Sul Ross State University
Department of Education

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ED 3307: Technology in the Instructional Setting, Spring 2020

Required Text:

Lever-Duffy & McDonald. Teaching and Learning with Technology, 6th edition

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ISBN-10: 0134401204
ISBN-13: 9780134401201
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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.

TExES 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 tolls 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:

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 **expect you to post your work on or before Saturday and include an outside resource to support your statements**. Use Saturday/Sunday as 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   1 2 3 4 5 teaching/learning.

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

One make up is allowed this term. At the end of the semester and after you have submitted your website compilations, I will allow everyone to select one assignment they did not perform well on to redo. More information will be made available at the end of the semester.

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 on or before 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. The point breakdown is below.

175-157=A
156-140=B
139-122=C
121-104=D
 104-0=F

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 lew15gg@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 & 3	Technology and Learning Planning for Technology Integration
3	4 & 5	Technologies in the Digital Classroom Software for Teaching and Learning
4	6	Technology for Diverse Learners
5	7	The Web in the Digital Classroom
6	8	Technology for Digital Learning and Delivery
7	9	Technology in Schools: Implementation Issues
8	10	Technology in Tomorrow's Schools Website compilation due One make up due

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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations:

ADA (Americans with Disabilities Act)

1. *Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas   Telephone: 432-837-8691. E-mail:* mschwartze@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.