CIED 5383 Integrating Current Technologies in Teaching. Spring 2018

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.

CIED 5383 *is a required course for M.Ed. and Teacher Certification.*
Department of Curriculum and Instruction

Instructor: Name: Dr. David L. Henderson

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Office hours: Online and by appointment anytime

Day and time the class meets: Online

Location of class: Online

Course Description: 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)

Textbook: **Integrating Educational Technology into Teaching, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 7/e** **Roblyer** ©2016 | Pearson | Unbound (saleable) with Access Card | Available ISBN-10: 0134046919 | ISBN-13: 9780134046914

Tk20 Account statement:

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format: ONLINE

Course Content:

Chapters 1-8 All Students
Chapters 9-15 (only **ONE** chapter depending on your teaching field)

SPECIAL TOPICS OF INTEREST
pp. XVIII
PP. XIX

Chapter 1 Educational Technology in Context: The Big Plan
p. 6 Digital Technologies in Education: A Timeline of Events That Shaped the Field
p. 10 The Teachers Hardware Toolbox
p. 13 Issues That Shape the Environment for Using Technology
p. 14 Cyberbullying
p. 23/24 Technology—Use Rationale Based on Problem Solving

Chapter 2 Theory Into Practice: Foundation for Effective Technology Integration
p. 37 B. F. Skinner
p. 38 Information Processing Summary
p. 42 John Dewey
p. 39 Robert Gagne
p. 43 Albert Bandura
p. 44. Lev Vygotsky (scaffolding, ZPD)
p. 45 Jean Piaget
p. 46 Jerome Bruner
p. 47 Howard Gardner
p. 49 A Comparison of Models (Directed and Constructivist)
p. 59 Design of and Integration Framework
p. 60 Open Source Assessment Tools
p. 67 Funding Information

Chapter 3 Instructional Software for 21st Century Teaching
p. 76 Open Source Instructional Software Sites
p. 77 Adapting for Special Needs
p. 78 Five Instructional Software Functions

Chapter 4 Technology Tools for 21st Century Teaching: The Basic Suite
p. 110 An Overview of the "Basic Three" Software Tools
p. 113 A Summary of Word Processing Features
p. 122 A Summary of Spreadsheet Features
p. 128 A summary of Presentation Software Features

Chapter 5 Technology Tools for 21st Century Teaching: Beyond the Basics
p. 142 Overview of Software Tool Categories
p. 144 Overview of Materials Generators Tools
p. 157 Overview of Graphics Tools

Chapter 6 Online Tools, Uses, and Web-Based Development
p. 174-177 Online Safety and Security Issues
p. 184 Communication Options
p. 193 Summary of Web-Based Hypermedia Design and Development Resources
p. 198 Website Evaluation Criteria Checklist

Chapter 7 Introduction to Distance Education: Online and Blended Environments
p. 204-206 Flipping the Classroom (pre-algebra example)
p. 209 Summary of Research Findings on Distance Learning
p. 220 Types and Examples of Web-Based Lessons and Projects

Chapter 8 Online Models, Courses, and Programs
p. 234-235 Developing Online Courses: Models
p. 238-243 Developing Online Courses: Procedures

Chapter 9 Teaching and Learning with Technology in English and Language Arts

Chapter 10 Teaching and Learning with Technology for Foreign and Second Languages

Chapter 11 Teaching and Learning with Technology with Mathematics and Science

Chapter 12 Teaching and Learning with Technology with Social Studies

Chapter 13 Teaching and Learning with Technology Music and Art

Chapter 14 Teaching and Learning with Technology in Health and Physical Education

Chapter 15 Teaching and Learning with Technologies in Special Education

pp. 421-428 GLOSSARY

pp. 445-452 INDEX

Course Requirements:

Course work and readings included in the Evaluation Section

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Disabled Student Policy #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
- 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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course).*

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

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 1 (all applicable elements) used when there is not a SPA
    - State Standards/Competencies for certification if applicable
    - Diversity and Disposition Proficiencies
    - Conceptual Framework Alignment
    - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field based activities)	Measurement (including performance based)	Standards Alignment **S**—SPA Standard Alignment **TS**—Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **N/C**—NCATE/CAEP Standard 1 (if there is no SPA) **NETS*S** – ISTE NETS Technology Standards for Students

Program specific URL address for ***Specialty Program Association (SPA) standards***:

State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

Course Evaluation:

Point Values for CIED 5383

1. Chapters 1-8 Summaries (8 chapters x 50 points) = 400 pts

3 pages long using proper cover sheet as shown in "Getting Started"

2. Test = 50 pts

(50 questions over Chapters 1-8)

3. Lesson Plan including technology = 100 pts

Detailed plan using proper cover sheet as shown in "Getting Started"

4. PowerPoint of minimum 10 slides = 100 pts

Using proper cover sheet as shown in "Getting Started" onto TITLE slide

5. Web page = 100 pts

Your own creation or your web site from your school
Using proper cover sheet as shown in "Getting Started"

6. TK20 requirements on Copyright/Fair-Use and Dispositions (2 projects x 25 pts) = 50 pts

7. Chapter Summary of ONE choice (Ch 9-15) related to your field = 100 pts

10 pages long using proper cover sheet as shown in "Getting Started"

8. Research summary of web sites, technology devices, and articles = 100 pts

Using proper cover sheet as shown in "Getting Started."

1000 pts total

(Add up your points and move the decimal one place to the left and you will know your grade)

90-100 pts = A
80-89 pts = B
70-79 pts = C
less than 70 = F

Expectations:

Professional Participation

It is expected that graduate candidates be active (engage with all course materials), enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

Late Assignment Policy:

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Electronically submitted assignments will be considered "on time" if submitted by

midnight on the due date, unless otherwise noted (*NOTE*: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments **may** receive a 10% deduction in points for each day late. Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. Work schedule and other normal/routine activities do not constitute extenuating circumstances. All assignments, including TK20, must be completed in order to receive a final grade for this course.

Technology Requirements

It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, and conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer. Online courses move quickly and all candidates need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.

Assignments Across Coursework

The use of the same of similar work (even though it is your own) across courses within the Masters and/or Post- Bac program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removable from the Program.

Student Interaction Policy

Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.

- Do NOT text, e-mail, or access student Twitter, My Space or Facebook pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.

Contact with students outside of school is prohibited.

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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*