



**Eastern Mennonite University**  
**EDCT 611 Creating a Technology Rich Learning Classroom**  
**Spring 2012**  
**Online via Moodle**

**Credit Hours: 3 graduate level hours**

**Class Instructor**

Contact:

Phone:      Office:      Home:

E-mail:

**Class Meetings: Online using Moodle, class runs from week of January 16, 2012 until week of April 9, 2012**

**Course Description:**

Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction that is consistent with current best practices for integrating technology. The Virginia Computer/Technology SOLs and the National Educational Technology Standards for Teachers will be referenced throughout the course.

**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.

**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 peacebuilding 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)**

**Course Outcomes:**

Upon completion of this course the student should have the ability to:

1. To integrate technology into subject areas in an educationally sound manner that leads to improved student achievement. [PK,C]
2. Identify, use and evaluate technology resources in the context of designing and delivering instruction that are consistent with current best practices for integrating technology. [PK, C, L]

**Required Texts:** None [any readings that are pertinent to the course? If so these could be listed here]

**Course Prerequisites:** Participants must feel comfortable using a computer, navigating the Internet and having online educational discussions.

**Attendance Expectations:** Course is online

**Course Evaluation/ Grading:**

1. Online Discussion Board Assignments via Moodle (25 points)
2. Portfolio of technology related instructional materials (35 points)
  1. Create website for instructional needs
  2. Create online document that can be shared
  3. Create online timeline that can be shared
  4. Create online presentation
  5. Create professional development plan addressing NETS\*T (National Educational Technology Standards for Teachers)
3. Create, deliver, and evaluate two lessons that integrate the use of technology which addresses student content and technology appropriate standards. (40 points)

**Grading:**

100 - 95 = A

94 - 90 = A-

89 - 87 = B+

86 - 83 = B

82 - 80 = B-

Below 80 = no credit/incomplete till assignments complete

**Class Format:**

This is a three hour graduate level course that will be delivered using the online learning application, Moodle.

**Class Schedule:**

The class will run from weeks of January 16, 2012 to April 9, 2012. Mandatory online communication will occur via Moodle. New sessions of class activities will be posted every week.

**Knowledge Base: Best practices for integrating technology is summarized by Borthwick and Pierson (Ed.). (2008). These best practices are identified by ISTE (International Society for Technology in Education).** The Virginia Computer/Technology SOLs and the National Educational Technology Standards for Teachers also identify best practices by aligning standards with ISTE. Teacher leaders for the 21<sup>st</sup> century need the best technology tools for continuous improvement. They must be able to stay current with 21<sup>st</sup> Century Educational Technology and be able to apply learning methods in their classroom using these tools.

**References**

Rapp, D (2008, Nov/Dec). The End of Textbooks. *Scholastic Administrator*, [8(3)], [40-42, 44].

Britt, J (2008, Nov). Library of Congress Has Old and New Resources. *Learning and Leading with Technology*, [36(3)], 32-33.

Dembo, S. (2008 Oct.). Virtual Worlds for Educators. *District Administration*, [44(11)].

Groff, J, & Haas, J (2008, Sept/Oct). Web 2.0 Today's Technologies, Tomorrow's Learning. *Learning & Leading with Technology*, 36, 12-15.

Christensen, C, & Horn, M (2008, Aug/Sept). Disrupting Class. *Edutopia*, 4,

Friedman, T (2007). *The World is Flat*. New York, NY: Picador.

Borthwick, A, & Pierson, M (Eds.). (2008). *Transforming Classroom Practice*. Eugene, OR: ISTE.

**Resources:**

Moodle, personal computer, Internet resources, and various other technologies as needed.

**Academic Honesty:**

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 with the M.A. Director and the provost'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.

**Special Accommodations Statement:**

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

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

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* 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.

## Appendix A Writing Standards – Graduate Level *(revised Spring 2012)*

| <b><u>Criteria</u></b>                                                                                                                                                                                                                                                                                                                               | <b><i>A excellent</i></b>                                                                                                                                                                               | <b><i>B good</i></b>                                                                                                                                                                                                                              | <b><i>C minimal expectations</i></b>                                                                                                                                                                                                            | <b><u>Comments</u></b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Content</b><br><i>(quality of the information, ideas and supporting details.)</i>                                                                                                                                                                                                                                                                 | - shows clarity of purpose<br>- offers depth of content<br>- applies insight and represents original thinking                                                                                           | - shows clarity of purpose<br>- offers substantial information and sufficient support<br>- represents some original thinking                                                                                                                      | - shows clarity of purpose<br>-lacks depth of content and may depend on generalities or the commonplace<br>- represents little original thinking                                                                                                |                        |
| <b>Structure</b><br><i>(logical order or sequence of the writing)</i>                                                                                                                                                                                                                                                                                | - is coherent and logically developed<br>-uses very effective transitions                                                                                                                               | -is coherent and logically developed<br>-uses smooth transitions                                                                                                                                                                                  | -is coherent and logically (but not fully) developed<br>-has some awkward transitions                                                                                                                                                           |                        |
| <b>Rhetoric and Style</b><br><i>(appropriate attention to audience)</i>                                                                                                                                                                                                                                                                              | - is concise, eloquent and rhetorically effective<br>- uses varied sentence structure<br>-is engaging throughout and enjoyable to read                                                                  | - displays concern for careful expression<br>- uses some variation in sentence structure<br>-may be wordy in places                                                                                                                               | - displays some originality <u>but</u> lacks imagination and may be stilted<br>- uses little varied sentence structure<br>- frequently uses jargon and clichés<br>-uses generally clear but frequently wordy prose                              |                        |
| <b>Information Literacy</b><br><i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>                                                                                                                                                                                                              | - uses high-quality and reliable sources<br>- chooses sources from many types of resources<br>- chooses timely resources for the topic<br>- integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources<br>-chooses sources from a moderate variety of types of resources<br>-chooses resources with mostly appropriate dates<br>- integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources<br>-chooses sources from a few types of resources<br>-chooses a few resources with inappropriate dates<br>-integrates references or quotations that are loosely linked to the ideas of the paper |                        |
| <b>Source Integrity</b><br><i>(appropriate acknowledgment of sources used in research)</i>                                                                                                                                                                                                                                                           | - cites sources for all quotations<br>- cites credible paraphrases correctly<br>- includes reference page<br>- makes virtually no errors in documentation style                                         | - cites sources for all quotations<br>- usually cites credible paraphrases correctly<br>- includes reference page<br>- makes minimal errors in documentation style                                                                                | - has sources for all quotations<br>- has mostly credible paraphrases, sometimes cited correctly<br>- includes reference page with several errors<br>-makes several errors in documentation style.                                              |                        |
| <b>Conventions</b><br><i>(adherence to grammar rules: usage, mechanics)</i>                                                                                                                                                                                                                                                                          | - uses well-constructed sentences<br>- makes virtually no errors in grammar and spelling<br>- makes accurate word choices                                                                               | - almost always uses well-constructed sentences<br>-makes minimal errors in grammar and spelling<br>- makes accurate word choices                                                                                                                 | - usually uses well-constructed sentences<br>- makes several errors<br>- makes word choices that distract the reader                                                                                                                            |                        |
| The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one 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). |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 | <b><u>Grade</u></b>    |