

EDCT 501 Technology to Enhance Learning

Masters of Arts in Education Program

Eastern Mennonite University

February 11-12, 25-26, March 11-12, 25-26, and April 8-9, 2011

Communication:

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Instructor's Degrees/Certifications:

Supervisory Certificate (Curriculum & Instruction)
Principal Certification (K-12)
Masters of Education (Curriculum & Instruction)
General Science Certification
Bachelors of Science (Earth Science & Biology)

Millersville University
Millersville University
Kutztown University
Elizabethtown College
Millersville University

Credit Hours:

3 semester hours

Course Description:

Focuses on strategies and delivery systems of instruction which are now available to teachers through the use of technology. Investigates how a wide range of electronic information technology might affirm core values and promote excellent teaching practices. Emphasizes hands-on-learning.

Required Documents:

November, A., (2008). *Web literacy for educators*. Thousand Oaks, CA: Corwin Press.
ISBN-13: 978-1412958431

Optional Documents:

Roblyer, M. (2006). *Integrating educational technology into teaching* (5th Edition).
Columbus, OH: Pearson Merrill.
ISBN# 013-119572-7

Philosophy: "Experience is the best teacher of teachers."

The purpose of this course is to introduce educators to the abundance of technology available to better enhance the learning of their students, facilitate their jobs, and enhance their own knowledge base.

Theory and practice are the foundations for integrating technology into the classroom. Theory provides us with an explanation of why we need to create 21st century classrooms and practice gives us the tools to achieve this goal. This class is a combination of each.

With the needs of students always in mind, this instructor hopes that your desire to teach is always student oriented and that you will be caught up in a contagious enthusiasm to help students prepare themselves for the real world.

Class Objectives: *The participant will be able to...*

- apply technology to better facilitate learning in the classroom. (PK, C, L)
- develop a variety of approaches to use technology. (I,PK,C)
- investigate and experience technology used in classrooms today. (S,I,C)
- demonstrate an understanding of the following: Word Processing, Draw, Paint, Images (digital & scanned), Spreadsheets, Presentation Software, The Internet, Subject Specific Programs, Networking, Information Manipulation (storage, transmission, and retrieval), Web 2.0, Ethical, Legal, and Security Issues. (I, C, Ca, L)

Course Requirements:

I. Professional Development

- A. WEB 2.0 Paper:** Today's schools and the students they serve must constantly adapt to the technologies that the "digital natives" bring to the table. This paper will focus aspects of new technologies and how they have impacted the instructional capabilities of classroom teachers.

From Blogs and web rings to Internet safety and cyber bullying, the interactive web experience (WEB 2.0) impacts the classroom and instruction. The viewpoint of this paper is at the discretion of the writer, but should detail and investigate either the broad spectrum of WEB 2.0 or a specific niche it occupies. Please inform the instructor as to the basic premise of your paper before the assignment is completed.

This paper will be evaluated on the following criteria (40 points total):

20 pts. Evaluation: A thoughtful evaluation of the topic is presented.

20 pts. Expression: The participant was able to express his/her ideas in a clear and concise manner. The document was a professional representation of ideas and comments.

- B. 5 Lesson Enhancements:** Using ideas from current literature (*Middle School Journal, Educational Leadership, Science Scope*, etc.), the participant will generate an original document describing five (5) different technology enhanced lesson ideas. These ideas range from unique teaching techniques to a new and exciting classroom activity. Please cite your sources.

These enhancements will be evaluated on the following criteria (30 points total):

6 pts. Enhancements: Each idea will be awarded six points. Each enhancement idea must be produced in an original participant-generated document (copies from the Internet or direct copies from a journal are not acceptable).

- C. 10 Great Internet Sites:** Using the Internet, create a web list of excellent academic (5 sources) and teacher resource (5 sources) sites available on the World Wide Web. Please cite your sources.

These sites will be evaluated on the following criteria (30 points total):

- 3 pts. Site: Each site will be awarded three points. Each site must be produced in an original participant-generated document (copies from the Internet are not acceptable). In the document please provide the site address and a description of the advantages and disadvantages of the site.

II. Teaching Experience

- A. Class Presentation:** Prepare a presentation for the class using technology. (Note: this may be one of the lesson plans for the Action Plan.) This presentation may utilize any technology available to you or available in the future. The presentation should be content or skill based reflecting your curriculum.

The presentation will be evaluated on the following criteria (30 points):

- 15 pts. Innovative: Some aspect of the presentation (please denote this) is innovative, different, or approaches the same old material in a different way.

- 15 pts. Student/Audience Centered: The presentation is student / audience centered in delivery, content, interaction, and/or style.

- B. Test:** Prepare a test for a lesson in your action plan. Any teacher can create quality tests and technology can help. Develop a quality test from a topic in your action plan. A scanned/drawn/photo diagram to assist the student in taking the test must accompany a section of the test. At least one set of questions from the diagram section of the test must be reprinted and clearly labeled at the end of the test with accommodations for students with an IEP.

The test will be evaluated on the following criteria (40 points):

- 15 pts. Test Factors: The test must follow the standards provided in class regarding general layout and specifications of tests (i.e. white space, choices, terminology, directions, etc.).

- 15 pts. Diagrams: The required diagrams accompany the correct questions. The diagrams are neat, clean, and appropriate for the question.

- 10 pts. Accommodations: The modified questions are clearly labeled with the accommodations that were made to the test questions. The accommodations are in accordance with those provided in class (i.e. word bank, limited choices, extra time, etc.)

- C. Classroom Newsletter:** Prepare a classroom newsletter using technology. This newsletter should showcase your skills in the manipulation of text, scanned pictures, drawings, charts/table, and other techniques.

The presentation will be evaluated on the following criteria (30 points):

- 10 pts. Text: Like a newspaper the newsletter should have text areas that are easy to read and if they do “jump” to another page, should follow with headlines.
- 10 pts. Picture: A scanned picture, drawing, clip art, or other image should accompany the text and other points of interest for the news letter.
- 10 pts. Chart: Utilizing the “table” feature or an actual spreadsheet, provide this feature in a section of your newsletter.

- D. Video Project:** Prepare a short video utilizing a digital camera. Using the raw footage collected, edit, add a variety of effects and overlays, and finally publish/present the video.

The presentation will be evaluated on the following criteria (30 points):

- 15 pts. Video: A video is created, edited, and presented to the class. A variety of effects were added to the video that enhanced the presentation
- 15 pts. Innovative: Some aspect of the presentation is innovative, different, or approaches the same old topic in a different way.

- E. Action Plan:** This course is designed to provide the participants with experiences that will expand their understanding of the use of technology in the classroom. To assist with the successful implementation of these technologies, each participant will create an action plan.

These plans will be evaluated on the following criteria (100 points total):

- 10 pts. Current Holdings: In this section of the action plan a listing of the current technologies available to the teacher will be documented.
- 10 pts. The Future: In this section the near and distant goals of the teacher will be detailed along with a needs list and some ideas on how to acquire the needed technologies.
- 60 pts. Current Lessons: Using a lesson plan format familiar with the participant, create 3 lesson plans (20 points each) that can be enhanced with technologies presented during this course or currently in use.
- 20 pts. Future Lessons: Using a lesson plan format familiar with the participant, create 1 lesson plan that can showcase the technologies that may be acquired for your classroom.

III. Class Responsibilities

Class responsibilities will be evaluated on the following criteria (25 points):

25 pts. Participation: The participant will make every effort to attend class and participate in class discussions and presentations.

IV. Evaluation:

Grading percentages comply with University policy and values. For each class session an assignment is not turned in on time, one letter grade will be deducted. If, after two sessions the assignment is not turned in, a score of zero will be assigned. Any who have legal absences and/or have discussed this with the instructor will have extensions equal to their absence.

V. Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

VI. Special Accommodations:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

VII. EMU Conceptual Framework:

"Preparing Caring, Reflective Teachers for a Changing World"

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

VIII. M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

- Professional Knowledge:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**
- Communication:** to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**
- Caring:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**
- Leadership:** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use the *Publication Manual of the American Psychological Association 6th Edition, (2nd printing)* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

IX. Schedule:

Please note this is a tentative schedule of events. The actual schedule of events will be finalized during the first few sessions. Guest speakers may alter the scheduling depending on their availability.

Date	Time	Description of Activity
Friday 2/11	5:45 – 6:00	EMU Registration
	6:00 – 7:00	Introduction, Philosophy and Syllabus
	7:00 – 9:00	Web 2.0
Saturday 2/12	8:30 – Noon	Quality Tests, Word-Processing, and Scanning Documents/Images, Spreadsheets, & PowerPoint
	Noon – 4:30	Work Session
Assignment Due 2/25: November Book Chapters 1 – 3, <i>The Interconnected Nature of the 21st Century World</i> discussion (all on Google Group)		
Friday 2/25	6:00 – 7:30	<i>Internet Safety</i> by TBD
	7:30 – 9:00	November Book Chapters 1 – 3 Discussion
Saturday 2/26	8:30 – 10:00	Cool Internet sites for teachers and kids
	10:00 – 12:30	Communication: Report Cards, Progress Reports, E-mail, Gradebook, and Student Management
	12:30 – 4:30	Work Session on I.B, I.C, and II.C
Assignment Due 3/12: I.B 5 Lesson Enhancements, I.C 10 Great Internet Sites, and II.C Classroom Newsletter		
Friday 3/11	6:00 – 7:30	Interactive Boards & Interactive board practice
	7:30 – 9:00	Work Session on II.C
Saturday 3/12	8:30 – 10:00	<i>Keeping Parents Informed</i> by Robert Houghton
@ CVMS (all Day)	10:00 – 11:30	<i>Newsletters</i> by Sue Fisher (Note: share your newsletter II.C with Sue)
	1:00 – 3:30	<i>United Steaming, Quizdom, & Science Probes</i> by Maria Stern
	3:30 – 4:30	Work Session on I.A and II.B
Assignment Due 3/26: November Book Chapters 4 – 7 (Google group), II.B Test; Due 3/20, I.A WEB 2.0 Paper,		
Friday 3/25	6:00 – 8:00	November Book Chapters 4 – 7
	8:00 – 9:00	Digital Images and Technology
Saturday 3/26	8:30 – Noon	Filming for II.D
@ CVHS (all Day)	Noon – 4:30	Work Session for II.D
Assignment Due 4/10: II.A Class Presentations, II.D Video, and II.E Action Plan		
Friday 4/9	6:00 – 9:00	II.A, D, and E. Work Session
Saturday 4/10	8:30 – 10:00	Participant's Presentations (II.A)
	10:00 – 11:30	Video Presentations (II.D)
	12:30 – 2:00	Action Plan Presentations (II.E)
	2:00 – 4:30	Participant Topics

Appendix A
Writing Standards –Graduate Level (Grid Version)

<u>Criteria</u>	A excellent	B minimal expectations	C below expectations	<u>Comments</u>
Content (quality of the information/ideas and sources/details used to support them)	- shows clarity of purpose - shows depth of content - applies insight and represents original thinking - demonstrates quality and breadth of resources	- shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources	- shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources	
Structure (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - uses some awkward transitions	
Style (appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)	- is concise, eloquent, and rhetorically effective - composes varied sentence structure	- displays concern for careful expression - composes some varied sentence structure	- displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés	
Conventions (adherence to grammar rules: usage, mechanics)	- composes well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually has well-constructed sentences - makes several errors - makes word choices that distract the reader	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style	- cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style	
The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>