



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

Credit Hours: 3 graduate level hours

Class Instructor (s): Timothy F. Taylor, Degree: Master of Arts in Education and Human Development

Contact: Shenandoah County Public Schools

Phone: Office: 540-459-6727 Home: 540-465-9673

E-mail: tftaylor@shenandoah.k12.va.us

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; resources are made available online.

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 until 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 21st century need the best technology tools for continuous improvement. They must be able to stay current with 21st 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 5th 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. 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.