

EDUC652

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC652 **Title :** Powerful Technology Applications for the Active Learning Environments

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course explores how technology may be used as a tool to facilitate changes in the ways teachers teach and students learn, and ultimately to examine how teachers can use technology more efficiently and effectively to improve student achievement. The course also examines how educators can increase their productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. This course addresses the National Educational Technology Standards for Teachers (NETS•T), developed by the International Society for Technology in Education (ISTE). (Prerequisite: EDUC503)

Course Scope:

In this course students acquire the knowledge, skills, and abilities necessary to explore instructional technology and the integration of technology in education, the issues involved in educational technology access and curriculum; including current educational technology standards, and practical application of technology skills.

Objectives

After successfully completing this course, you will be able to:

- Create lessons that efficiently utilize technology to inspire and promote creativity, advance student learning and promote student reflection. (NETS•T 1, 2; NCATE 1, 2; WVPTS 1, 2, 3)
- Design and evaluate a technology enriched learning environment that incorporates digital-age tools that will address the diverse needs of students. (NETS•T 1, 2; NCATE 1, 2, 4; WVPTS 1, 2, 3, 4)
- Describe how the use of technology and assessments in the classroom will be representative of the tools necessary for students to be successful in a global and digital society. (NETS•T 2, 3; NCATE 1, 2, 3, 4; WVPTS 1, 2, 3)
- Investigate, evaluate and effectively utilize current and emerging digital tools to support learning in a legal, ethical and safe environment. (NETS•T 3, 4; NCATE 1, 2, 4; WVPTS 1, 2, 3, 4, 5)
- Describe and evaluate your own professional development to help engage students and colleagues in a technologically rich community that is reflective of current research and professional practice. (NETS•T 4, 5; NCATE 1, 2, 3; WVPTS 1, 2, 3, 4, 5)

Outline

Week 1:

Topic(s)

The ISTE Standards

Role of technology in continuous improvement of education.

Learning Objective(s)

Identify and state the significance of ISTE to public education.

Recognize the ISTE technology standards and profiles.

Reflect critically on the implementation of the ISTE standards.

Describe the "Profiles for Technology Literate Students" performance indicators (and associated rubrics) describing the technology competence students should exhibit upon completion of the following grade ranges:

- a. Grades PreK – 2
- b. Grades 3 – 5
- c. Grades 6 – 8
- d. Grades 9 – 12

Reading(s)

Visit the ISTE web page-view information, standards for teachers, etc.

Lever-Duffy & McDonald: chapters 1-2

Assignment(s) & Forum Board(s)

Assignment #1: In this module we reviewed the 2008 ISTE Standards for Teachers. Standard #3 suggests, "Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society". We are expected to model the use of technology in the classroom.

Create a free video using the Animoto software (animoto.com) or another video slideshow program. The software is rather user friendly, but if you are having any issues there are a number of "how to" video available on YouTube to walk you through the process. Just go to YouTube.com and search "How to use Animoto".

Your assignment should include the following elements:

- a. 30 seconds in length (this is the length available through the "Lite Plan"). 20 pts.
- b. Include images/video of the technology that you use or are available to use in the classroom. 20 pts.
- c. Insert text (short descriptions) of the elements included 20 pts.
- d. Include music that sets a tone for your video. 20 pts.
- e. Once published, send me your link to the video in the assignment submission. 10 pts.
- f. In your "submission box", include a short description of how you could use this in an assignment you or someone else has created and how this might impact the students' learning experience. 10 pts.

Forum One; Introduction (W1F1): Post an introduction in the forum board. Include a little about your professional experiences and any personal information you would like your peers to know to help connect us a learning community.

Forum Two (W1F2): View the following video on technology and education (<http://www.youtube.com/watch?v=egRVc3R1u1U>). What is your reaction to video? Did anything surprise you? Offend you? What issues would you like your peers to comment on from the video?

Week 2:

Topic(s)

Effective Teaching With Technology

Technology framework for NCLB. (Title II, Part D)

Learning Objective(s)

Identify how technology may make hard-to-understand topics more understandable.

Explain and provide examples of how technology usage in various classrooms can enhance instruction rather than trivialize it.

Identify how the framework for NCLB (Title II, Part D) relates to our students' literacy in the classroom.

Reading(s)

Lever-Duffy & McDonald: Chapter 3

Wiske, Franz & Breit: Chapters 1 & 2

Assignment(s) & Forum Board(s)

Assignment #2: After reviewing the short article entitled "Why Integrate Technology into the Curriculum?: The Reasons Are Many" and watching the video embedded in the website (<http://www.edutopia.org/technology-integration-introduction>), discuss the importance of integrating technology and how well you believe the students and teachers are utilizing technology to meet the following four key components of learning with technology as discussed in the article: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Consider what obstacles face your classrooms as you work to integrate technology into your curriculum and how you might overcome these issues.

Forum Board: The No Child Left Behind law says that "technology literacy" must be reached by the eighth grade, regardless of race, ethnicity, gender, family income, geographic location, or disability. How much of an issue do the factors identified (race, income, gender, etc.) impact technological literacy? Based upon the ISTE for Students, are your students meeting the standards for their grade/age levels (see <http://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4> for grade level standards)? Provide specific examples. What steps might you consider to help those students who are not progress as quickly as others?

Week 3:

Topic(s)

Obstacles to Technology Integration

Social Software

Integrating web-based instruction

Learning Objective(s)

Identify the general obstacles to implementation of Web-based technology and how to overcome these obstacles

Explain the advantages/disadvantages of "social software" available on the Web

Provide examples of how to use Web-based instructions

Reading(s)

Lever-Duffy & McDonald: chapters 9-10

Wiske, Franz & Breit: chapter 3

Assignment(s) & Forum Board(s)

Assignment #3 – Research "best practices of web tool integration in school". How comfortable are you with using the web in the classroom?

Describe ways you have used or seen others use the web in the classroom? Describe three obstacles you face or others often face in integrating web-based strategies. What steps could you take to overcome these obstacles? Take an existing assignment that you would like to integrate one of the following web-based strategies: Google docs, Wiki, blog, podcast (podbean.com is a free user friendly service). Describe how you would utilize these features to engage students and create skills they can use in a technologically advanced society. You will need to develop an example of the use of one of these technologies (e.g. create a podcast, e.g. podbean.com; Google doc project, Wiki, e.g. wikispaces.com/site/for/teachers, or WebQuest, e.g. <http://zunal.com/index.php>.) and send me the object or provide a link for me to view the assignment. There are many ways in which you could complete this assignment. I would encourage you to e-mail your plan for my approval before you begin the process...this will ensure that you are on the right track and alleviate any concerns about whether your task is acceptable for this assignment.

Forum Board: The impact of web-based social software on student achievement.

View the following YouTube video that discusses the use of "social software" available on the web. What are the advantages/disadvantages of using these types of tools? In what way(s) might these technologies expand or not expand students' reflection, collaboration skills, and sense of community? Do you expect schools to be more open to the use of social networks as these technologies become more commonly used by students?

<http://www.youtube.com/watch?v=g2IBb2MoJ9A&feature=related>

Week 4:

Topic(s)

Multimedia In The Classroom

Integrating Multimedia Into The Curriculum

Learning Objective(s)

Explain how multimedia can transform the classroom to assist students in meeting the educational objectives set by the classroom teacher.

Describe how multimedia can be utilized within your current curriculum to increase motivation and student learning.

Identify present technological tools that are available and how to implement these tools into the classroom.

Generate a lesson that uses each of the five general types of media in the classroom.

Reading(s)

Lever-Duffy & McDonald: chapter 4, 6, 11

Wiske, Franz & Breit: chapters 4

Assignment(s) & Forum Board(s)

Assignment #4: Read the article on Multimedia in Education that is linked below or visiting the following site: <http://encyclopedia.jrank.org/articles/pages/6821/Multimedia-in-Education.html>. [Multimedia in Education - Introduction, The Elements of, Educational Requirements, Classroom Architecture and Resources, Concerns](#)

The article discusses five basic types of media in the learning environment: text, video, sound, graphics and animation. How would adding multimedia to your lessons help improve student engagement and learning?

Create an account at Glogster.com (www.glogster.com) and develop your own "Glog" (an interactive on-line poster) that **includes examples and discusses** the impact of the five basic types of multimedia (be sure to include outside sources/research in your glog). You will need to email me the link to the Glog when complete. Please see an example here done by a previous student: glogster.com/educ650-hw3-8178/

Forum #4 – Listen to the following podcast on multimedia in the classroom. Although it discusses multimedia from the perspective of the elementary classroom, much of the content is also applicable to the K-12 classrooms. Based upon the issues addressed in the podcast, share a lesson you have used or locate a lesson on the web that incorporates multimedia. Describe the lesson and how the media impacts student learning? Is there a way you might be able to improve the lesson?

Finally, make sure you think about Common Core Standards. Common Core addresses mathematics and English/language arts/literacy at this time. The standards are being increasingly adopted by states. But, there is controversy as states are suing to opt out-why is that? Please visit the following links and sources and think about how to use multimedia to support learning for language arts/literacy or mathematics. If you teach other subject areas, you should still be thinking of integrating content and at least attending to supporting literacy and writing (and speaking and listening) in your content area/discipline. After viewing the resources, describe how your lesson and media attend to common core.. or not.

[Educational Multimedia Podcast](#) □

http://www.archive.org/download/EducationalMultimediaPodcast/multimedia_podcast_final.mp3

[The Washington Post: Common Core Standards](#) □ <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/01/15/common-core-standards-arguments-against-and-for>

[ASCD: Common Core State Standards](#) □

<http://www.ascd.org/ASCD/pdf/siteASCD/commoncore/CCSSSummitReport.pdf>

[Common Core State Standards Initiative](#) □ <http://www.corestandards.org/resources>

[Common Core Videos](#) (select one or more to view) <https://www.teachingchannel.org/videos?q=common+core>

<http://www.archive.org/details/EducationalMultimediaPodcast>

Week 5:

Topic(s)

International and multi-cultural issues; a global perspective.

Bridging the “digital divide.”

Learning Objective(s)

Explain how learning through collaboration and “connected learning” with teachers and students from around

the world can help students become more responsible global citizens and enhance student learning.

Describe the importance of integrating the computer culture, the classroom culture, and students' learning preferences.

Reading(s)

Lever-Duffy & McDonald: chapter 4

Wiske, Franz & Breit: chapters 5-6

Assignment(s) & Forum Board(s)

Assignment #5:

Chisholm (1998) identified six culturally supportive teaching elements for technology integration:

- * Cultural awareness is an acknowledgement of cultural and individual differences through implementation of instructional and learning activities that support varied learning preferences, multiple intelligences, and native languages.
 - * Cultural relevance is achieved through culturally congruent and culturally relevant learning activities.
 - * Culturally supportive environments are safe and inclusive and integrate the learner's culture, family, and community.
 - * Equitable access provides learners with access to technology in ways that best meets their needs.
 - * Instructional flexibility is the use of varied modes of delivery and assessment that harmonize with the learners' strengths and preferences.
 - * Instructional integration is an acknowledgement of technology as an essential tool for learning and teaching.
- (p. 3)

Create a webquest using the free webquest maker available from www.zunal.com.

Create a brief lesson that you feel does a good job using "culturally supportive" elements as identified by Chisholm (1998). I recommend you view a few examples before you create your own. On your "Teacher Page" tab for your webquest, please include a brief explanation for why you believe your lesson is culturally relevant and increases awareness. Be sure to publish your webquest (otherwise I cannot view) and submit your "public" URL for grading.

Submit Classroom Evaluation

Forum One (W5F1): Now that we are halfway through the course, please address the following issues:

1. What is the most important thing you have learned up to this point?
2. What do you hope to learn in the remaining half of the course to improve your ability to get the most out of technology in the classroom?

Forum Two (W5F2): Green (2002) notes, "...we need to find the courage to ask questions and communicate clearly to avoid drama and sadness in our lives. We need to learn to stop making assumptions based on how people look, sound, and act. Can using technology in the classroom help us to achieve this?" (para. 25). In what way(s) might technology expand or not expand students' reflection, collaboration skills, questioning, and sense of community. Consider that some people object to students' sitting in front of the computer and not interacting with their present peers, while other people are excited about students' ability to contact others across the globe. Challenge each other on the assertions.

Week 6:

Topic(s)

Classroom Organization & Technology

Improving Classroom Communication and Efficiency

Learning Objective(s)

Explain how technology can be used to help organize the classroom

Describe examples of how technology assists teachers, parents and students in the learning environment

Develop a plan to utilize technology to assess student learning and development.

Reading(s)

Lever-Duffy & McDonald: chapters 7-8

Wiske, Franz & Breit: chapter 7

Assignment(s) & Forum Board(s)

Assignment Six: Create your own blog or website and write about your favorite classroom management/administrative resources (both what you have used or would like to). I used edublog.com to create a very simple blog (<http://wmgillum.edublogs.org/>). This was a very user-friendly site, but there are many others out there for you to use, such as Google: <http://www.google.com/educators/tools.html>

After you have created your blog/website and wrote at least two entries discussing your favorite resources, please take a screen shot of your computer screen with your blog/website. Copy and paste this into a word processing document, which you will submit from your assignment page. If you are not sure how to take a screen shot, please go to the "help" feature on your computer or do a quick Internet search on "how to take a screen shot" on your computer (Mac or PC).

In addition to your screen shot, please include the following in your document:

1. Where your blog/website can be located (web address)
2. Your experience/issues creating the blog/website
3. You will need to visit and comment on at least two other teachers' blogs/website. Which teachers' site did you visit? What did you see? Comments?
Would you use this technology in your classroom? If not, why? If so, in what ways?

Forum Six: Describe some of the administrative resources you are using in your classroom to help make your classroom run more efficiently. Identify three resources that you are not presently using that you believe might be helpful. Explain how you would utilize these tools and the impact you might expect.

Week 7:

Topic(s)

Ethics in Technology & Education

Fair Use & Copyright

Establishing a culture of proper use of technology.

Learning Objective(s)

Define ethics and copyright and how these apply when using the Internet.

Describe "Fair Use" as it applies to the Internet and published Web pages.

Apply copyright requirements.

Discuss the complexities of ethical uses of technology.

Discuss the advantages and disadvantages of the application of instructional technology in the educational environment.

Reading(s)

Lever-Duffy & McDonald: chapter 11

Wiske, Franz & Breit: chapter 8

Assignment(s) & Forum Board(s)

Assignment #6: Select an ethical issue that relates to the use of technology in the classroom that you believe has or will impact your classroom (e.g. "Fair use", privacy, cyber bullying, digital divide, etc.). Research and construct a "Prezi" presentation on this issue. Prezi is a free presentation software that provides a unique way of doing presentation (think of it as a variation of PowerPoint or Keynote). You will need to go to Prezi.com and create an account. If you haven't used the software, please take a few minutes to watch this tutorial video on how to construct your presentation.

In your presentation, please include a description of the issue and its impact in the classroom (including how it impacts your classroom), what is being done, steps others are taking to deal with this issue, and develop a plan to help deal/alleviate the problem in your school or classroom. Once it is completed, please copy the "embed" link and paste that into an e-mail and through the assignment page and send this to me. Have fun with this format...you may decide to use this in your own classrooms!

Forum 7: This week's lecture referenced Barcalow's (2001) Code of Technology Ethics. Of the 18 standards identified, which five would you suggest are most critical for your classroom and students. Discuss your standards selected, providing examples, how they impact your classroom and what you will do to help uphold these standards. A PDF version of the standards and rationale is available here:
<http://lrs.ed.uiuc.edu/students/bweinert/304code.pdf>

Week 8:

Topic(s)

Technology & the 21st Century Classroom

Learning Objective(s)

Identify what instructional technology is an important part of our 21st century classroom.

Describe how technology will change the culture of the 21st century classroom.

Describe the reason behind the need for an information infrastructure that is student-centered that caters to the needs of the 21st century learner.

Identify challenges that schools face as we continue to further integrate technology into the 21st century classroom.

Reading(s)

Lever-Duffy & McDonald: chapter 12

Wiske, Franz & Breit: chapter 8

Assignment(s) & Forum Board(s)

Instructional Technology Review: Your task for this assignment is to determine the level of utilization of technology to support the instructional program of your school. Specifically, you should collect information

relative to the:

- Use of technology within individual classes; noting the level of technology literacy (e.g. Beginning, Proficient, Transformative);
- Integration of technology within and across the curriculum, again noting the level of technology literacy;
- Impact of technology on instructional pedagogy, again noting technology literacy;
- Results of technology integration related to student gains in learning and whether technology makes learning more relevant and engaging;
- Magnitude of initial and ongoing staff development intended to achieve technological integration and student gains;
- Use of technology systems to track/report administrative actions (e.g. Campus Management, GradPro, etc.).

As part of the assignment you will need to gather artifacts, such as the school or district's technology plan (if one has been developed). Consider interviewing the principal, technology coordinator, or other knowledgeable employee. Ask probing questions, such as how is the use of technology encouraged, supported, and monitored? What types of data, if any, are utilized to report the impact of technology in/on student gains? What types of initial and ongoing staff development and technological support are provided to teachers as they incorporate technology in the classroom (curriculum and instruction)? What types of ongoing support can be forecasted? Who will provide this type of assistance? How will this type of assistance be funded?

Your final review should be in the form of a 10-12 page paper summarizing your findings. You do not need to provide a critical analysis of the program, only an objective summary. Supplement your review with an overview of the artifacts you used to collect your information, such as district or school technology plan(s), Internet fair use policies, names of interviewees, etc. (e.g., a list of references).

Forum One (W8F1); Reflection:

1. How has the course helped you in your understanding of technology in the classroom?
2. What do you think should be added to the course to make it more beneficial to future students?

Forum Two (W8F2): Please view the following video on educating the 21st century learner:
www.vimeo.com/23240917

What concerns, if any, did you have about this video? Identify a specific issue that you feel you have or may struggle with as it relates to teaching the "21st century learner"? What steps could you take to help deal with this issue?

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Teaching for Understanding With Technology

Author: Wiske, Martha Stone / Breit, Lisa

Publication Info: Jossey-Bass, Inc.

ISBN: 9780787972301

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

ISBN: GRAD NOTE

Book Title: Teaching and Learning with Technology, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 5th ed. (custom)- The non-custom ISBN is:9780133783032, please use this one to search for the book from other booksellers.

Author: Lever-Duffy, J. and McDonald, J.

Publication Info: Pearson

ISBN: 9781323048474

Course Textbooks:

There are two textbooks required for this course and you will need to access the ISTE standards online:

Lever-Duffy, J & McDonald, J. B. (2015). *Teaching and learning with technology, Enhanced Pearson eText with loose-leaf version -- Access card package*. (5th ed.). NY: Pearson.

Wiske, M.S., Franz, K.R., & Breit, L. (2005). *Teaching for understanding with technology*. San Francisco: Jossey-Bass Inc.

Website: ISTE <http://www.iste.org/standards/standards-for-teachers>

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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