

**Dominican University
School of Education**

EDUCATION 560: INTEGRATING TECHNOLOGY INTO THE CURRICULUM

3 credit hours ♦ Summer 2011

Mondays and Wednesday, May 9 - June 27, 5:30 p.m. - 8:30 p.m. ♦ Parmer 004

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Scholarship, Leadership, Service

Scholarship, leadership, and service, the core values of the Dominican University School of Education, are the foundation of the Conceptual Framework. The Dominican educator pursues these core values and these core values shape the expectations for all coursework.

Scholarship is demonstrated by intellectual curiosity, critical thinking, a life-long willingness to learn and the recognition that with knowledge comes moral responsibilities.

Leadership is the promotion of student learning and achievement through the skills of reflective practice, the ability to integrate innovation, collaborative skills that bring together diverse perspectives to achieve common goals, and a willingness to seek leadership opportunities.

Service is a commitment to enable all students to achieve and participate in a democratic educational setting by demonstrating professional pedagogical skills, serving as a role model for student learning, fostering communities of diverse learners, upholding the dignity and rights of others and a conscious effort to make the world more just and humane through the ministry of education.

- I. **Course Description:** This is an introductory course combining research, reflection and hands-on learning to explore the integration of appropriate technology into the instructional and administrative aspects of teaching. The course includes developing a critical framework for evaluating educational technology as well as using technology for research, instruction, collaboration, productivity, creativity, and communication. The prerequisites for this course are basic keyboarding skills and rudimentary computer skills.

- II. **Standards:** See the "standards addressed" document on the course website.

III. **Required Text and Materials:**

1. Oppenheimer, T. (2004). *Flickering mind: Saving education from the false promise of technology*. New York: Random House Trade Paperbacks.
2. Smith, G. and Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms*. Eugene, OR: International Society for Technology in Education OR
Smith, G. and Throne, S. (2009). *Differentiating instruction with technology in middle school classrooms*. Eugene, OR: International Society for Technology in Education. Choose based on your preferred grade level.
3. Subscription to LiveText (School of Education students)
4. Dominican University network/email account (available at <http://domin.dom.edu/documents/Networkstudent.pdf>)
5. Dominican University web account (available at <http://domin.dom.edu/documents/WebApplication.PDF>)

IV. **Course Objectives:** Candidates will...

1. Discuss the impact of new technologies on society in general and on education in particular, and the ethical implications of the integration of technology into the curriculum.
2. Develop a critical framework for evaluating and integrating appropriate technologies in their teaching.
3. Demonstrate awareness and skill in using and integrating digital technologies in the design and delivery of effective lessons.
4. Use various technologies to develop reusable administrative tools.
5. Demonstrate an understanding of the NETS*S for grades P-12.
6. Use *understanding by design* principles along with a problem-based or project-based approach to collaboratively develop a webquest which engages students in inquiry and collaboration and encourages student use of Web 2.0 technologies.
7. Demonstrate an awareness of assistive technologies.

V. **Dominican University Candidate Proficiencies:** The School of Education proficiencies that candidates are expected to demonstrate as a result of participation in this class are:

1. Candidates demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences. (scholarship)
2. Candidates engage in reflective practice in their coursework and experiences in the field. (scholarship)
3. Candidates demonstrate the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. (scholarship)

4. Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of effective instructional methodologies. (scholarship, leadership, service)
5. In acknowledgement of the impact of diversity on student learning and behavior, candidates differentiate and create modifications appropriate for the academic, motivational, behavioral and interest needs of students. (leadership, service)
6. Candidates demonstrate the ability to use technology for administrative and instructional tasks. (leadership, service)
7. Candidates demonstrate the ability to plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve. (scholarship, service)
8. Candidates demonstrate leadership in collaborating with colleagues, families, and students in responding to real life problems in a multicultural society. (leadership, service)

It is anticipated that through participation in this course, candidates will demonstrate the following dispositions that have been identified by the School of Education as consistent with the core values of scholarship, leadership and service and expected of all candidates:

1. Critical thinking: *An analytical approach in reading, writing, research, and practice of one's profession* (scholarship).
2. Ethical behavior: *Maintaining confidentiality for P-12 students and their family, following the code of ethics appropriate to programs of study, following the university policy of academic integrity* (leadership, service)
3. Commitment to social justice: *Analysis and response to inequities in the human experience* (leadership, service)
4. Respect for diversity: *Valuing differences as adding to the richness of the human experience and creating opportunities for the integration of the contributions of all members of society* (scholarship, service)
5. Acceptance of responsibility: *Embracing the tasks and duties that accompany the leadership and service role of an educator* (leadership)
6. Value of community: *Recognizing the one's interconnectedness with others in the school environment and engaging in active outreach both inside and outside the school community* (leadership, service)
7. Flexibility: *Demonstrating an awareness and a proactive stance in considering the perspectives of others in making decisions that serve the interests of a diverse population* (service)

8. Collaboration: *Working together to plan and solve problems and create new opportunities for growth* (leadership, service)
9. Reflection: *Practices thoughtful self-evaluation as a process for continued professional growth* (leadership)
10. Generosity: *Reaching out to meaningfully engage all students by creating a positive and inclusive learning environment* (service)
11. Professional behavior: *Conduct and communication that is appropriate for the audience and setting (including timeliness, attendance, dress, language, respect, and other related professional behaviors)* (leadership)

VI. **Assignments and Course Requirements:**

Reflective Postings (22 points) – due at various times throughout the course

Candidates will create a blog, and write **four** postings on assigned topics (4 points each). Candidates will also make at least **three** substantive comments on their fellow candidates' postings (2 points each).

Wiki Entries (10 points) – due May 25 (first), June 8 (second)

Candidates will contribute **two original** entries to the course wiki on a key topic in educational technology with appropriate credits of cited works and suggested additional resources (5 points each). Candidates will also present their topic to the class. Topics will be provided.

Website library (10 points) – due June 15

As a class, candidates will develop a rubric for assessing web-based education resources. Candidates will create a library of at least 20 annotated bookmarks of educational websites for their professional use and for sharing with colleagues, students, and parents. Candidates will use a social bookmarking tool to collect their web resources. At least five annotations must follow the class-developed evaluation scheme for full credit.

Tech-tac-toe (18 points) - due June 8

Create three reusable learning and administrative objects. Using the table below, select one object from each row to form a vertical or diagonal line. A generic rubric for the objects will be provided.

10 pts	Virtual field-trip	Class website	Course wiki
4 pts	Mind-map template	E-sheet	Spreadsheet activity
4 pts	Mailmerge document	Survey using Google form	Content presentation (PPT or Google Presentation)

Technology integrated unit and lesson plan (20 points) due June 20

Candidates will work collaboratively to create a technology-rich unit that incorporates inquiry-based learning and "understanding by design" principles. Candidates will present a 20 minute lesson from the unit that significantly integrates technology to support lesson goals.

Webquest (20 points) – due June 13

Using a problem-based approach, candidate will work collaboratively to develop an interdisciplinary webquest. The webquest must integrate at least one Web 2.0 technologies, be collaborative in nature, and follow the webquest model of introduction, task, process, resources, evaluation and conclusion. The webquest must be submitted via LiveText.

VII. Assessment:

A. Graduate Grading Scale

A	= 93-100%
A-	= 90-92.9%
B+	= 87-89.9%
B	= 83-86.9%
B-	= 80-82.9%
C+	= 77-79.9%
C	= 73-76.9%
C-	= 72.9-70%
F	= 69% and below

B. Late assignments will result in the deduction of points (1 point per day late). Please make arrangements at least two days in advance with the instructor when a late assignment is anticipated. Points may or may not be deducted when prior arrangements are made.

C. The grade of Incomplete may be given in extraordinary circumstances. The request for a grade of Incomplete requires the approval of the Dean and the instructor. The grade is given for work of acceptable quality that is unfinished at the end of the term. Forms requesting an Incomplete grade must be obtained from the Office of the Dean of the School of Education and processed prior to the beginning of the class preceding the final examination. The Incomplete must be removed by the end of the following term. At that time, the instructor may report a grade with the ordinary range of scholarship. Failure to remove the Incomplete will normally result in the reporting of a grade of F or a grade of No Credit. (School of Education Viewbook, p. 30)

D. Academic honesty is expected in all work. Academic dishonesty can range from not appropriately referencing sources for ideas and works that are not the candidate's own to plagiarism and cheating on a test. Academic dishonest will result in 0 points for an assignment and may result in the grade of F for the

course. Furthermore, falsification of credentials may result in dismissal from the program.

VIII. Attendance Expectations:

An *absence* is defined as: not attending an entire class session as scheduled by the university or three 15 minute tardy arrivals.

A *tardy* is defined as: arriving to a class more than 15 minutes later than the start time established by the university

1. Candidates are expected to be present for and to fully participate in all class sessions as scheduled by the university. Please notify the instructor with any schedule related conflicts in advance of the class.
2. Missing two classes regardless of reason will result in lowering of the candidate's final grade by one grade (for example, from B to B-).
3. Candidates who miss three or more classes, regardless of reason, may be asked to withdraw from the course or may receive a grade of F for the course.

IX. Students with Disabilities

Students with disabilities requesting accommodations must follow university procedures for such requests. Please see the Disabilities Support Page on the Dean of Students page under resources on myDU for more information or speak to your instructor. Notify your instructor of such requests by the 2nd day of class.

X. Course Calendar:

Date	Topic/Activity	Readings (done before class)
5/9	Getting started / Reflecting on technology	Review your personal philosophy of education
5/11	Technology and society, a history of technology, a history of technology in education Candidate presentations: microchip, Internet, appropriate technology, developmentally appropriate technology, Piaget	Oppenheimer, Introduction and chapter 1
5/16	21st-century literacy Candidate presentations: NETS-S, webquest; jigsaw readings Blog posting #1 due	<i>Tech Tonic</i> , chapters 4 and 8; National Educational Technology Standards for Students (both are linked on the myDU page)
5/18	Educational theories and the role of technology in education: Teacher-centered instruction Candidate presentations: direct instruction, integrated learning system, skill and drill Blog comment #1 due	Oppenheimer, chapters 2 and 7
5/23	Educational theories and the role of technology in education: Student-centered instruction Candidate presentations: constructivism, constructionism, inquiry-based learning, digital storytelling, Web 2.0 Technology tool #1 due	Oppenheimer, chapters 10 - 11
5/25	Educational theories and the role of technology in education: Other dimensions Candidate presentations: Bloom's taxonomy, Gardner's theory of multiple intelligences, Paolo Freire, virtual field trip, streaming media, distance learning, podcast Wiki entry #1 due	Oppenheimer, chapters 12 - 13
5/30	MEMORIAL DAY - NO CLASS	
6/1	Technology and instructional design Candidate presentations: Understanding by Design, ASSURE model, ADDIE model, TPCK Blog posting #2, Technology tool #2 due	Oppenheimer Afterword, Conclusion
6/6	Technology integration strategies I Candidate presentations: differentiation; jigsaw chapters from Smith and Throne (K-5). Blog comment #2 due	Course handout on integration strategies (forthcoming); Smith and Throne (K-5)
6/8	Technology integration strategies II Candidate presentations: Jigsaw chapters from Smith and Throne (MS). Wiki entry #2, Technology tool #3 due	Smith and Throne (MS)

6/13	Digital citizenship Candidate presentations: Social media, netiquette, cyberbullying, digital divide Webquest due	"Key Findings", <i>Generation M2: Media in the lives of 8- to 18-year-olds</i> . (On the myDU page)
6/15	Technology and teachers Candidate presentations: Data-driven instruction, computer adaptive testing, professional learning communities, open source, cloud computing Blog posting #3, Website library due	Data-driven instruction readings on the myDU page
6/20	Candidate presentations: Technology integrated lessons Blog comment #3, Technology integrated lesson due	
6/22	Candidate presentations: Technology integrated lessons (continued) Blog posting #4 due	
6/27	Candidate presentations: Webquests	

Last updated 5/22/11