Computing in the School Setting

Syllabus

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Office Hours:	By appointment
Credits:	3 credits
Time:	Fall Semester

Course Goals:

To introduce students to the strategies, resources, tools and organizational concepts for using technology to facilitate classroom learning and school administrative functions. Major topics of interest include:

- Building expertise in locating, retrieving, archiving and evaluating information from such digital sources as email, the Internet and district-adopted software and learn to utilize and evaluate the effectiveness of strategies for sharing knowledge gained through such sources.
- Introducing the logic of a backward design approach to curriculum planning, assessment, and instruction utilizing technology integration strategies
- Criteria selection in matters of understanding; design standards for quality control; and misconceptions and misunderstandings toward integrating technology into the classroom
- Locating, accessing, retrieving, evaluating, and archiving information pertaining to their MSDE assessment scores, state and national content standards, and performance assessment tasks
- Building skills and confidence in participants abilities to determine the best tools and methods to locate and present information, and to develop the ability to evaluate information, investigate the various resources available to researchers and educators, and present their findings in intellectual and practical settings
- Examining the uses of and current issues related to research based best practices in integrating technology in the educational setting
- Exploring the advantages and concerns with research-based justifications for educational technology

- Building expertise in accessing and using exemplary technology resources to facilitate inquiry-oriented activities in the classroom.

Throughout the course, a hands-on, learner-centered approach will enhance student ability to explore and contribute to best practices in the use AND the infusion of technology to enhance student learning and motivation to learn.

Objectives:

1. Review research on technology effectiveness, rationales and concerns for using technology, and best practices in integrating technology in the educational setting.
2. Review literature on effective technology-enhanced instruction in the classroom that utilizes the backward design model.
3. Explore the general categories of educational technology software resources: instructional software, software tool, multimedia, hypermedia, distance learning, and virtual reality environment.
4. Explore MSDE data in developing a framework for establishing curricular priorities.
5. Utilize state and national content and technology standards in designing technology-enhanced instruction and school technology plans.
6. Utilize a backward design framework to design technology-enhanced instruction, which incorporate state and national content and technology standards.
7. Explore effective strategies for accessing and using technology resources (Web Quests, e-portfolios, Treasure Hunts, Scavenger hunts and various software) to facilitate inquiry-oriented activities in the classroom.
8. Evaluate software applications for enhancing instruction and school administration.
9. Evaluate the pedagogical potential of multimedia sources.
10. Review and discuss assistive technology options and resources for students with special needs.
11. Review and discuss technology-enhanced options and materials for culturally diverse populations.
12. Review and discuss equity, ethical and legal issues in using technology in schools.
13. Share knowledge of important issues and trends related to technology-enhanced content utilizing a backward design framework through online collaborative group discussions and reflect upon student experiences in a Web enhanced/Web-based course.

Considerations for the course:

- Access to a computer with Internet access
- Must have an email account

Readings: Readings will be linked from the course website as well as from other sources. These reading assignments will be periodically updated on the course website.

Texts:

1. Roblyer, J.D., and Edwards, J. (2000). 2nd Edition. Integrating Educational Technology into Teaching. Upper Saddle River, New Jersey: Merrill [ISBN 0-13-974387-1] ($65 at Amazon and Barnes and Noble) - Used $40 & $48.75.

Additional Recommended Texts:

1. McTighe, J., & Wiggins, G. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.ISBN 0-87120-313-8

   (Amazon $20.95, Barnes & Noble $20.95 - Used 16.40)

   - http://www.ascd.org/readingroom/books/wiggins98book.html - First two chapters of Wiggins & McTighe's book, Understanding by Design
   - The Understanding by Design Handbook Introduction

Methodology: This course will utilize a combination of face to face and on-line lecture and reading materials, hands-on experiences, explorations of multimedia resources, guest speakers, virtual field trips, discussions and projects to help participants understand the strengths and limits of strategies for integrating information technology in the educational setting. Detailed information about topics for each class is included in this syllabus.

Course Expectations and Procedures:

1. Students are expected to obtain and actively use a computer account with access to the Internet and WebCT discussion site (the University provides such accounts free to enrolled students.) Students are expected to use anti-virus software and backup all work. WebCT Student Manual - http://www.courses.umd.edu/studentmanual/
2. Completion of assigned tasks and readings prior to each class is required in order to facilitate student learning.
   - Take the Online Self-Assessment Survey - http://www.vto.vt.edu/survey.php
3. It is expected that students will initiate, participate in and facilitate on-line discussions on course topics, issues and readings.
4. If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible.
5. Students missing the deadline for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class session.
6. Please carefully edit all written assignments. A lack of care in proofreading or composition can negatively effect your final grade.
7. The citation style employed should be accurate, acceptable, and

recognizable (MLA, Chicago or APA) practice. The American Psychological Association (APA: http://www.apa.org) style of citation is preferred. For quick basics, visit:
    - Columbia University Press - http://www.columbia.edu/cu/cup/cgos/idx_basic.html
    - Columbia Guide to Online Style/ACW style "cheat sheets - http://www.cas.usf.edu/english/walker/mla.html
8. The University of Maryland has developed a policy describing appropriate academic conduct. Turning in assignments that use substantial portions of the work of others without attribution is considered plagiarizing and is specifically prohibited. Please review information regarding the Honor Code and other academic integrity policies at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

Grading Rubric:	See ETO Grading Policy
Projects/Papers	See attached: [Word] ... [PDF]