EDUC 300:Educational Technology, Summer 2015

Professor: Mr. (Les) LaFountain, M.Ed.
Contact Information: llafountain@tm.edu or Phone: 477-7813
Meeting Time: Wednesday 9:00 to 12:20 a.m. Room 216. **Credits: 2**
Office Hours: As posted. Office is located in Room 210J.
Textbook: Supporting Learning and Technology: Essentials of Classroom Practice by Joy Egbert

Purpose of the Course: This course is designed to give you the opportunity to explore learning and teaching through technology. This course also introduces electronic portfolios and the process of generating an individual electronic portfolio.

Catalog Description: Studies the development and use of educational technology and appropriate educational software for grades K-12. The course demonstrates the use of internet applications, web quests, and electronic portfolios. The course provides many opportunities for "real-world" classroom applications.

Methods of Instruction: Methods of instruction include on-line and direct instruction, discussion, group work, peer teaching, student presentations, hands-on demonstrations, field-based learning, independent reading and writing. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds.

Your Rights and Responsibilities: If you have emergency medical information, special learning diagnoses, or other related needs, please make an appointment with the instructor. My office contact information is listed above. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Counselor, Student Union, Room 102 and her phone number is 701-477-7957, extension 2309.

Academic Integrity: Every student is expected to complete their own work. Plagiarism and or enabling cheating on exams will result in zero grades, and additional action may be taken: see TMCC policy on these and other related matters.

Cell phones: must be turned off or put into vibrate mode during class unless the instructor works this technology into a class activity; under those exception you will have advance notice. Avoid answering phones.

Class Participation: The class lecture and activities require your active participation and is worth up to 10 points per session. An absence, excused or unexcused, will allow you to make-up coursework, but no-participation points will be earned because it's impossible to replicate classroom participation with your classmates. Also, late arrivals and early departures from a class will be equated to a loss of participation points. The first part of each class is especially important because an overview of the current session is presented along with a review of the prior class. If you are ill or have a family emergency, leave a message on my voice mail (477-7813) or email (llafountain@tm.edu) as soon as possible, preferably prior to the class you are going to miss. TMCC email is the primary method of documented communication and I will use it to correspond with you. Please make a habit to check your www.tm.edu email daily. It's your responsibility to seek out and make up coursework missed due to an absence, which must be done **prior** to the next class or no points will be earned for those assignments.

EDUC 300: Educational Technology, SU14, Mr. LaFountain, June 3, 2015

Course Objectives and North Dakota Teacher Education Standards

Course	Description	ND Standards	InTASC	Objectives	Artifacts
EDUC 300 Educational Technology 2 Credits	Studies development and use of educational technology and appropriate software for grades K-12. Demonstrates the use of internet applications, web quest, and electronic portfolios. Provides many opportunities for "real-world" classroom applications.	Technology 500.15.6 Instructional Technologies 50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families.	This course addresses the themes of communication, creativity/innovation, critical thinking, problem solving, and technology as they relate to the InTASC Standards. The following InTASC Standards are emphasized in the course: No. 3 Learning Environments, No. 4 Content Knowledge, No. 5 Application of Content, No. 6 Assessment, No. 7 Planning for Instruction, No. 8 Instructional Strategies, No. 9 Professional Learning and Ethical Practices and No. 10 Leadership and Collaboration.	1) The student will demonstrate the use of computers and other electronic accessories for classroom application; and 2) The student will create an electronic portfolio, and evaluate the ethical and legal use of technology in a classroom setting; and 3) The student will select and use appropriate technology tools that enhance student learning in their specific content area(s); and 4) The student will evaluate and demonstrate appropriate use of technology with young children, including assistive technology for children with disabilities.	Assessment E-Portfolio Quizzes Papers Midterm Exam Final Exam Vocabulary Lesson Plans Presentations Flip Charts Power Points

TMCC Mission: ...the cultural and social heritage of the Turtle Mountain Band of Chippewa will be brought to bear throughout the course.

3

General Education Outcomes: Cultural/Diversity, Critical Thinking, and Technology.

Cultural Diversity: students will be able to consider a variety of perspectives based on differences such as those stemming from culture, cultural heritage, class, gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.

Critical Thinking: students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.

Technology: Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the use of technology, and they will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.

Course Assessment: The criteria used to evaluate your work will depend upon your ability to demonstrate the following: You have a thorough understanding of the core concepts; and your papers and projects indicate understanding of course content; and you actively participate in group discussions as indicated by both non-verbal and verbal communication; and you come to class having completed assigned readings for that topic, and you actively listen to others with respect and courtesy.

Assignments: All assignments are graded based on a point system and due on date assigned. Late work is highly discouraged and will result in a twenty-five (25% rule) percent point deduction per assignment per day late; and this is calculated based on possible points. When submitting assignments you must include your name, assignment title and course name; including electronic files (e-files) or points will be deducted (20% rule) because incomplete equates to being late. Electronic files must be submitted well in advance of the deadline to allow for adequate transmission via the Worldwide Web. If you are using a word document other than Microsoft you must convert the file(s) to the Rich Text Format (rtf) for compatibility. All updates to assignments will be posted to the TMCC on-line Learning Management System (LMS), which is Jenzabar.

Disclaimer Statement: The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, such as inclement weather, institutional cancellations or other similar conditions.

Professionalism: As aspiring professionals in the field of education it is expected that you are willing and prepared to demonstrate protocols of punctuality, respecting others, proper e-mail messaging and social media communication, suitable attire, and other professional etiquette. The Teacher Education Department (TED) rubric will be used to assess teacher candidate disposition.

Grading: Evaluation is based upon a point system and grading is calculated on the following percentages:
100 to 90% = A   89 to 80 = B   79 to 70 = C   69 to 60 = D   59 to 0 = F

Schedule of Course Objectives and Activities

Date	Standard/Objective(s)	Assignments/Objectives	Pts
June 3rd 9:00- 12:20	To summarize the TMCC Mission and TED Mission To evaluate the Syllabus, Course Objectives, Jenzabar, and complete a pre-assessment on technology To design a Power Point (4-5 slides) and successfully submit on Jenzabar as properly labeled and converted format (pdf). To define technology and its relevancy in time and place. To describe relevant standards and the 21st Century Skills To differentiate between formal schooling and natural learning **InTASC Standards:** 3c, 3j, 3q, 6q, and 8h.	Ice-Breaker Syllabus, Course Objectives, Jenzabar, Assignments, Labeling e-files and other documents, APA formatting and communication protocol TMCC Mission and TED Mission Introduce Power Point Assignment (10 points) Introduce InTASC Standards Presentation on Chapter 1 Pre-assessment (on-line) Reading Assignment: Chapter 1, pages 3-31, and complete on-line quiz by June 9th (10 points)	20
June 10th 9:00- 12:20	To recognize the major components of an E-Portfolio; and to create an E-Portfolio To upgrade a resume and personal education philosophy. To demonstrate the use of copy right laws and ethics. To describe various communication processes and how technology can be used to enhance teaching and learning. To demonstrate in conversation the general knowledge and the procedures and techniques related to technology. **InTASC Standards:** 3e, 3g, 6e, 6f, 6n, 8i, 8j, 8m, and 8n.	Review prior session Copyright Law and Ethics Introduce Electronic Portfolio and Peer Review Rubric Create or Revise Personal Philosophy Resume Presentation (15-20 minutes) Introduce Multimedia Project (20 points) Presentation on Chapter 2 and 3 Reading Assignment: Chapter 2, pages 39-60, and Chapter 3, pages 63-97 and complete on-line quiz by June 16th (10 points)	20

June 17th 9:00- 12:20	To demonstrate APA process with Microsoft Word. To locate and explain the purpose of the North Dakota Standards and Benchmarks and Common Core Standards. To identify best teaching practices. To explain Bloom's Taxonomy and how to apply it in lesson planning. To identify several interactive boards and to demonstrate the use of the Promethean board. To select and apply the techniques and procedures of technology. InTASC Standards: 3m, 3r, 4l, 5e, 5f, 5l, 6d, 6s and 9f.	Review prior session Audio & video recordings on computer On-line Assessment of APA and Copyrights North Dakota Standards and Benchmarks, Common Core Standards Lesson Plan Samples and Best Teaching Practices, Bloom's Taxonomy (electronic files; label and uploading) Introduce Interactive Boards Introduce Student Technology Presentations (NEW) Presentation on Chapter 4 Reading Assignment: Chapter 4, pages 98-125 and complete on-line quiz by June 23rd (10 points).	20
June 24th 9:00- 12:20	To create a flip chart and incorporate it into a lesson plan. To locate effective flip chart resources for appropriate grade level and subject matter. To identify InTASC artifacts and write a reflection. To identify graphic organizers, scoring guides, and rubrics To define critical thinking and to create effective technology-enhanced tasks to support critical thinking. To raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria. InTASC Standards: 3p, 4c, 4r, 5c, 5d, 5k, 5m, 8f and 8r.	Review prior session and continue with Interactive Boards, Promethean Planet and Artifacts/Evidence Flip Chart Project (10 points) TED Disposition Technology Vocabulary (nanotechnology, touch-screen and touch-less or motion interaction) Introduce Graphic Organizers, Rubrics and Scoring Guides Continue E-Portfolio Presentation on Chapter 5 Reading Assignment: Chapter 5, pages 127-152 and complete on-line quiz by June 31st (10 points).	30

July 1st 9:00-12:20	To describe the purpose of a WebQuest and to identify one already made for classroom application To complete a peer review of an e-portfolio. To define creativity and to assess creativity and technology-enhanced creative tasks. think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions **InTASC Standards:** 4g, 4h, 5a, 5b, 5o, 6i, 6l, 6o, 7k, 8g and 9g.	Review prior session Webquest, Educational Websites, Virtual Field Trips Peer Review of E-Portfolio Due July 2nd (10 points) Continue Flip Chart, e-Portfolio, etc. Presentation on Chapter's 6 & 7 Reading Assignment: Chapter 6, pages 127-152 and Chapter 7, 180-205 and complete on-line quiz by July 7th (10 points)	30
July 8th 9:00-12:20	To demonstrate the use of virtual field trip. To describe various assistive technology for children with disabilities. To define problem solving and inquiry and to assess student technology-supported problem solving. To consider a variety of perspectives based on differences such as those stemming from culture, cultural heritage, class, gender, ethnicity, historical development, community and leadership. **InTASC Standards:** 3h, 4b, 4e, 4j, 4p, 5e, 5g, 5s, 8o, 8q, 8l, 9d and 10e.	Review prior session and continue Promethean Activities, Virtual Field Trips and Educational Websites Assistive technology for children with disabilities. Presentation on Chapter 8 Reading Assignment: Chapter 8 pages 154-178 and 206-234 July 14th (10 points). Multimedia Project and Presentation Due (20 points) Review for Post Assessment	40
July 15th 9:00-12:20	To demonstrate fundamental speech etiquette as it applies to lesson presentation. To demonstrate e-portfolio among one's peers. To design and present a mini-lesson plan. To assess technology vocabulary and resources. **InTASC Standards:** 3f, 3l, 4c, 4k, 10g and 10n.	Prezi Presentation Google Docs Presentation Student Presentations on Alternative Uses of Technology Begin Student e-portfolio Presentations	10
July 22nd 9:00-12:20	To demonstrate a clear, concise and convincing repertoire of technology used in teaching and learning. **InTASC Standards:** 3e, 3f, 3g, 3l, 4r, 5n, 5s, 5f, 6i, 6q, 7k, 8g, 8n, 8r, 9f, 10g	Continue Student e-portfolio presentations (50 points) Post assessment (30 points)	100

Note: The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf