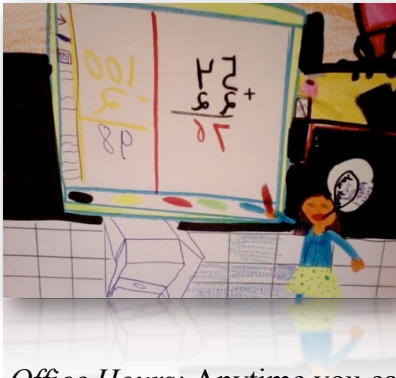


## EDU 672 Course Syllabus



**Course Title:** EDU 672

**Meeting Times:** Asynchronous Course (meets at any time)

**Instructor:** Christopher Shively, Doctoral Student in Learning and Instruction emphasis in Science/Elementary Education (UB), C.A.S. Educational Leadership, MS. ED. in Educational Computing, B.S. in Elementary Education

### **Contact Information**

*Office Hours:* Anytime you can reach me or by appointment

*Email Address:* shivelct@buffalostate.edu, | *Phone:* 1.716.517.6265 | *Skype:* chris.shively

## **Course Access & Communication**

### **Course Access - bTactus.org**

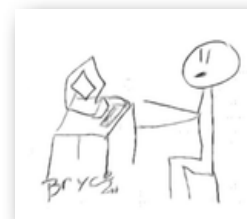
This course is not on UBLearn. The course is hosted at <http://btcactus.org>, which is my own web site. I use this tool instead of UBLearn because you will be experiencing a course organized and disseminated using a web development tool called TeacherSites. TeacherSites is a tool that is widely available to teachers and school districts across the United States and is the number one teacher web site tool in Western and Central New York State.

### **Email**

I will post all course announcements using email. You must give me an email address that you check every day, this can be your UB email or another one. I will send links to assignments, rubrics and the evaluation of rubrics to the email address you give me on the first day of class.

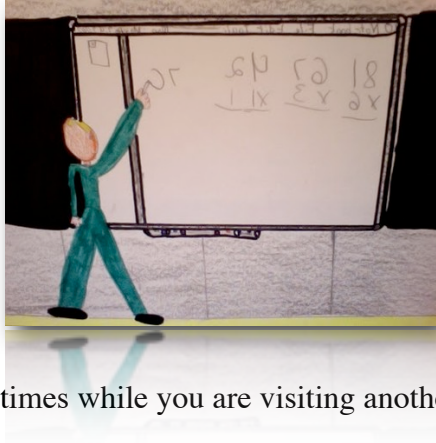
### **Overview of the Format of the Course**

In my courses I use the metaphor of the hiking trail to help you organize the information you are learning. Like a hiking trail, there will be times that you will want to stop and think about an idea, just like you might stop to ponder the colors of a dragonfly resting on rock near a stream. At other times, you might have to stray off the main trail to learn something that will help you on the main trail or that interests you. This is very similar to the spur trails that jettison off the main trails that people follow to explore caves, rock formations or swimming holes.



### **Navigation**

In order for you to follow the main trail, you will see this symbol at the bottom of each web page. This symbol is like the blazes one might see posted on trees to help the hiker know they are on the correct trail. Follow these signs until you see the end of the trail sign.



I also take advantage of tabbed browsing in the design of my courses. If your web browser is not setup to open new links in new tabs and you end up opening new windows instead, please correct this problem or email me and I will help you fix this issue. It is very common for users of Safari and Internet Explorer to run into this issue because by default, these browsers open links in new windows. I use a "trail of tabs" to help you keep the directions open (the main trail) at all times while you are visiting another web site (a spur off the main trail).

### **Evidence of Learning**

On each trail you will be asked to show that you have learned something. This is a performance/project based course and so you will need to create something to show that you have "experienced the trail".

### **Passwords**

Each trail is protected with a password and that password will be distributed to you at the start of the course and after the completion of each section of the trail.

### **Research**

I have done my best to provide relevant research to support the concept of working with a wiki. This is not an exhaustive list and as I find more research, it will be made available to you.

### **Final Thoughts**

It is my contention that technology does not make a great teacher. **Good pedagogy**, mixed with technology, makes a great teacher. We will both be learning along this trail and it is my hope that it will be an exciting experience for you.

## **Course Assignments**

There will be one assignment with a rubric released each week. You will have one week to complete the assigned work at your own pace and time.

### **Trails to Integrating Technology Effectively<sup>1</sup>**

Base Camp

Trail #1 - Teach with Video, Just Don't Watch it!

Trail #2 - Writing with Research

Trail #3 - The Podcast Trail

Trail #4 - The Classroom Web Site Trail

Trail #5 - Assistive Technologies Trail

Trail #6 - Action Research Trail



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<sup>1</sup> I call assignments trails.

Trail #7 - The Literacy Trail

Trail #8 - TPCK & Math

### **Relationship to Teacher Education Program Conceptual Model**

The preparation of a reflective facilitator of learning is anchored in a foundation of professional knowledge - knowledge of the learner and their characteristics, knowledge of content to be taught, and knowledge of pedagogy. Course objectives for EDU 672 address all three components of the Teacher Education Program Conceptual Model.

**Knowledge of the learner** in the application of developmentally appropriate practices in the use of technology to childhood education, in dealing with management in the classroom and application of adaptive and assistive technology for exceptional learners.



**Knowledge of content** as teacher candidates become familiar with the New York State CORE Learning Standards, Key Ideas and Performance Indicators and meeting the NETS Standards.

**Knowledge of pedagogy** as teacher candidates learning strategies for organizing classrooms, identifying behavior management strategies, and designing curriculum and instruction ALL using technology.

### **National Technology Standards for Teachers**

The course curriculum is based on the following performance indicators taken from the ISTE web page<sup>2</sup>.

#### **Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

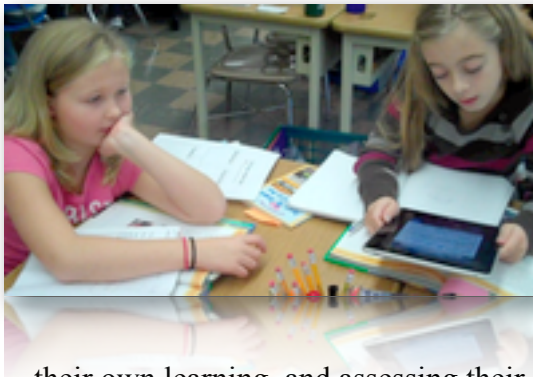
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<sup>2</sup> [http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### **Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS for Students. Teachers:



- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

### **Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.



### **Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:



- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

### **Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

### **Essential Questions, Enduring Understandings, and Course Resources**

#### **Essential Questions**

What are the characteristics of a quality classroom web site?

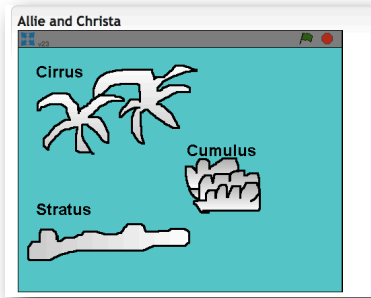
How might a teacher use a classroom web site for Communication?

How might a teacher use a classroom web site for Instruction?

How might a teacher use a classroom web site for Assessment?

How might a teacher use a classroom web site for Publication?





How should a teacher protect themselves and their students in their "digital classroom"?

How can a teacher promote digital safety?

How can schools protect students while not limiting freedoms?

How does collaboration affect student learning?

How is collaborating with technology, similar or different than collaborating without it?

How might technology affect the following collaborations? teacher - parent? teacher - student? teacher - colleagues? teacher - administrator? teacher - world community

How would you know if you were breaking copyright law?

Why does copyright exist?

What should K- 12 students understand about copyright?

What would you do if your colleague was breaking copyright law?

What are the characteristics of a quality web resource?

Are there different reading skills associated with reading on the web?

How does teaching with web resources affect student understandings?

Why would a teacher want to teach with web resources?

Why should a teacher organize web resources?

What is the best way to organize resources for the students in your class?

How do teachers present learning resources?



What are the components of an effective lesson?

How is teaching with technology different from traditional instruction?

Does teaching with technology change the way students learn?

Should students of all skill levels be in the same classroom?

How can a teacher design instruction to teach all learners?

How can students demonstrate understandings when they use web resources to learn?

What are Assistive/Adaptive Technologies

What free resources are available to use as Assistive/Adaptive Technologies?

## Enduring Course Understandings

1. A web browser can be used to teach and to learn.



2. Today's teachers maybe required to: 1.) use student management systems, 2.) develop, 3.) classroom web sites, 4.) maintain digital grade books 5.) use online assessment tools, 6.) teach with web resources requiring a login, 7.) use technology to support instruction

3. Secure passwords are the first

defense in protecting classroom data

4. Teachers have a responsibility to keep their classrooms safe, including their "digital classroom"

5. Modeling positive digital etiquette can protect all users on a computer network

6. A classroom web site has four purposes: 1.) Communication, 2.) Instruction 3.) Assessment and 4.) Publication

7. Classroom web sites are a "dynamic, ever-changing" extension of the physical classroom

8. A classroom web site is a reflection of a teacher's personality, similar to their physical classroom

9. Technology has made collaborating with a mass audience very easy

10. There are a variety of web based resources a teacher can use to promote student collaboration

11. Students can "hand-in" their work using web resources

12. The Jigsaw Method, a cooperative learning strategy, is a powerful instructional method to include in a teacher's "toolkit"

13. Before teaching with a web resource, make sure that it can be used to teach an instructional objective

14. Quality web resources extend learning into the homes of your students

15. Web Resources are an important part of the curriculum

16. "Cute" web sites sometimes create the most confusion in students, limiting the transfer of learning

17. The classroom web site can be used to launch instructional experiences

18. Web resources should be organized to help students get to web sites as quickly as possible

19. There are many ways to organize web resources on your classroom web site

20. The Organization of Resources is an instructional strategy that will improve the way students learn using the web



21. There are resources on the web that teachers can use in place of the textbook.
22. When using a web site for a lesson, teachers should create the product/performance of the lesson before teaching with that web site
23. The classroom web site can be the launching point for technology integration
24. When using web resources for instruction, it is ok to have students demonstrate their understanding using paper and pencils, crayons, etc.
25. The Universal Design for Learning Theory was developed to teach teachers how to reach all learners
26. Reading and Writing challenges exist after Elementary school too!
27. There are federal laws that outline a school district's responsibility as they pertain to the implementation of Assistive Technologies
28. Assistive Technologies enable children to complete tasks they could not complete without them
29. Assistive Technologies can be very expensive or free
30. Teachers have a responsibility to understand copyright law as it applies to education
31. The 1976 Copyright Act set forth four provisions by which copyrighted materials could be used in non-profit educational setting, it is called "Fair Use"
32. Even under Fair Use, there are restrictions regarding how much of a work may be copied for students

### **Course Materials**

All materials that are needed can be found on the Internet.

#### **Required**

- 1.) Rose, D. & Meyer, A. (2002). **Teaching Every Student in the Digital Age.**  
http://- free - <http://www.cast.org/teachingeverystudent/ideas/tes/>
- 2.) Google Account - Free - <http://docs.google.com>
- 3.) TeacherSites Classroom Web Site Application (\$39.00 or less, depends on the special they are running) - <http://myteacherpages.com>
- 4.) Wikispaces - free - <http://wikispaces.com>
- 5.) Zotero - free - <http://zotero.org>
- 6.) Del.icio.us - a social bookmarking tool - free
- 7.) Inspiration - 30 day trial only
- 8.) Jing - screen capture software
- 9.) New York State Standards, presented by NYLearns.org - free

#### **Recommended**

- 1.) Firefox – an alternative web browser to Internet Explorer and Safari - Free - <http://getfirefox.com> The following Firefox Add-ons All Free: 1.) Quicknote, 2.) Highlighter
- 2.) Bubbl.us - a social concept mapping tool - free
- 3.) VoiceThread - an audio and video recording web application - free

- 4.) Twitter - a communication application
- 5.) WallWisher - a collaboration tool - free
- 6.) Scratch - a visual programming application designed by the Lifelong Kindergarten Group - free
- 7.) Virtual Magnifier - an assistive and adaptive technology to magnify content - free

### **Assessment**

In order for you to complete an assignment it is important that you understand the learning objectives and outcomes. One of the most effective ways to accomplish this task is for you to self-assess your own work, therefore, students will be provided with a rubric prior to the release of any assignment. I believe that you will have success in this course when you "... when they have a sufficiently clear picture of the targets that their learning is meant to attain" (Black and Wiliam, 1998, p. 7). You will be required to fill out a self-evaluation on each rubric in Google Docs and share your work with me. You will find that if you complete an accurate self-assessment, my review of your work will be similar, if not identical.

### **Grading Scale**

This course is based on a percentage of the total number of points you accumulate. Your grade is not determined on a 100 point scale. It is very common for the course point total to be over 100 points. Please do not try to calculate your grade based on a 100 point scale.

- \* 95% - 100% -->A
- \* 90% - 94% -->A-
- \* 87% - 89% -->B+
- \* 84% - 86% -->B
- \* 80% - 83% -->B-
- \* 77% - 79% -->C+
- \* 74% - 76% -->C
- \* 70% - 73% -->C-
- \* 67% - 69% -->D+
- \* 64% - 66% -->D
- \* LESS THAN 64% -->E

Assignment Policy: All assigned work is due by the established date listed on the course web site.

"All students are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance, or rude behavior based on age, race, religion, color, national origin, gender, sexual orientation, disability, or marital, veteran, or socioeconomic status. All members of the university community are expected to contribute to the college environment to move the college community in the direction of respect for all."

Academic Dishonesty Policy: Students who engage in plagiarism, cheating on examinations, multiple submissions of the same work, unauthorized collaboration, falsification and/or any other violation of academic integrity will receive an "E" grade in the course.

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