

I. COURSE DESCRIPTION

This course is designed to equip teachers with the tools, resources, and strategies to support the integration and implementation of effective use of technology in the classroom. The course will focus on instructional strategies, methods, and procedures that facilitate integration of technology. Concepts and theories of technology integration will be investigated. Substantial online communication with peers and mentors are a critical component of the class. Existing lesson planning elements will be critically analyzed in regard to effective use of technology. Students will design, develop, and implement a lesson that meets national and state technology and curricular standards. Students must supply evidence that the lesson was used in a classroom by provide student-created artifacts from the lesson. Completion of this course at a level consistent with Ohio SchoolNet criteria will result in the earning of a Practitioner certificate.

Students need prior experience in software applications including word processing, database, spreadsheet, multimedia, and web-page development. A University of Akron email account is required in order to access the Internet during class. In addition, students will need to be to access the Internet outside of scheduled class meeting times.

II. RATIONALE

This course is structured to provide a model for designing, developing, and implementing technology-enhanced instructional units for the K-12 curriculum with an emphasis on the theoretical foundations of technology use, learning theory, and the reform process.

This course is designed to address the dichotomy that exists between what teachers know and are able to do with technology and their ability to use this knowledge in and with classroom learning environments. This dichotomy exists because many teachers lack good models of effective technology use in the classroom. The course requires that teachers develop a peer-reviewed lesson that effectively uses technology, use the lesson with students, and then engage in critical reflection with peers after the lesson has been completed.

III. COURSE OBJECTIVES

At the completion of the course the student will have:

- Designed, developed, and delivered an instructional plan that effectively integrates technology. The instructional plan will adhere to a pre-specified format
- Specify district curriculum objectives, Ohio Proficiency Outcomes, state technology standards, and ISTE technology standards

- Include multiple assessment strategies
- Include a reflective component to be completed after the lesson had been taught to the target audience.
- Developed necessary instructional materials for the instructional plan
- Participated in self- and peer-review of instructional plans.
- Implemented the instructional plan in the classroom.
- Accessed, evaluated, and used Internet resources.
- Developed and maintained a journal of online readings and related online discussions.

This course is structured to meet Ohio SchoolNet guidelines for Practitioner training certification. If students meet the guidelines, they have the option of applying for Practitioner certification at the conclusion of the course.

IV. COURSE OUTLINE

Assignments

Each assignment is detailed in a separate assignment description document. Students will receive all assignment descriptions on the first day of class. Students will participate in finalizing assessment rubrics for all assignments.

1. With peers, develop a model framework that can assist in the identification and selection of appropriate technology tools for specific tasks.
2. Design, develop, and deliver an instructional plan that effectively integrates technology. The plan must adhere to a pre-specified format, match curricular objectives, meet Ohio Proficiency Outcomes, and address state and national technology standards. Each student must provide evidence of delivery of the lesson (i.e., videotape, observation by another teacher) and provide products created by their target audience
3. Complete a reflective document after delivery of the lesson. The reflection must document classroom management issues and concerns, student work and achievement, results based on a theoretical perspective of technology integration, and an individualized action plan that addresses issues/concerns/problems.
4. Develop and maintain a journal of online readings and related online discussions.
5. Lead and participate in online discussions.

V. TEXT AND MATERIALS

Online resources will be supplied through WebCT.

International Society for Technology in Education. 1998. National educational technology standards for students. [Online]. Available: <http://cnets.iste.org> [2000, August 18].

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

Each student needs access to a school district curriculum or course of study.

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Class time will consist of demonstration, direct instruction, discussion, and hands-on work. Students will frequently work in small groups to investigate, explore, analyze, and discuss topics. Students will be actively involved in determining course content. A portion of the course will be conducted online. Frequent use of resources on the Internet requires each student to have a valid University of Akron Uanet ID.

Technology used in this course includes:

- Desktop computers
- Data projector
- Laptop computer
- CD-ROMs (educational software)
- Software applications
- Overhead projector
- Web-enhanced course materials
- Use of the Internet to access course-related resources
- Video tapes and VCR/TV

Students with Special Needs

Any student who has a disability that substantially limits learning in a higher education setting may contact the Office of Accessibility for information regarding their eligibility for reasonable accommodations. The Office of Accessibility is located at 124 Spicer Hall, telephone number 330.972.7928 (voice) or 330.972.5764 (TDD).

VII. EVALUATION/STUDENT ASSESSMENT

Attendance and participation

Attendance is expected at every scheduled class meeting. Scheduled class will begin on time. Due to the nature of the course, class time requires hands-on activities that are difficult to make up. Additionally, group work is frequently an integral part of class, therefore, students who are absent lose the opportunity to contribute and participate in that particular class.

You can earn a total of 20 points for attendance. Regardless of the reason for your absence, the points you earn are based on the following:

- attend all classes = 20 points
- miss 1 class = 18 points
- miss 2 classes = 16 points
- miss 3 classes = 10 points
- miss 4 plus classes = 0 points

Participation is a vital and integral part of the course. Research has shown that active participation in class is beneficial for learning. Participation can be demonstrated during class and through online discussions of course content.

You can earn a total of 20 points for participation. The points you earn are based on the following description:

- Asks questions, makes observations, and contributes comments to class or online discussions on a regular basis
- Questions and comments reflect that student has read relevant course materials, accessed related Internet sites, or has gathered additional resources
- Offers to summarize a discussion at least once during the semester
- Does not monopolize the conversation
- Respects the viewpoints and opinions of others in the class
- Participates in group work and assumes various roles and responsibilities in the group during the semester
- Does not access the Internet, use software packages, or print materials at inappropriate times during class.

If your participation frequently matches most of the items = 20 points

If your participation occasionally matches most of the items = 15 points

If your participation rarely matches most of the items = 10 points

If you rarely participate during discussions and group work = 0 points

Grading System

Letter grades are assigned based on percentage earned:

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 82-86% = B
- 80-81% = B-
- 77-79% = C+
- 72-76% = C
- 70-71% = C-
- 60-69% = C
- below 60% = F

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

IX. BIBLIOGRAPHY

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*Developed by John Savery
Fall 2002*