

**PROFESSOR:** Coleman

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**OFFICE HOURS:** Thu 5:00 - 5:30pm

**SEMESTER:** Spring 2015

**I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EME 2040 INTRODUCTION TO TECHNOLOGY FOR EDUCATORS (3 CREDITS)**

Application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the Florida Educator Accomplished Practices, Sunshine State Standards, the Professional Educator Competencies, and the National Educational Technology Standards.

**II. PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

**III. GENERAL COURSE INFORMATION: Topic Outline.**

- Technology tools for classroom management, administration, teaching and learning
- Software, hardware and web-based applications for use in the classroom
- Legal and ethical use of technology in the classroom
- Research skills and information fluency by using internet resources to gather and use information and other data
- National, state, and local resources for evidence based data for use in appropriate instructional planning
- Universal Design principles and appropriate technology tools for students with special and/or diverse needs and English Language Learners.

**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	

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**

Florida SouthWestern 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. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**VI. REQUIREMENTS FOR THE STUDENTS:**

Course assessments are listed below as the following:

<b>ASSESSMENTS:</b>	<b>Due Dates</b>
Professionalism/Class Participation/Attendance	Ongoing
Assignment: Digital Blog Posts (12)	Varies – see schedule
Assignment: Discussion Topics (5)	Varies – see schedule
Syllabus Quiz	01/15/15
Assignment: Website Evaluation Rubric	02/05/15
Project: Instructional Strategies Wiki	02/19/15
Project: Collaborative Lesson Plan	03/26/15
Assignment: WebQuest	04/09/15
Project: Teacher Webpage ePortfolio	04/23/15
Final: Reflective Essay	04/30/15

Assessment Details

*Professionalism/Class Participation/Attendance*

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

*Assignment: Digital Blog Posts*

After reading a chapter in the required textbook, choose at least three distinct concepts within the

chapter that you want to further explore and reflect upon. Select a digital tool from which to craft your meaningful and reflective response to chapter text assignments and post on your blog. The focus is not only on your reflection of the content in the chapter, but also the creativity of the digital tool selected. Each digital tool is allowed for use at the beginning, intermediate and experienced levels.

*Assignment: Discussion Topics*

Respond to a specific discussion topic with a minimum of 200 words. Provide supporting material to address the topic using academic writing and citing references in APA format. 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: Instructional Strategies 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.

*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: 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 Common Core/Florida 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.

*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 blog 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).

**VII. ATTENDANCE POLICY:**

Students are expected to attend all class sessions, arriving on time (5:30pm) and remaining until the end of the class session (8:15pm). If an unavoidable absence is anticipated, please communicate that information via 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	7
Assignment: Digital Blog Posts (12 @ 10pts each)	120	16
Assignment: Discussion Topics (5 @ 20pts each)	100	13.5
Syllabus Quiz	20	2
Assignment: Website Evaluation Rubric	50	7
Project: Instructional Strategies Wiki	100	13.5
Project: Collaborative Lesson Plan	100	13.5
Assignment: WebQuest	50	7
Project: Teacher Webpage ePortfolio	100	13.5
Final: Reflective Essay	50	7

The following grading scale will be used:

- A = 90 – 100% (662 – 740 points)
- B = 80 – 89% (588 – 661 points)
- C = 70 – 79% (514 – 587 points)
- D = 60 – 69% (440 – 513 points)
- F = Below 60% (less than 440 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 via Canvas. Students can (and are strongly encouraged to) 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*. 2<sup>nd</sup> Edition. Boston: Pearson/Allyn and Bacon.  
 ISBN: 978-0133155716  
 ISBN: 0-133155714

**X. RESERVED MATERIALS FOR THE COURSE:**

None.

**XI. CLASS SCHEDULE:**

The following is a tentative schedule for the class modules, aligning applicable assessment due dates.

MODULE	SCHEDULE	ASSESSMENTS & READING ASSIGNMENTS DUE
Thu, 01/08/15	- Introduction & Review of Syllabus	*Orientation Materials & Assignments ^ Self Assessment
Thu, 01/15/15	- Becoming a 21st Century Teacher	* Chapter 1 ^ Digital Blog Post #A (10 pts) ^ Syllabus Quiz (20 pts) ^ Assignment: Discussion Topic #1 – Introductory Biography (20 pts)
Thu, 01/22/15	- Understanding Educational Technology Issues and Trends	* Chapter 2 ^ Digital Blog Post #B (10 pts) ^ Assignment: Discussion Topic #2 – Educational Technology Best Practices/Resources (20 pts)
Thu, 01/29/15	- Transforming Learning with Unique, Powerful Technologies	* Chapter 3 ^ Digital Blog Post #C (10 pts)
Thu, 02/05/15	- Teaching Information Literacy and Digital Citizenship	* Chapter 5 ^ Digital Blog Post #D (10 pts) ^ Assignment: Website Evaluation (50 pts)
Thu, 02/12/15	- Exploring Problem Solving with Software, Apps & Games	* Chapter 7 ^ Digital Blog Post #E (10 pts)
Thu, 02/19/15	- Communicating and Collaborating with Social Media	* Chapter 8 ^ Digital Blog Post #F (10 pts) ^ Project: Instructional Strategies Wiki (100 pts)

Thu, 02/26/15	- Promoting Success for All Students Through Technology	* Chapter 10 ^ Digital Blog Post #G (10 pts) ^ Assignment: Discussion Topic #3 – Assistive/Adaptive Technology for Students (20 pts)
Thu, 03/05/15	Spring Break! 😊	
Thu, 03/12/15	- Expressing Creativity with Multimedia Technologies	* Chapter 9 ^ Digital Blog Post #H (10 pts) ^ Assignment: Discussion Topic #4 – Technology Tools for ELL Students (20 pts)
Thu, 03/19/15	- Designing Lessons and Developing Curriculum with Technology, pt 1	* Chapter 4 ^ Digital Blog Post #I (10 pts)
Thu, 03/26/15	- Designing Lessons and Developing Curriculum with Technology, pt 2	^ Project: Collaborative Lesson Plan (100 pts)
Thu, 04/02/15	- Engaging Students in Performance Assessment and Reflective Learning	* Chapter 11 ^ Digital Blog Post #J (10 pts)
Thu, 04/09/15	- Fostering Online Learning with Educational Websites and Apps	* Chapter 6 ^ Digital Blog Post #K (10 pts) ^ Assignment: WebQuest (50 pts)
Thu, 04/16/15	- Integrating Technology and Creating Change as Teacher Leaders - Legal and Ethical Issues with Educational Technology	* Chapter 12 ^ Digital Blog Post #L (10 pts) ^ Assignment: Discussion Topic #5 – Legal & Ethical Issues (20 pts)
Thu, 04/23/15	- Portfolio Assessment and Reflection	^ Project: Teacher Webpage e-Portfolio (100 pts) ^ Post-Self Assessment
Thu, 04/30/15	- Wrap Up	^ Final: Reflective Essay Post (50 pts)

**XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

\* Late assignments are subject to a late penalty in the form of point(s) deduction (a minimum of 10%, depending on submission date) or not accepted for grading, if deemed excessively late.

\* Students are expected to schedule appropriate weekly time for the class content, online interactions and assignment/projects. The traditional ratio of 2-3 hours of outside class time to 1 hour of in-class time would translate to approximately 7.5 – 10 hours each week for the traditional fifteen weeks. Please schedule your weeks accordingly.

\* Technology is integrated throughout this class. Students will be using a variety of web 2.0 tools 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!).

\* Important Resources:

- Florida SouthWestern State College portal and FSW 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 2015 semester) is **March 20, 2015**.