EDUC 478/698I:

Using Information Technology in the Classroom

Syllabus

Instructor:	Davina Pruitt-Mentle
Office:	2127 Tawes
Phone:	(301) 405-8202
email:	dpruitt@umd.edu
Website:	http://www.edtechoutreach.umd.edu/
Office Hours:	By appointment
Credits:	3 credits
Time:	Spring Semester

Course Goals:

To introduce students to the strategies, resources, tools and organizational concepts for using technology to facilitate classroom learning and school administrative functions. Major topics of interest include:

- Building expertise in locating, retrieving, archiving and evaluating information from such digital sources as email, the Internet and district-adopted software and learn to utilize and evaluate the effectiveness of strategies for sharing knowledge gained through such sources.
- Introducing the logic of a backward design approach to curriculum planning, assessment, and instruction utilizing technology integration strategies
- Criteria selection in matters of understanding; design standards for quality control; and misconceptions and misunderstandings toward integrating technology into the classroom
- Locating, accessing, retrieving, evaluating, and archiving information pertaining to their MSDE assessment scores, state and national content standards, and performance assessment tasks
- Building skills and confidence in participants abilities to determine the best tools and methods to locate and present information, and to develop the ability to evaluate information, investigate the various resources available to researchers and educators, and present their findings in intellectual and practical settings
- Examining the uses of and current issues related to research based best practices in integrating technology in the educational setting

- Exploring the advantages and concerns with research-based justifications for educational technology
- Building expertise in accessing and using exemplary technology resources to facilitate inquiry-oriented activities in the classroom.

Throughout the course, a hands-on, learner-centered approach will enhance student ability to explore and contribute to best practices in the use AND the infusion of technology to enhance student learning and motivation to learn.

NOTE: Although this course was designed for the "educational arena" concepts, activities and assignments can be created to apply to participant's individual area of interest and expertise.

Objectives:

At the completion of this module, students will:

- Review research on technology effectiveness, rationales and concerns for using technology, and best practices in integrating technology in the educational setting.
- Review literature on effective technology-enhanced instruction in the classroom that utilizes the backward design model.
- Explore the general categories of educational technology software resources: instructional software, software tool, multimedia, hypermedia, distance learning, and virtual reality environment.
- Explore MSDE data in developing a framework for establishing curricular priorities.
- Utilize state and national content and technology standards in designing technology-enhanced instruction and school technology plans.
- Utilize a backward design framework to design technology-enhanced instruction, which incorporate state and national content and technology standards.
- Explore effective strategies for accessing and using technology resources (Web Quests, e-portfolios, Treasure Hunts, Scavenger hunts and various software) to facilitate inquiry-oriented activities in the classroom.
- Evaluate software applications for enhancing instruction and school administration.
- Evaluate the pedagogical potential of multimedia sources.
- Review and discuss assistive technology options and resources for students with special needs.
- Review and discuss technology-enhanced options and materials for culturally diverse populations.
- Review and discuss equity, ethical and legal issues in using technology in schools.
- Share knowledge of important issues and trends related to technology-enhanced content utilizing a backward design framework through online

collaborative group discussions and reflect upon student experiences in a Web enhanced/Web-based course.

Readings:

Recommended readings are found in the WebCT online format. These reading assignments will be periodically updated on the course website. Others can be found at www.edtechoutreach.umd.edu. Any hardcopy outside readings will be on file in the Curriculum Library (0220 Benjamin Bldg. -located in the basement).

Texts: NOT REQUIRED TO PURCHASE

1. Roblyer, M.D. (2002). 3rd Edition. Integrating Educational Technology into Teaching. Prentice Hall [ISBN 013042319x] ($78 at Amazon and Barnes and Noble (2004 Update) - $76.63).

Methodology:

This course will utilize a combination of face to face and on-line lecture and reading materials, hands-on experiences, explorations of multimedia resources, guest speakers, virtual field trips, discussions and projects to help participants understand the strengths and limits of strategies for integrating information technology in the educational setting. Detailed information about topics for each class is included in this syllabus.

Student Expectations and Procedures:

1. Students are expected to obtain and actively use a computer account with access to the Internet and WebCT discussion site (the University provides such accounts free to enrolled students.) Students are expected to use **anti-virus software and backup all work**. Since the course will primarily meet on-line it is of importance that you assure that your computer access can easily support the WebCT environment. WebCT Student Manual - http://www.courses.umd.edu/studentmanual/
2. Completion of assigned tasks and readings **prior to each class** (the preset catalog time) is required in order to facilitate student learning.
   o Take the Online Self-Assessment Survey - http://www.vto.vt.edu/survey.php
3. It is expected that students will initiate, participate in and facilitate on-line discussions on course topics, issues and readings.
4. **If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible.**
5. Students missing the deadline for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class session.

6. Please carefully edit all written assignments. A lack of care in proofreading or composition can negatively effect your final grade.
7. The citation style employed should be accurate, acceptable, and recognizable (MLA, Chicago or APA) practice. The American Psychological Association (APA: http://www.apa.org) style of citation is preferred. For quick basics, visit:
    o UMCP reference site http://www.lib.umd.edu/UES/library_guides.html
    o Purdue Owl Lab http://owl.english.purdue.edu/workshops/hypertext/APA/index.html
    o Columbia University Press - http://www.columbia.edu/cu/cup/cgos/idx_basic.html
    o Columbia Guide to Online Style/ACW style "help sheets"- http://www.cas.usf.edu/english/walker/mla.html
8. The University of Maryland has developed a policy describing appropriate academic conduct. Turning in assignments that use substantial portions of the work of others without attribution is considered plagiarizing and is specifically prohibited. Please review information regarding the Honor Code and other academic integrity policies at: http://www.jpo.umd.edu/conduct/conduct.html.
9. Should you find it necessary to take an Incomplete (I) in this class, please complete the standard UMCP Incomplete Contract form available in the College of Education Access Center, 1210 Benjamin Building, two weeks before the end of the semester.
10. No part of any lecture or course content may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any informational storage and retrieval system, without permission in writing from the instructor.

Instructor Responsibilities

Just as we have high expectations for students, we also have high expectations for ourselves. Students should expect that the instructor for this course will:

1. Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' work;
2. Remember that each student brings different background knowledge about both content and online experiences to this course, as well as help students develop their personal interests whenever possible;
3. Help students identify sources of additional substantive and methodological expertise, as needed;
4. Meet with students individually or in groups upon request and be available in person, by telephone, and by email to answer questions; and
5. Work hard, have fun and empower students to plan and engage in high quality discussions and experiences.

6. Email with students is not always a low threshold technology. Students sometimes feel that faculty/instructors should be available to answer questions 24/7 or whenever the student is online. This expectation of an immediate response can occasionally create a negative communication environment. Students' emails can also add significantly to faculty/instructor workload. While my past performance has indicated that I return emails promptly (sometimes to students surprise within minutes), in order to eliminate the possibility of problems due to assumptions, the following is the course minimal guideline: All emails will be answered within 24 hours of receipt except on weekends (begins after 4:00 on Friday)-which may take longer. I do however; HIGHLY recommend that you send emails whenever a question arises, while the above is only a statement of minimal expectations on my part.

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Grading Policy:

Grades will be based on the on-time completion of course requirements and on the scope, quality and creativity of the papers/projects. The **extent and quality** of participation in course interactions (face to face and virtual) will be a major factor into determining the final course grade.

1. **Participation** in face to face/on-line discussions, chat sessions (~3-5 chats will be scheduled throughout the semester. Dates and times are determined by the group—chats are mandatory/worth double points/200 instead of 100 points) and follow up replies **(25%)**
2. **Mini-assignments and activities** (i.e., Scavenger Hunt; Cyberawareness month activity calendar; netiquette profile) and evaluation, critiquing, and discussion of peer work **(25%)**
3. **Paper/Project 1. (20%)** OR MICCA OPTION
4. **Paper/Project 2. (20%)**
5. **Final Reflection** -- reflecting on your own ideas and practices as well as on those introduced in this course -informal discussion thread **(10%)**

The evaluation criteria for this course are described in more detail in the [grading rubric](#).

Tentative Course Outline

- Session 1: 1/26 Introduction (F2F)
- Session 2: 2/2 IT in Teaching and Learning
- Session 3: 2/9 Standards: IT in the workplace and 21st Century skills
- Session 4: 2/16 Why Technology? The Policies that Drive New Directions Possible chat week Ideas for Project/Paper 1 Due

- Session 5: 2/23 Cyberethics
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- Session 6: 3/2 Cybersecurity and Cybersafety
- Session 7: 3/9 Technology for Instruction and Learning
    - Productivity Tools (Word/Excel/PP/Hyper Studio)
- Session 8: 3/16 Software Functions & Technology Applications Part I. Possible chat week   Paper/Project 1 Due
    - Generators/ Probes/Graphic Calculators/PDA's

- Session 9: 3/23 Spring Break
- Session 10: 3/30 Software Functions & Technology Applications Part II Ideas for Project/Paper 2 Due
    - Hyper & Multimedia
    - Internet Resources

- Session 11: 4/6 More Internet Activities
- Session 12: 4/13 Data and Teaching for Understanding (TfU)/ Backwards Design Brainstorming Final Paper/Project

- Session 13: 4/20 Integration of Technology/Resources in Education
- Session 14: 4/27 Diversity and AT/Universal Design. Possible chat week Paper/Project 2 Due

- Session 15: 5/4 Research on Technology Integration /Future Directions MICCA Conference
- Session 16: 5/11 Closure

Final Paper/Project reflection and all work due by May 18th, 2006