

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
|--|---|--------------------------------|
| The students will develop an Internet-based project that uses technology as both a medium and a goal of K-12 instruction. | Collaborative Lesson Plan Web-quest Teacher Web Page | TIM, COM |
| The students will evaluate and critique various software and hardware tools to determine utility in a K-12 setting. | Website Review Teacher Web Page Collaborative Lesson Plan | TIM, CT, COM |
| The students will evaluate and critique legal and ethical issues for using technology in the K-12 classroom. | Discussion Board: Legal and Ethical Issues | TIM, COM, GSR |
| The students will create a portfolio with samples reflecting ways technology can support classroom management, administration, and teaching in a K-12 classroom. | Wiki Teacher Web page Web-quest Reflective Essay | TIM, CT TIM, CT, COM |
| The students will analyze and summarize the features of a selection of applicable websites providing test data from national, state and local educational | Discussion Board: Educational Technology Best Practices/Resources | |

| | | |
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| resources. | | |
| The students will analyze and evaluate a selection of technological tools for assisting students with special and /or diverse needs, and link the technology to specific outcomes for these students. | Collaborative Lesson Plan Discussion Board: Assistive/Adaptive Technology for Students | TIM, CT |
| The students will analyze and evaluate a selection of technological tools for assisting students who are English Language Learners, and link the technology to strategies for teaching these students. | Collaborative Lesson Plan Discussion Board: Technology Assisting ELL Students | TIM, CT |

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

| | | |
|--------------------|-------------------------|----------------|
| Lee Campus | Taeni Hall, S-116A | (239) 489-9427 |
| Charlotte Campus | Spatz Hall, J-101 | (941) 637-5626 |
| Collier Campus | Student Services, M-113 | (239) 732-3104 |
| Hendry/Glades Ctr. | Building A, A-123 | (863) 674-0408 |

VI. REQUIREMENTS FOR THE STUDENTS:

Course assessments are listed below:

| ASSESSMENTS: | Due Dates |
|--|-----------------------|
| Professionalism/Class Participation/Attendance | Ongoing |
| Assignment: Journal Blog Posts (11) | Varies – see schedule |
| Assignment: Discussion Posts (5) | Varies – see schedule |
| Syllabus Quiz | 01/23/14 |
| Assignment: Website Evaluation Rubric | 02/06/14 |
| Project: Collaborative Lesson Plan | 02/20/14 |
| Assignment: WebQuest | 02/27/14 |
| Project: PowerPoint Presentation | 03/20/14 |
| Project: Instructional Wiki | 04/03/14 |
| Project: Teacher Webpage ePortfolio | 04/17/14 |
| Assignment: Reflective Essay | 04/24/14 |
| Final Exam | 05/01/14 |

Assessment Details

Professionalism/Class Participation/Attendance

Attend all scheduled class times and participate in any classroom discussions and activities. Follow the

classroom protocol.

Assignment: Journal Blog Posts

Post meaningful and reflective responses to chapter text assignments using a blogging tool. Each blog post should answer one of the focus questions at the beginning of the chapter, relate to one of the chapter's Tech Tool links, and provide a personal connection to the student's summary of the chapter.

Assignment: Discussion Posts

Respond to a specific discussion topic with a minimum of 150 words. Provide supporting material to address the topic using academic writing and citing references. Comment to a classmate's response to create further discussion on the topic, i.e., not to provide "accolades" but rather to extend the discussion and add commentary to the understanding of the topic. Discussion topics Include: Introductory Biography, Educational Technology Best Practices/Resources, Assistive/Adaptive Technology for Students, Technology Assisting ELL Students, and Legal and Ethical Issues.

Syllabus Quiz

Assess your knowledge and understanding of the course syllabus, to include assessment expectations and other requirements through this quiz of multiple choice questions.

Assignment: Website Evaluation Rubric

Create a rubric for the purpose of evaluating an educational/children's academic website. Select and review an educational or children's academic website. Use the rubric to evaluate it and provide a written critique of the site.

Project: Collaborative Lesson Plan

This collaborative team project requires student teams to select and develop a lesson plan that is inquiry based with a technology component. The lesson plan must be focused on one grade level that addresses a minimum of one Sunshine State Standard and one NETS standard. The plan must integrate the usage of educational technology for instruction and must provide a written evaluation/critique of the selected technology software and/or web-based resources utilized for the lesson. The lesson must address one of the educational research theorists and explain how the lesson adheres to one of the research theories of learning. In addition, the lesson plan must include adaptations for ESE and culturally and linguistically diverse students.

Assignment: WebQuest

Create a WebQuest with the use of a web-based structure (i.e. Quest Garden, Zunal). The WebQuest as an online inquiry driven project should include the following components: Introduction, Task, Process, Evaluation, Conclusion, and Teacher Page.

Project: PowerPoint Presentation

Develop a PowerPoint presentation (minimum 10 slides) based on investigative research that you conduct to learn about an assigned lesson or develop a PowerPoint presentation in Pecha Kucha format (20 slides x 20 seconds per slide) using any educationally appropriate content to teach a lesson. The PowerPoint presentation should demonstrate your ability to integrate pictures, graphics, word documents, word art, tables, charts, hyperlinks, music and/or video to enhance this presentation.

Project: Instructional Wiki

This group project requires the creation of a collaborative wiki that exhibits various instructional strategies. Group members will select and conduct research about instructional strategies and explain

how these strategies can be used to improve teaching and learning. All information will be posted on the wiki with examples and specific application of each selected strategy. The wiki will be comprised of an introductory page, a minimum of one page per strategy (one strategy per group member) with a detailed description demonstrating knowledge of that particular instructional strategy, and a reference page for all resources to be cited using APA format. Each wiki page should have at least three of the following components: graphics, clip art, video clip, hyperlink, pictures, tables, charts or other means of demonstrating competence with the technology tools. Each group member will also evaluate another member's wiki page and will provide that peer evaluation as a comment to the member's wiki page.

Project: Teacher Webpage ePortfolio

Create a teacher webpage and electronic portfolio comprised of all the previous assignments, lessons and other significant resources discovered or developed during this course. The previous assignments will be completed and other materials and resources may be added to enhance the final presentation. Add your introduction bio, note to parents, links to resources, textbook information, educational puzzles, games and websites for use by your students.

Assignment: Reflective Essay

Write a reflective post regarding ways technology can support and enhance classroom management, administration, and teaching including your own experiences in this class (i.e., class discussions, activities and assignments).

Final Exam

Assess your knowledge and understanding of the learning outcomes and standards of this course with the comprehensive open-resource final exam consisting of multiple choice and short answer questions.

VII. ATTENDANCE POLICY:

Students are expected to attend all class sessions, arriving on time and remaining until the end of the class session. If an unavoidable absence is anticipated, please communicate that information to me via voicemail or email as soon as possible, preferably prior to the absence.

VIII. GRADING POLICY:

| ASSESSMENTS: | Points Possible | Approximate % of total grade |
|--|------------------------|-------------------------------------|
| Professionalism/Class Participation/Attendance | 50 | 6% |
| Assignment: Journal Blog Posts (11 @10 pts each) | 110 | 13% |
| Assignment: Discussion Posts (5 @20 pts each) | 100 | 11.5% |
| Syllabus Quiz | 20 | 2.5% |
| Assignment: Website Evaluation Rubric | 40 | 5% |
| Project: Collaborative Lesson Plan | 100 | 11.5% |
| Assignment: WebQuest | 50 | 6% |
| Project: PowerPoint Presentation | 100 | 11.5% |
| Project: Instructional Wiki | 100 | 11.5% |
| Project: Teacher Webpage ePortfolio | 100 | 11.5% |
| Assignment: Reflective Essay | 40 | 5% |
| Final Exam | 40 | 5% |

The following grading scale will be used:

- A = 90 – 100% (761 – 850 points)
- B = 80 – 89% (676 – 760 points)
- C = 70 – 79% (591 – 675 points)
- D = 60 – 69% (506 – 590 points)
- F = Below 60% (less than 506 points)

Note: The “incomplete” grade [“I”] will be given only in extreme emergency conditions when unusual circumstances warrant and must be approved by the instructor prior to the final exam date. An “incomplete” is not a substitute for a “D,” “F,” or “W.”

Student grades for this course are recorded using an electronic grade book and students can check assignments and comments at any time.

IX. REQUIRED COURSE MATERIALS:

Maloy, R. W., Verock-O'Loughlin, R., Edwards, S. A., & Woolf, B. P. (2013). *Transforming learning with new technologies*. 2nd Edition. Boston: Pearson/Allyn and Bacon.

X. RESERVED MATERIALS FOR THE COURSE:

None

XI. CLASS SCHEDULE:

The following is a tentative schedule for the class meetings, aligning applicable assessment due dates. All assessments are due at the start time of the class date indicated, unless otherwise specified.

| DATE | SCHEDULE | ASSESSMENTS & READING ASSIGNMENTS DUE |
|---------------------------|---|--|
| Thu, Jan 9 th | - Introduction & Review of Syllabus - Self-Assessment - Becoming an e-Teacher | |
| Thu, Jan 16 th | - Exploring Theories of Learning - Transforming Learning with Technology | * Chapter 1 ^ Journal Post #1 (10 pts) ^ Assignment: Discussion Topic – Introductory Biography (20 pts) |
| Thu, Jan 23 rd | - Developing Lessons with Technology | * Chapters 2 & 3 ^ Journal Post #2 (10 pts) ^ Journal Post #3 (10 pts) ^ Syllabus Quiz (20 pts) |
| Thu, Jan 30 th | - Integrating Technology and Creating Change | * Chapter 4 ^ Journal Post #4 (10 pts) ^ Assignment: Discussion Topic – Educational Technology Best Practices/Resources (20 pts) |
| Thu, Feb 6 th | - Addressing Digital Inequalities | ^ Assignment: Website Evaluation (40 pts) |
| Thu, Feb 13 th | - Researching and Evaluating Online Information | * Chapter 5 |

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| | | ^ Journal Post #5 (10 pts) ^ Assignment: Discussion Topic – Assistive/Adaptive Technology for Students (20 pts) |
| Thu, Feb 20 th | - Facilitating Learning with Digital Content | * Chapter 6 ^ Journal Post #6 (10 pts) ^ Project: Collaborative Lesson Plan (100 pts) |
| Thu, Feb 27 th | - Assessing Educational Software | * Chapter 7 ^ Journal Post #7 (10 pts) ^ Assignment: WebQuest (50 pts) |
| Thu, Mar 6 th | SPRING BREAK Holiday ☺ | |
| Thu, Mar 13 th | - Incorporating Gaming and Inquiry Based Learning | * Chapter 8 ^ Journal Post #8 (10 pts) ^ Assignment: Discussion Topic – Technology Tools for ELL Students (20 pts) |
| Thu, Mar 20 th | - Communicating and Networking Online | ^ Project: PowerPoint Presentation (100 pts) |
| Thu, Mar 27 th | - Collaborating and Problem Solving with Technologies | * Chapter 9 ^ Journal Post #9 (10 pts) |
| Thu, Apr 3 rd | - Creating and Sharing with Technologies | * Chapter 10 ^ Journal Post #10 (10 pts) ^ Project: Instructional Wiki (100 pts) |
| Thu, Apr 10 th | - Differentiating Instruction | * Chapter 11 ^ Journal Post #11 (10 pts) ^ Assignment: Discussion Topic – Legal & Ethical Issues (20 pts) |
| Thu, Apr 17 th | - Web 2.0 Tools, Flipping the Classroom | ^ Project: Teacher Webpage e-Portfolio (100 pts) |
| Thu, Apr 24 th | - Embedding Feedback and Reflection - Self-Assessment | ^ Reflective Essay Post (40 pts) |
| Thu, May 1 st | ^ FINAL EXAM (40 points) | |

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

* Attendance is vital for success in this class. If for some reason, you cannot attend class, please be aware that the replication of a missed class is not possible. Students are responsible for obtaining content, assignment information, etc. from website postings (wiki and portal) and/or colleagues. It is advised to share contact information with a few of your colleagues in class to facilitate such communication.

* Late assignments are subject to a late penalty in the form of point(s) deduction.

* Students are expected to schedule appropriate weekly time outside of class, as well as, attend all class meetings. The traditional ratio of 2-3 hours of outside class time to 1 hour of in-class time would translate to 5-7.5 hours of outside class time plus the 2.5 hours of in class time for a total of 7.5 – 10 hours each week for the next fifteen weeks.

- * Technology is integrated throughout this class.
 - The majority of this class content and assignments utilize digital content via the web. Thus, internet access is crucial. Students should incorporate plans for accessing the internet as part of their outside class time expectations.
 - Students are advised to bring a storage device (i.e., USB drive), have access to a cloud-based storage account, and/or bring their own laptop.
 - Students will be using a variety of web 2.0 tools (including Google docs) which typically require creating accounts with an email address to obtain a user name and password. To avoid confusion, students may want to set up a separate email account (gmail is recommended!).
 - Some assignments will require specific software that is available on the Edison Library computers if students do not have access to that software at home. Thus, students may need to schedule time in the library to complete assignments.

- * Important Resources:
 - Edison State College portal (email, announcements, etc) and ESC Canvas website
 - EME2040 wiki – <http://eme2040edison.wikispaces.com/>
 - EME2040 Livebinders - <http://www.livebinders.com/edit/index/55702>
 - Your Google account (log in at <https://accounts.google.com/Login>)
 - Your delicious account (log in at <http://www.delicious.com>)

- * Last day to withdraw from individual classes (Spring 2014 semester) is March 21st.