



Sul Ross State University
Department of Education

Instructor	Leah E. Wickersham, PhD	Phone	214-497-0029
Office	Virtual Office	E-mail	lwickershamfish@sulross.edu *(Best method of contact)*
		Virtual Office	As needed via SKYPE – my skype id is drleah
		Hours	

ED 3307: Technology in the Instructional Setting

Required Text:

Lever-Duffy & McDonald. Teaching and Learning with Technology, 5th edition
ISBN: 0133783030

Description:

A study of technology used in the instructional setting. This course will provide pre-service teachers with basic computer history, as well as experience using the Internet, CAI (computer-assisted instruction), CMI (computer-managed instruction), page layout, presentation software and other technologies. We will develop practical methods of teaching with computers in the public schools, including unit and lesson planning, materials and technology of instruction, curriculum content and provisions for individual student differences.

ED 3307 contributes to the following Program Learning Outcomes (PLOs):

- The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for elementary (EC -6 grades) students
- The Interdisciplinary Studies – BS student will create a positive (EC-6 grades) elementary classroom learning environment.
- The Interdisciplinary Studies – BS student will teach developmentally appropriate lesson to (EC-6 grades) elementary students.
- The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements of (EC-6 grades) elementary teachers.

ED 3307 will address the following Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student will be able to:

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TEES Competencies Covered in ED 3307:

Competency 009

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

The beginning teacher:

- A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- B. Understands issues related to the appropriate use of technology in society and follows the guidelines for the legal and the ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
- C. Applies procedures for acquiring, analyzing and evaluating electronic information (e.g., locating information in networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).
- D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate results to support the work of the individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in

electronic communities as learner, initiator and contributor; sharing information through online communication)/

- E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedure for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video.)
- F. Knows how to incorporate the effective use of technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities and materials to integrate the Technology Applications TEKS into the curriculum.
- G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience and relevance to assignment.
- H. Identifies and addresses equity issues related to the use of technology.

Course Assignments:

There are 175 total possible points for the semester with the weekly discussion board activities and the website compilation.

175-156=A

155-140=B

139-123=C

122-105=D

104-0=F

1. Weekly Discussion Board Activities: 10X15 = 150 points

This course is designed using a discussion-based/activity approach following the textbook chapter and external readings combined with activities to assist you in further developing your skills with technology. You will be assessed on the quality of your responses to the questions each week, the level of interaction provided, and the quality of the work you create via the activities assigned. Weeks open on **Monday morning and discussions conclude the following Sunday**; however, I **do not** want your original posting to the discussion to occur on Sunday. Sunday is the day for interaction. Please review the rubric carefully.

The rubric used to assess your work is worth 15 points and there is one discussion/activity/week resulting in 10 discussion/activity-based assignments for a total of 150 discussion points for the semester. ***Please review the criteria carefully below.***

1=does not meet expectations; 2=needs improvement; 3=average; 4=good; 5=excellent

Quality of responses to discussion question to include fully addressing the question and providing a level of detail demonstrating your knowledge, understanding and synthesis of the material. This **includes locating and sharing** additional resources beyond the textbook related to the week's discussion. 1 2 3 4 5

Level of interaction (more than just "I like it" or "I agree" statements) with at least one other individual to **include posting original post by Saturday** (1 point will be deducted if you post your work on Sunday) 1 2 3 4 5

Quality of work related to the activity assigned to include fully addressing the assignment criteria, originality of work created, and the ability to connect the activity to teaching/learning. 1 2 3 4 5

2. Website Compilation – 25 points

Throughout the semester, you will compile a list of resources (at least 25) that you can use in your teaching. You will be expected to develop a list or compilation of these resources with an explanation of how they will be beneficial to you. This is an on going project that should occur weekly and will include the following organized in a spreadsheet or a word document:

- 1) website (URL),
- 2) a description of the website,
- 3) its intended use (either for students or teachers),
- 4) grade level
- 5) content area

Assignment Schedule and Details:

The class will be structured using a weekly schedule. Every **Monday** morning the current week will be opened and ready to be completed. The week will close on the following **Sunday** at 11:55pm CDT. All assignments for the week, unless otherwise stated by the instructor, will be due by the closing time on Sunday night. Please note that I expect your original posting to be completed by Saturday with the interaction taking place on Sunday. If these are not turned in at the end of the week before Sunday at 11:55pm CDT, a zero will be assigned.

Course Grading:

Please monitor your My Grades area in Blackboard for grades on assignments

Important information: Each course week will begin on **Monday** and close the following **Sunday**. All communication is expected to occur either via the course weekly discussions, or if you have a private matter to discuss with me, you may email me at lwickershamfish@sulross.edu or call me via Skype – a free internet calling service that can be downloaded at <http://www.skype.com> Just search for **drleah** and add me as a contact. When you see me online (which is most of the time, call!).

Week #	Chapters	Purpose
1	1	Technology, Teaching and You
2	2	Technology and Learning
2	3	Planning for Technology Integration
2	4	Technology for Diverse Learners
3	5	Schools and Technology
3	6	Technology in the Classroom
3	7	Software for Teacher Tasks
4	9	Teaching, Learning and the Web
4	10	Technology for Distance Delivery
5	11	Technology in Schools: Implementation Issues
5		Website compilations due in forum

Course Policies:

Late or Missing Assignments: Late assignments are not accepted. The requirements for this course are minimal and the student is responsible for turning in all assignments by the class date for the week. Late work will not be accepted.

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: -Turning in work as original that was used in whole or part for another course and/or professor; -turning in another person's work as one's own; -copying from professional works or internet sites without citation; -collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Grace Petty MA, LPC
Accessibility Services Coordinator
Counseling and Accessibility Services

Ferguson Hall Rm. 112
432-837-8203
gduffy@sulross.edu

This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.