

Graduate Education Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number ED 585		Course Title Integrating Technology into the Curriculum	
Section/Semester Summer 2010	Location Tunkhannock Area Middle School	Meeting Times 8:00-11:30	

Instructor Contact Information

Instructor Name Barb Landon		Office Hours (if applicable)	
Phone Number 8363612	E-mail barbara.landon@wilkes.edu or barb_landon@yahoo.com	Best time(s) to be contacted evenings	

Course Description

The course will present models of instructional design to provide a theoretical framework in the application and integration of microcomputer technology into the K-12 curriculum. Participants will develop a portfolio of computer-generated materials for their classroom.

Textbook(s) & Readings

Shelley, Gary B., Cashman, Gunter, & Gunter (2008). *Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom* (5th ed.). Boston, MA: Cengage Learning.

Recommended Reading List or Resources

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bitter, Gary G. and Jane M. Legacy. *Using Technology in the Classroom* (7th Ed.).

Docterman, D. A. (2002). *Great teaching in the One Computer Classroom*. Watertown, MA: Tom Snyder Productions. (Available at www.tomsnyder.com).

Marzano, Robert, Debra Pickering, and Jane E. Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (ASCD).

Throne, Stephanie and Grace Smith. *Differentiating Instruction with Technology in K-5 Classrooms*.

Warlick, David (2004.). *Redefining Literacy for the 21st Century*. Linworth.

Recommended Websites:

Technology and Learning Magazine

<http://www.techlearning.com/>

Kathy Schrock

<http://school.discovery.com/schrockguide/>

ISTE

<http://www.iste.org/>

Teachers Discovering Computers Textbook Website

<http://oc.course.com/sc/tdc6/>

Inspiration Software

<http://www.inspiration.com/>

Microsoft Education Home

<http://www.microsoft.com/education/>

Apple Learning Interchange

<http://edcommunity.apple.com/ali/>

KidsClick

<http://www.kidsclick.org/>

Scholastic

<http://www.scholastic.com/>

Mid-continent Research for Education and Learning

<http://www.mcrel.org/>

Discovery Education streaming

<http://streaming.discoveryeducation.com/>

Thinkfinity Website

Excellent resource for using the internet in the classroom.

<http://www.thinkfinity.org/>

A Tutorial on Searching the Web

<http://www.sc.edu/beaufort/library/pages/bones/bones.shtml>

Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.

3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Classroom Technology Program Outcomes (CTPO)

6. The student will demonstrate the use of new technologies to create meaningful learning opportunities for all students.
7. The student will develop the ability to provide learning opportunities within the discipline that addresses different approaches to learning and creates instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
8. The student will acquire the ability to understand the role of technology within the discipline and be able to demonstrate skills using instructional tools and technology to gather, analyze and present information, enhance instructional practices, facilitate professional productivity and communication.

Educational Development and Strategies Program Outcomes (EDSPO)

6. The student will learn to create classroom learning environments which are conducive to the achievements of established learning goals.
7. The students will learn to apply and adapt instructional strategies to meet individual learning needs.
8. The students will demonstrate research-based learning theory and practices to motivate and instruct students in content areas.
9. The students will develop and employ communication skills to facilitate understanding, build relationships, and foster a community of learners.

Student Learning Objectives The students will:	Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~	ISLO SELO GEPO CTPO EDSPO	PDE Certification Guidelines or Competencies (if applicable)	
Demonstrate skill and knowledge in the integration of the word processor, spreadsheet, database, presentation software and the Internet to enhance instruction in the P-12 classroom.	Required assignment	ISLO (1-5) SELO (1-5, 8) GEPO (1-5) CTPO (6-8) EDSPO (6-8)	IT I. B. I. C. I. D.	SpED II. C. II. G. III. C.
Evaluate, select and integrate hardware and courseware with curriculum and instructional objectives using models of instructional design.	Required assignment	ISLO (1-5) SELO (1-5, 8) GEPO (1-5) CTPO (6-8)	IT I. B. II. C. II. D	SpED I. H. II. D.
Demonstrate an understanding of the legal and ethical use of technology in an educational setting.	Required assignment	ISLO (4) SELO (7) GEPO (4) CTPO (6-7)	IT III. B. III. C.	SpED III. B. III. E.
Describe various types of assistive technology and identify potential applications for special needs students.	Required assignment	ISLO (4) SELO (1-6,8) GEPO (4) CTPO (6-8) EDSPO (7)	IT I. A.	SpED I. A. I. J.
Identify ways in which technology can support alternative learning styles.	Required assignment	ISLO (1-4) SELO (1-8) GEPO (1-5) CTPO (6-8) EDSPO (6-9)	IT I. B. III. C.	SpED III. D.

Related PA State Guidelines (Correlated to course objectives)

Instructional Technology Specialist

I.A. Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction

I.B. Integrating technology into curricular planning and instructional design

I.C. Management and administration of technology programs at the building, district and regional levels

I.D. Research, problem solving and product development of technological applications

II.C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning

Special Education

I.A. Philosophical, historical and legal foundations of education of students with disabilities.

I.H. Development and implementation of the Individual Education Program (IEP) and the Individual Transition Plan (ITP) that integrates assessment data with the general education curriculum

I.J. Selection and implementation of instructional and assistive technologies that support the teaching and learning process

II.C. Planning instruction that promotes problem analysis, creativity, decision making and self determination based upon assessment data, academic content, students, community, Pennsylvania Academic Standards, and the general education curriculum

II.D. Creating an instructional environment that communicates challenging learning expectations to students while utilizing and modifying instructional strategies/resources/technologies to meet learning needs.

II.G. Communicating and collaborating with Partners

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Communicating effectively (orally and in writing) with students, colleagues, families, paraprofessionals, related service personnel, administrators, agencies and the community

III.D. Establishing and maintaining collaborative relationship with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners

III.E. Recognize the impact and importance of decision-making, teacher behavior, ethical practice and self-reflection on professional development

Course Requirements & Assessments

Helpful Links:

Assure Method of Lesson Plans <http://www2.unca.edu/education/edtech/techcourse/assure.htm>

Gagne's Model of Instructional Design- http://www.e-learningguru.com/articles/art3_3.htm

A Tutorial on Searching the Web

<http://www.sc.edu/beaufort/library/pages/bones/bones.shtml>

All assignments have rubrics attached. The class has been created on the following wiki page: <http://ed585wilkes.wikispaces.com/>

Middle States Competencies addressed in assignments are indicated in parenthesis.

Written communication (WC)

Oral communication (OC)

Scientific reasoning (SR)

Quantitative reasoning (QR)

Technological competence (TC)

Critical analysis & reasoning (CA&R)

Information literacy (IL)

Required Assignments

1. Required Assignment

Lesson Incorporating DE Streaming (WC, IL, CA&R, TC)

Create a lesson in your content area using DE Streaming. Students will demonstrate their understanding of computer integration, keeping in mind a model of instructional design, with a lesson they might use in their K-12 classroom, which will incorporate DE Streaming.

Points can be determined by instructor.

	4	3	2	1	Points
Objectives	Objectives and expected level of performance are stated.	Objectives stated clearly.	Objectives are vague or poorly stated.	No objectives stated.	
Curriculum Alignment	Clear evidence of connection to target curriculum. Frequent and clear references are made to facts, concepts, and cited resources. Students will learn from this project.	Adequate evidence of connection to target curriculum. Students are likely to learn from this project.	Some evidence of connection to target curriculum. Students may learn from this project.	No evidence of connection to target curriculum. Students are not likely to learn from this project.	
Use of Materials/Technology	All materials (including DE Streaming video) used in the lesson are included and sources are properly cited within the project according to APA style.	Most materials (including DE Streaming video) for the lesson are included and sources are properly cited within the project according to APA style.	A few materials (including DE Streaming video) for the lesson are included and at least some sources are properly cited within the project according to APA style.	Materials (including DE Streaming video) used for the lesson are missing and/or sources are not properly cited within the project according to APA style.	
Procedures/Assessments	Clear sequence of strategies, strategies to meet individual/diverse student needs and means of determining individual student learning.	Adequate sequence of strategies, strategies to meet individual/diverse student needs and means of determining student learning.	Some sequence of strategies, strategies to meet individual/diverse student needs and means of determining student learning.	No sequence of strategies to meet individual/diverse student needs and means of determining student learning.	
Evidence that objectives were met	Acceptable evidence is clearly defined, measurable, and linked to stated objectives.	Adequate evidence of connection to target curriculum and reflection and analysis of student experiences.	Some evidence of connection to target curriculum. Some reflection and analysis of student experiences.	No evidence of connection to target curriculum. No reflection and analysis of student experiences.	
<i>Adapted from MidLink Magazine (http://www.ncsu.edu/midlink/) or Multimedia Mania (http://www.ncsu.edu/mmania/)</i>					

Graduate Education Course Policies

Attendance Policy: Attendance is mandatory. If there is an emergency please contact me before class time by telephone or email.

Attendance at all graduate class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Anticipated absences should be approved in advance by the instructor. Students are responsible for all content and assignments due when absent. Assignments must be submitted on the date due regardless of absence. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. Note that one absence is equated to a three-hour class session; a full day class is equivalent to two class sessions.

Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting. Additional requirements or consequences may be imposed by the instructor.

Course Expectations & Late Work Policy:

All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Online References:

- <http://apastyle.apa.org/>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Grading: *(Set by instructor)*

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Course Technology Integration

The technology that will be used in the course is provided in the computer lab. This includes computers, printers and projection unit.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about

more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

Wilkes Graduate Education Program Policies

Academic Honesty:

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Identity Authentication:

1. The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

Library Access:

Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/pages/662.asp> and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing:

The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/pages/765.asp> .

Act 48:

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perms.ed.state.pa.us/>

Special Needs:

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153.

Class Schedule for the Semester

Date	Topic(s) & Readings	Assignments Due
July 26	Word and Word wizards	Assignment 1 and 2
July 27	Excel	Assignment 3
July 28	Excel and Word	Assignment 4
July 29	Power Point	Assignment 5
Aug. 2	Internet Searches: Research Topics	Assignment 6
Aug. 3	Demonstration Assignment	Assignment 6
Aug.4	United Streaming	Assignment 7
Aug. 5	Technology Standards, Evaluation of schools technology hardware and software, education hub	Due Aug. 9
Aug. 9	Power Point demonstration on information	Assignment 8
Aug. 10	Introduction to wikis and Webquest	
Aug. 11	Class work on webquest	
Aug. 12	Demonstrate Webquest, Evaluation	Assignment 9