



Trinity International University ED 110 – Technology for Teachers Course Syllabus – Fall 2010

Professor: Mr. Micah Miner
Class locations: McLennan 216/152
Times: Wednesdays
Lab, section 1, 6:00 - 6:50 p.m. (Mac lab, rm. McL 216)
Lecture, sections 1 & 2 combined, 7:00 - 7:50 (McL 152)
Lab, section 2, 8:00 - 8:50 p.m. (Mac lab, rm. McL 216)

Credit hours: 2
Office: 156-B McLennan
Personal Email: minerclass@gmail.com
Trinity Email: mminer@tiu.edu
Home phone: 312.949.1595
Cell (& TXT): 312.504.4193
Office hours: 5:15-5:45pm Wednesdays or by Appointment

TEXTBOOK/MATERIALS:

- Roblyer, M.D, & Doering, A.H. (2010). *Integrating educational technology into teaching*, 5th ed. Boston: Pearson.
- Taskstream: www.taskstream.com
- USB Drive/Flashdrive

COURSE WEBSITES:

All Division of Education candidates are **required** to purchase a subscription to **TaskStream**, a software tool to assist us in assessment of Division of Ed programs. Access the TaskStream web site at www.taskstream.com. Students must purchase at least a one semester subscription each semester they are enrolled in Division of Education courses. However, if the student is committed as an education major, they may want to take advantage of the other price options which are more cost effective. We urge students to consider an option that will extend their TaskStream subscription one year beyond their intended graduation, so that they will be able to share their portfolio electronically with prospective employers. The course will also use Trinity's **Moodle** (<http://webapps.tiu.edu/moodle>) course management software.

- Moodle Course: <http://webapps.tiu.edu/moodle>
- Textbook companion: <http://www.myeducationlab.com>
- Taskstream: www.taskstream.com
- Instructor's Blog: <http://minerclass.blogspot.com/>
- Instructor's Wiki: <http://minerclass.wikispaces.com/>

COURSE DESCRIPTION:

ED 110 Technology for Teachers: The utilization of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students will become familiar with application software and will create lessons and units that integrate technology.

Prerequisite: Demonstrated ability in basic computer functions and word processing.

The use of technology in our society and our schools is growing at a very rapid rate. Future teachers need to be aware of and able to use the tools of technology to benefit student learning in their classrooms. This course assists pre-service teachers as they develop the skills and tools necessary to integrate technology into the learning experiences of their future students.

ACADEMIC DISHONESTY:

The Lord calls for the highest integrity in all we do. Titus 2:7-8 (ESV) states, “ Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us.” The College catalog says, “Trinity considers academic dishonesty in the forms of cheating and plagiarism to be serious academic infractions and a breaking of college Community Expectations” (p. 195). Cite all sources to avoid the appearance of dishonesty. A professor may give a failing grade for the course based on deliberate cheating or plagiarism.

PLAGIARISM is defined as using another person’s work or words as if they were one’s own without identifying the source. Paraphrasing the written work of another author is a form of plagiarism and should be scrupulously avoided. Plagiarism will not be tolerated in any form. This includes in written papers, exams, or oral presentations.

CHEATING, is defined as any form of fraud or deception that results in a better grade or even a better impression of the student’s performance than he/she actually earns or deserves. Aiding or treating a fellow student with either favoritism or unfairness by a student leader in the class is also considered to be cheating. One or both parties may be held responsible. Cheating will not be tolerated in any form.

INCIDENTS OF PLAGIARISM OR CHEATING will be dealt with severely by the professor. The penalty will include, at least, failure of the assignment(s) involved, but could include failure of the course. All incidents of plagiarism and cheating will be reported in writing to the Academic Dean, who has the authority to undertake further disciplinary measures in accordance with TIU policy. Education majors are reminded that two incidents of academic dishonesty will be grounds for dismissal from the Division of Education.

ADA:

In accordance with the provisions of the ADA, if a student requires any special assistance or adaptations in this course, please communicate with the professor as soon as possible.

COURSE GOALS:

The purpose of Technology for Teachers is to empower teacher candidates to:

- Discover current vocabulary, debates, and resources about educational technology and its implications for the classroom such as web 2.0, new literacies, 21st century skills, free online and open source software that can be used in the classroom (i.e. Google tools, mind mapping, wikis, blogs, podcasts, etc.) and;
- Recognize that technology is a tool to help students learn the knowledge and skills of the content areas they will teach;
- Reflect and evaluate appropriate and best use of technology integration in a classroom-learning environment and learn how to make decisions about educational technologies that engage students and increase achievement;

- Understand the limitations and implications for technology in the classroom and discuss the role Christian faith has on the use of technology in the lives and careers of students.

COURSE OBJECTIVES:

The following course objectives are taken from ISCE's "Technology Standards for All Illinois Teachers." You will:

- Use computer systems to run software; to access, generate, and manipulate data; and to publish results. The student will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.
- Apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.
- Apply learning technologies that support instruction in their grade level and subject areas. The student must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
- Apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.
- Integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.
- Use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.
- Develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

COURSE EXPECTATIONS:

1. **Course work and digital files:** Students will do much of the work for their projects in class, and will need a means of saving their files. *Students are not to save files on the individual computers!* Several students in the past have lost **major** portions of projects or entire projects by saving them on the lab computers, which may be reformatted at *any* time. Be aware that during the movie project preparation, movie files may be saved on the computer lab hard drives (on the "D" drive in a folder named after the student with a delete date included). Students are held responsible for their projects and the storage of the projects. Students **MUST** bring with them to class a **USB drive/Flash drive**, so that they can save their work.
2. **Moodle & On-line participation:** Students are required to enroll in to ED 110 on Moodle <http://webapps.tiu.edu/moodle>. All rubrics, assignment descriptions, discussions and forums will be posted on Moodle. There is an online participation grade. It is your responsibility to regularly check on our course Moodle site for updates and communications.
3. **Class Participation:** Learning takes place in its best form from systematic and conscientious participation by the entire classroom community. Educational technologies can give students and educators at all levels opportunities to build, reinforce, enhance, and expand learning when done

effectively and appropriately. This course is an opportunity to both discern a potential vocation in teaching and to learn and reflect as a Christian and teacher candidate on important and emerging educational tools and create a way of evaluating their usefulness in various classroom contexts for a future teaching career.

4. **Attendance:** Students are expected to be in class every time. This class provides opportunities both in the computer lab and in lecture to participate in the various learning activities and learn current and emerging technologies for the classroom. If students fail to attend class grades will severely suffer. Completion of class assignments is dependent upon being in class. Some assignments will only be given and completed in class, and being absent without prior arrangement with the instructor will result in a zero for the assignment.

Class meets only once a week so if a student misses a class during the entire semester their final grade will be **reduced by 5%** for each unexcused absence. Also, being on time and prepared is an essential trait that all teachers and teacher candidates must have; therefore **being tardy can result in reduction** of awarded points for participation. If students must miss class even once, please call or e-mail the professor before the class meeting. Students should be in class every time and are expected to be unless the instructor has been notified and it is due to legitimate reasons such as emergencies or University-sponsored events such as approved sports/music absences. It is the students' responsibility to get notes and other information if they miss. Illness, death in immediate family, will be excused; and other *major* emergencies *may* be excused at the professor's discretion. *Important note:* If students are going to miss class for a reason that they think is excused, please contact me before class. If students cannot do it before class (i.e. a car accident on the way to class) they must contact me within 24 hours for the absence to be excused. *Also note:* Absences will not be excused solely on the basis of general announcements of absences for sports or other TIU events; ***contact me personally*** if an absence is to be excused for any reason. *Reminder:* having a cold or cough or other mild illnesses do not constitute as legitimate reasons for missing class.

5. **Late Work Policy:** All assignments must be turned in on or before the date they are due (work that is submitted after the start of class is considered late). Any assignments turned in late will result in the following consequences unless emergencies dictate a different time-frame at professor's discretion:
- 50% off 1-5 days late
 - 75% off for 5-10 days late
 - 0 for anything after this time-frame
6. **Assignment/Citation Formatting:** All written assignments are expected to be in APA writing format (see <http://www.apastyle.org/learn/index.aspx> for assistance with citations) and reflect a level of literacy appropriate to teacher candidate (free of spelling and grammatical errors) since you will be models to your future students. Remember that Luke 6:40b (ESV) states, "...but everyone when (s)he is fully trained will be like his teacher". All work should be at 12 font, double-spaced, one inch margins, with standard font styles (only Arial, Times New Roman, or Callibri will be accepted). Single-space name, date, course, and the assignment in a heading format in the upper left corner.

Sample heading to be used on all papers in the upper left corner:

Jane Doe
9/1/10
ED 110
Journal Response #1

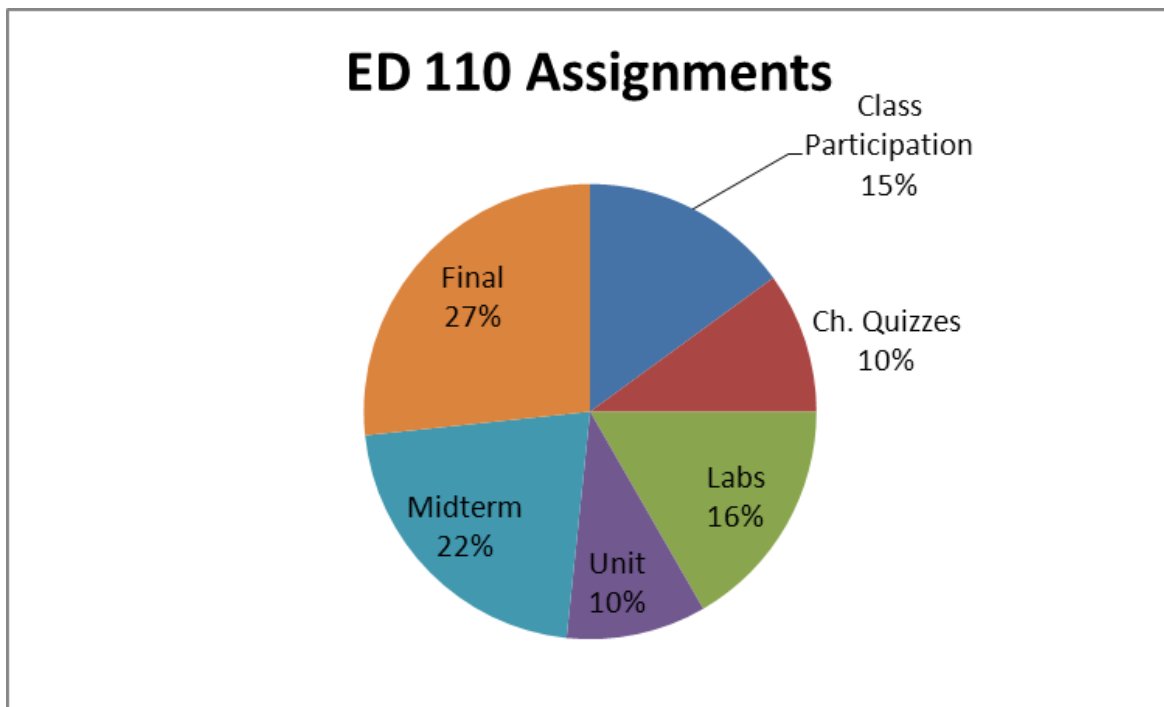
COURSE ASSIGNMENTS:

Course assignments – detailed explanation and criteria for evaluation to follow.

- **Overview:** Students are required to complete the following list of assignments as part of the requirements for this course. All information regarding these assignments and their submission will be posted on the course's Moodle site. **Please visit Moodle for a listing of all assignments, their rubrics, and due dates.** Please check there for information regarding information on course reading assignments.
- **Grading Scale:**

A: 93-100%	B-: 80-82%	D+: 67-69%
A-: 90-92%	C+: 77-79%	D: 63-66%
B+: 87-89%	C: 73-76%	D-: 60-62%
B: 86-83%	C-: 70-72%	F: 59% and below

Assignment	Points (total 300)
Class Participation Lecture, Lab, and Miner Wiki (3)	45
Moodle Chapter Quizzes (2)	30
Labs using the tools assigned for the week. These will include: MS Word through Googledocs, Glog, Blog, PowerPoint, Software Evaluation, Webquest, Mindmapping, Digital Storytelling, Podcast, PLE Showcase (5)	50
Interdisciplinary Unit (30)	30
Midterm	65
Final Exam	80



ED 110 COURSE SCHEDULE

Class Date	Lecture Topic	Assignment(s) Due	Lab
Sept. 1 Week 1	Introduction to Course, & PLE	None	My Trinity, Moodle, Minerwiki, Taskstream, PLE, Googledocs, Survey Monkey
Sept. 8 Week 2	Ch. 1	Read Ch. 1 summary using Microsoft Word on Googledocs, Miner Wiki Post	Blog Response, Glog
Sept. 15 Week 3	Ch. 2	Read Ch. 2 summary using Glog Miner Wiki Post	Ch. 2 Moodle quiz, Miner blog and student blog
Sept. 22 Week 4	Ch. 3	Read Ch. 3 summary using blog Miner Wiki Post	Ch. 3 Moodle quiz, Software evaluation, PowerPoint
Sept. 29 Week 5	Ch. 4	Read Ch. 4 summary using PowerPoint Software Evaluation, Miner Wiki Post	Ch. 4 Moodle quiz, Webquest
Oct. 6 Week 6	Ch. 5 & 6 TIU article search	Read Ch. 5 & 6 Webquest Miner Wiki Post	Ch. 5 & 6 Moodle quiz, Scholar article search, Article Mindmap
Oct. 13 Week 7	Digital storytelling	Article Mindmap Miner Wiki Post	Midterm, Netiquette Survey
Oct. 20* Week 8	Ch. 7	Read Ch. 7 summary using Digital Storytelling, Miner Wiki Post	Ch. 7 Moodle quiz, Podcast
Oct. 27* Week 9	Ch. 8 interdisciplinary Lesson plans	Read Ch. 8 summary using Podcast Miner Wiki Post	Ch. 8 Moodle quiz, Lesson plans on Taskstream, storybird, Wordle
Nov. 3* Week 10	Ch. 9 & 10	Read Ch. 9 & 10, 2 lesson plans, Miner Wiki Post	Ch. 9 & 10 Moodle quiz, Spreadsheets
Nov. 10 Week 11	Ch. 11	Read Ch. 11, 2 Lesson plan, Miner Wiki Post	Ch. 11 Moodle quiz,
Nov. 17 Week 12	Ch. 12 & 13	Read Ch. 12 & 13, 3 lesson plans, Miner Wiki Post	Ch. 12 & 13 Moodle quiz, Work on Interdisciplinary Unit
Nov. 24 Week 13	No Class	Work on interdisciplinary Unit, Miner Wiki Post, Survey	No Lab
Dec. 1* Week 14	Ch. 14	Read Ch. 14, 1 lesson plan, Miner Wiki Post	Ch. 14 Moodle quiz, Work on Interdisciplinary Unit
Dec. 8* Week 15	Ch. 15	Read Ch. 15 Interdisciplinary unit, Miner Wiki Post	Ch. 15 Moodle quiz, Work on PLE
Dec. 15 Week 16		PLE showcase and evaluations	Final

*Potential panel discussion arranging dates with Dr. Rosen (suburban dist. Admin), Todd Battaglia (suburban middle school teacher), Melissa Wimer (suburban elementary teacher), John Veal (CPS Spec. Ed. Manager), Todd Yarch (CPS Admin), Robin Gonzalez (CPS Distance Learning Manager), Kayembe Henderson (CPS Elementary Librarian), and/or Sophie Gelaw (CPS High School World lang. department chair)

Bibliography/Recommended Resources:

Bailey, G., & Ribble, M. (2007). Digital Citizenship in Schools. ISTE.

Birkerts, S. (2006). The Gutenberg Elegies: The Fate of Reading in an Electronic Age. New York: Faber & Faber.

Jacobs, H.H., ed. (2010). Curriculum 21: Essential Education for a Changing World. Alexandria, VA: ASCD.

Lerman, J. (2010). Retool Your School. ISTE.

Shrum, L. & Solomon, G. (2007). Web 2.0: New Tools, New Schools. ISTE.

Sprenger, M. (2010). Brain-Based Teaching in the Digital Age. Alexandria, VA: ASCD.

Webliography:

General Educational Technology Websites: All descriptions are taken directly from the website listed.

- Technology Standards for All Teachers:
http://www.isbe.net/profprep/CASCDvr/Wd97/24120_coretechnology.doc
- <http://www.iste.org/> : This is a professional organization called the International Society for Technology in Education (ISTE) is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and higher education.
- <http://p21.org/> : The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student.
- <http://commoncore.org/>: An organization that is against Partnership for 21st Century Skills movement and wants to improve education in America, by promoting programs, policies, and initiatives at the local, state, and federal levels that provide students with challenging, rigorous instruction in the full range of liberal arts and sciences.
- <http://www.edweek.org/dd/> : Digital Directions is a website committed to educational technology sponsored by Education Week and it is a useful resource for research and information about educational technology
- <http://www.edutopia.org/tech-integration>: A website committed to what works in education that provides information regarding technology integration.
- <http://thejournal.com>: An organization that is dedicated to transforming education through technology, the first organization to launch a magazine committed to educational technology.

Web 2.0 Websites/Resources Discussed in Course:

Blogging Tools for the Classroom:

1. www.classchatter.com : free classroom weblogging that is password-protected to keep elementary and secondary students responses safe from others.
2. www.blogspot.com/ : free blogging site that can be connected with your gmail account.

Podcasting Tools for the Classroom:

1. www.adioboo.fm : free podcasting site

Web 2.0 Tools that do not require students to create accounts

1. www.wallwisher.com/ : interactive posting site that does not include a sign-in

2. www.drop.io : site where you can place a file there and have people respond without creating an account.

Free Mindmapping Sites:

1. www.bubble.us/ : the easiest to use mind mapping software tool for classroom use.
2. www.mind42.com/ : another website that is easy to use, has a different look than bubbl.us
3. www.wisemapping.com/ : similar to mind42, try it out to see what is the easiest for you.

Personal Learning Environment (PLE) Examples:

1. www.symbaloo.com/ : an example of creating a PLE that is easy for students in elementary and high school to use.
2. www.igoogles.com/ : provides an easy way to manage everything you need for a personal learning environment.
3. www.netvibes.com/ : another easy approach to managing your personal learning environment.
4. www.pageflakes.com/ : this has a similar format to netvibes, if your interested try them both out to see which one works for you.

Collaborative Writing Sites:

1. www.docs.google.com/ : collaboration word processing software for group assignments.
2. www.writer.zoho.com/ : very similar to google and user friendly, great for group assignments.

Useful 2.0 Resources that require students to create accounts

1. www.glogster.com/ : interesting way to create multimedia presentations through digital posters.
2. www.xplana.com/ : new social networking site committed to learning.
3. www.wikispaces.com/ : free wiki site.
4. www.voicethread.com/ : free video presentation, collaboration, interaction website.

Education Sites that is helpful in learning and applying technology, especially 2.0 tools:

1. www.learnitin5.com/ : great reference for current and emerging educational technologies and tools