Lesson Analysis of Student Learning	CF2, CF5	2.3s, 2.4s, 2.5s, 2.6s, 2.7s	4, 5	1, 2, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e

Utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations.	Student Projects for Classroom; Blackboard assignments and usage; Discuss and present conclusions; Use of various production software and Web 2.0 tools	Tech Tool Explorations; Integrated Technology Lesson; Educational Applications Design and Ideas	CF1, CF2	3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	1	2.2p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Create and Modify solutions that support the work of individuals and groups in problem-solving situations.	Hands-On Computer Lab Activities; Student Projects for Classroom; Blackboard Assignments and usage; Discuss and present conclusions; Use of Web 2.0 tools	Technology for Community Project; Digital Pen Pals Project Integrated Technology Lesson Interdisciplinary Educational Applications for Mobile Devices	CF1, CF2, CF5	3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Evaluate the results of using task-appropriate tools to support work in problem-solving situations.	Student assignments using various software; Hands-on Computer Lab Activities; Use of Web 2.0 tools	Tech Tool Explorations; Integrated Technology Lesson Analysis of Student Learning	CF1, CF2, CF4, CF5	3.3k, 3.14s, 3.15s, 3.16s, 3.17s	2	1, 2, 3, 4	1.2k, 1.3k, 1.4p, 1.5p, 2.1p, 3.10k, 7.10k	2a, 2i
Demonstrate communication of information in different formats and for diverse audiences	Technology Tutoring; Hands-on Computer Lab Activities; Skype discussions	E-Portfolio Online Resources; Tech Tool Explorations	CF1, CF3, CF5	4.1k, 42k, 4.3k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s. 4.11s, 4.12s	5	1, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 6.4k, 6.1p, 7.10k	2a, 2i, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
Plan and Organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Plan for delivery of instruction; Designing Technology Presentation	Online Resources; Technology Show & Tell; Integrated Technology Lesson. Educational Applications and Games Design and Ideas	CF1, CF2, CF5	5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s	2,	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d
Deliver and Evaluate instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Review of software and websites; Student Demonstrations	Technology for Community; Digital Pan Pals Project Integrated Technology Lessons; Analyses of Student Learning	CF1, CF2, CF5	5.7k, 5.3s, 5.4s, 5.10s, 5.11s, 5.12s, 5.13s, 5.14s, 5.15s, 5.16s, 5.18s	2, 3	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.10k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 2i, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
				PPR Standards				
Design instruction for all students that reflects relevant content and appropriate assessment	Designing Technology Projects and Presentation; Student Projects for Learning a	Technology for Community; Digital Pan Pals Project. Integrated Technology Lesson. Educational Applications and Game(s) Design and Ideas	CF1, CF4, CF5	1.19k, 1.20k. 1.21k, 1.22k.1.23k, 1.24,	2	1, 2, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.9p, 5.6k, 5.7k, 5.1p, 5.6p, 6.2k, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d

Create classroom environment of respect and rapport , fostering positive climate	Student Demonstrations; Technology Tutoring	Technology for Community Pen Pals Project; Integrated Technology Lesson.	CF1, CF5	2.10k	2	1, 3, 4	5.6p, 6.4k, 6.1p, 7.1p	1
Create instruction that makes use of effective communication techniques, engaging instructional strategies, and efficient feedback	Designing Technology Presentation; Student Projects for Integrating Technology	Technology for Community; Pen Pals Project; Integrated Technology Lesson ; Educational Applications Design	CF3, CF4, CF5	3.7k	2,3	1, 3, 4	1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 2i, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d

Standards Cited (*Follow links below for Standards related specifically to this course)*:

Association for Childhood Education International (ACEI)
Elementary Education Standards

International Society for Technology in Education (ISTE)
National Education Technology Standards (NETS-T)

Texas State Board of Educator Certification (SBEC)
Technology Applications Standards for All Beginning Teachers
Pedagogy and Professional Responsibilities (PPR) (4-8) Standards
Texas Examinations of Educator Standards (TExES) PPR 4-8 Test Framework

IDEA Objectives: The instruction in this course will address the following 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: Gain factual knowledge (terminology, classifications, methods, trends, strategies) used in applying technology in the instructional process

Course Content (Brief Overview)**:**

- Introduction/Application of instructional technology in classroom
- Theories of learning and the role of technology
- Use of computer and other technologies in teaching and learning
- Review and critique of educational websites and applications for mobile devices
- Identify methods and media for learning with technology
- Select appropriate methods, media, and materials for more meaningful learning
- Use of various forms of technology in instruction. Mobile learning. Designing educational applications for mobile devices. Educational computer games for instruction.
- Using the Internet and distance education. Pen Pals project with international students
- Analysis of student work and materials used during instruction with integrating technology
- Current and future issues in instructional technology
- Learn how to planning, delivering, delivering, and assessing instruction through technology integration for different categories of learners.

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Assignments List/Schedule

ASSIGNMENTS	**Points**
Wiki Home Page ***T***	**50**
Analyses of Online Resources for Content Areas	**50**
Analyses of Educational Applications for Smartphone	**50**
Integrated Mobile Technology in Teaching and learning (lesson plan)	**100**
Developing Application For Mobile Device Idea and Design	**100**
Developing Instructional Materials for Assessment and Mobile Learning	**250**
Pen Pals Project with Armenia	**200**
Educational Game Design and Development (assignments alternative to educational application development)	
Technology for Community Project;	**100**
Prevention Cyber Bullying, Internet and Smartphone Addiction (alternative)	
Professionalism during the course	**100**

Description of Assignments:

Online Resources for Content Areas
The teacher will collect and organize a list of websites for each content area that could be used for teacher planning, instruction, and effective student learning.

Analyses of Educational Applications for Smartphone The teacher will collect and analyze educational applications for smartphone

Integrated Technology Lesson
The teacher candidate will design a lesson plan in any content area that technology has been integrated into the lesson, both for teacher planning and effective student engagement in the learning process.

Technology for Community Project
In this assignment, the teacher candidate will help to develop technology skills for elderly people living in a retirement home. Students will develop paper based and video tutorials providing instructions for elderly people on how to use different technologies for some particular tasks and in everyday life. Students will learn how specific technologies can be used to enhance particular learning environments for different categories of learners.

Designing and Developing Educational Applications for Mobile Devices
The teacher candidate will design and develop an educational application for mobile devices for content area.

Educational Computer Game Design and Development (optional/alternative)
The teacher candidate will design and develop an educational computer game for content area.

Analysis of Student Learning
This assignment provides the opportunity to analyze data accumulated regarding student performance related to learning objectives. The teacher candidate will use various forms of data such as pre-assessments, formative assessments, post-assessments, and graphic representations in this analysis. Data will be analyzed on three levels: whole class, subgroups, and individual students

Written Assignments
Any written assignment that has five language usage, spelling, grammatical, or punctuation errors will not be evaluated. The candidate can resubmit the assignment for evaluation after all language usage, spelling, grammatical, or punctuation errors are corrected. The candidate could be required to sign-up and attend the SHSU Writing Center to receive writing assistance before being allowed to resubmit the assignment for evaluation. The professor will decide on the length of time allowed for completing the assignment.

Grades

Grade	Points Required
A	**960-1000 points**
B	**919-959 points**
C	**878-918 points**
D	**Below 877 points**

*A grade in any methods course of "D" or lower will result in the candidate repeating the course before they are eligible for student teaching.

All assignments have to be sent electronically to Blackboard by midnight on the due date

Name/Save the file as follows:

Last Name & First Name + Assigment Name

Example: Koptelov_Andrey_Website_ Resources

A minimum of **5 points** will be deducted for incorrect labeling of assignments being sent to the Assignment Manager.

If you are using word processing software other than Microsoft Word, you will need to save your file on your computer as a Rich Text Format (.rtf) file. This will allow me to open it and be able to read it with the formatting intact.

Time Requirement
For each hour in class, you 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.

Final Grades
To receive your final grade for this course: **All assignments must be completed in order to pass this course.**

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

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

****University Center Students. As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via the Content Method Absence Form prior to, or on the day of, the absence regardless of the reason for the absence. (Content Methods Absence Form Web Address -…)

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in EED 427 for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

It is the student's responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student's responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

Tardies

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

Course Expectations

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

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*

Additional resources will be provided during the semester.

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.