EDIC 691 – Creating with 21st Century Tools
Spring 2010
Rockingham County Public Schools

Credit Hours: 3

Class Instructors:

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Class Meetings:

Monday/Tuesday, January 18/19	4 p.m.-7:00 p.m.	*3 hrs.*
Monday/Tuesday, January 25/26	4 p.m.-7:00 p.m.	*3 hrs.*
Monday/Tuesday, February 1/2	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, February 8/9	4 p.m.-7:00 p.m.	*3 hrs.*
Monday/Tuesday, February 15/16	4 p.m.-7:00 p.m.	*3 hrs.*
Monday/Tuesday, February 22/23	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, March 1/12	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, March 8/9	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, March 15/16	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, March 22/23	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, March 29/30	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, April 5/6	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, April 12/13	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, April 19/20	4 p.m.-7:00 p.m.	*3 hrs*
Monday/Tuesday, April 26/27	4 p.m.-7:00 p.m.	*3 hrs*
TOTAL hours		*45 hrs.*

Course Description: Participants will identify, use, develop, and evaluate current technology resources in the context of designing and delivering instruction that are consistent with current best practices for integrating technology.

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 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)**

Course Outcomes:

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

1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Standards for Students.) (S)
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies (S, PK)
3. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners (S, PK)
4. identify and locate technology resources and evaluate them for accuracy and suitability (S, PK)
5. plan for the management of technology resources within the context of learning activities (S, PK)
6. plan strategies to manage student learning in a technology-enhanced environment (S, PK)
7. facilitate technology-enhanced experiences that address content standards and student technology standards (S, PK)
8. apply technology to develop students' higher order skills and creativity (S, PK)
9. manage student learning activities in a technology-enhanced environment (S, PK)
10. use technology resources to engage in ongoing professional development and lifelong learning (S, I, PK)
11. evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning (S, I, PK)
12. apply technology to increase productivity (S, PK)
13. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (S, C, PK)

Required Texts: *Empowering Students with Technology*, Alan November; *How Teachers Learn Technology Best*, Jamie McKenzie, Ed.D.; *Learning to Question to Wonder to Learn*, Jamie McKenzie, Ed.D.

Course Requirements: Teachers will complete weekly tasks and produce a project that integrates content learned in class into their classroom instruction. Teachers will have the freedom to choose the

technology methods and tools that best suit their classroom objectives and available resources. Project rubric can be found at http://www.rockingham.k12.va.us/netst/projectrubric.html

Attendance Expectations: Regular attendance at class meetings is expected. Contact your instructor with any conflict that may arise.

Course Evaluation/ Grading: Class members will develop curriculum-based products to be used in classroom instruction and/or to facilitate communication between home and school.

Grade of A. Attendance at all sessions; initiative; clear evidence of planning and organization in tasks; careful and reflective responses to assigned readings; a project that, in addition to including the requirements, shows evidence of breadth and depth of research, thought, and preparation. Deadlines met.

Grade of B. Attendance at most class sessions; active participation in classroom tasks; completion and response to assigned readings; completion of a project that includes all of the requirements and shows evidence of careful thought and preparation. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, little evidence of planning and organization in group tasks, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Grading Scale:

95-100 pts. = A
91-94 pts. = A-
88-90 pts. = B+
84-87 pts. = B
80-83 pts. = B-
77-79 pts. = C+
72-76 pts. = C

Class Format:

The following learning strategies will be used throughout the class sessions:

- Brainstorming
- Lecturing and demonstration
- Video tutorials
- Group discussion (face-to-face and online)
- Modeling

Class Schedule: Participants will complete weekly class activities in order to facilitate the development of projects to use in their classroom instruction. Online communication via email and through web resources will be an integral part of the teaching and learning process.

Technology Requirements for course:

Introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Standards for Students.)

Knowledge Base:

Introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Standards for Students.)

Resources:

- Web 2.0 tools (Blogs, social bookmarking sites, web page creation tools and sites, web-based classroom communication tools)
- Multimedia (video, sound, image) online editing tools for creation and distribution
- Classroom peripheral tools (SMARTBoard, Document Camera, Flip Video camcorder, digital cameras)
- Email conferences and electronically delivered information

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. (See Appendix B). 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.