College of Charleston

Integrating Technology into Teaching - EDFS-326
Introduction to Educational Technology - EDFS-687

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Teacher Support Web Site: http://tech.jerrygalloway.com/

Course Description

This is an introductory course for pre-service teachers using technology in the classroom. Students become familiar with application software such as word processing, database, spreadsheet, and hypermedia, desktop publishing and telecommunications and learn to evaluate hardware and software.

Text and Materials

Required Text:

  - Also available as an etext at:
    - http://www.coursesmart.com/integrating-educational-technology-into-teaching/m-d-roblyer-aaron-h-doering/dp/9780135016305

Optional Software:

- Microsoft Office 2003 or newer for Students and Teachers
- SmartTech Notebook software
- Kompozer Web Authoring - Download Here
- Paint.Net Layered Graphics Tool - Download Here

Other:

- USB Flash Drive; and a DropBox Account - Here
Course Learning Outcomes

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency (ETC) which are at the heart of the SOE Conceptual Framework:

1. Understanding and valuing the learner,
2. Knowing what and how to teach and assess and how to create environments in which learning occurs, and
3. Understanding yourself as a professional.

These three competencies underlie all learning objectives in this course, helping the candidate develop the knowledge, skills, and dispositions necessary to become an effective teacher. Upon successful completion of this course the student should...

1. demonstrate a basic knowledge of terminology related to educational technology (SOE III, ISTE I),
2. demonstrate various applications of educational technology in K-12 education (SOE III; ISTE II, III, IV; ACEI 4, 5.1),
3. discuss major trends and issues pertinent to use of technology in K-12 education (SOE II-VII, ISTE VI; ACEI4),
4. use computer applications in professional writing applications (e.g., professional resume, lesson plan) (SOE V; ISTE V; ACEI4, 5.1),
5. demonstrate knowledge of application software in the context of a classroom setting for information management and teaching (database, spreadsheet) (SOE II-III, ISTE IV-V; ACEI 2.3, 3.3, 3.5, 4, 5.1; NAEYC 4b, 4c; NMSA 1, 3, 5),
6. demonstrate awareness of resources for adaptive/assistive devices for students with special needs (SOE III; ISTE II, III; ACEI3.2),
7. use an web page editor (e.g., SeaMonkey) to produce a Web page for a K-12 classroom environment (SOE II, III, V; ISTE II, III),
8. design and produce educationally sound and developmentally appropriate instructional hypermedia (SOE I-VI; ISTE II, III; ACEI3.2, 3.3, 3.5, 5.1; NAEYC 4b, 4c; NMSA 1, 3, 5),
9. use the World Wide Web to locate appropriate and relevant resources for K-12 education (SOE II-V; ISTE II, III;
ACEI 3.2, 5.1; NAEYC 4b, 4c; NMSA 1, 3, 5).
10. plan for the integration of technology into teaching in K-12 classrooms (SOE II-V, VII; ISTE II, III, IV; ACEI 3.2, 4, 5.1; NAEYC 4b, 4c; NMSA 1, 3, 5).

SOE = School of Education Teaching and Learning Standards
ISTE = International Society for Technology in Education
ACEI = National Educational Technology Standards for Teachers
NAEYC = National Association for the Education of Young Children
NMSA = National Middle School Association

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COURSE REQUIREMENTS

Description of Projects / Assignment Details ➡ See Assignments Here

- All work is to be submitted before the beginning of class on due date or it is late. All projects will be submitted via FTP as directed in class. Do not email your assignments.

- Details for assignments or projects are posted on the assignments web page and discussed completely in class. If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned.

Reading Reflections Blog

You will enter information about specific readings into the class Blog… http://galloway.bravelog.com/

Technology-supported Lesson Plans

1. Lesson One: Writing with technology (must include lesson plan and writing files)
2. Lesson Two: Database (must include lesson plan and database file)
3. Lesson Three: Spreadsheet (must include lesson plan and spreadsheet file)

Word Processing & Mail-Merge

Using Ms-Word and a database, you will create a simple Mail-Merge project combining a Letter with a database of recipients. The scenario details will be outlined in class.

PowerPoint & Smartboard

Using a variety of online and other sources, you will research the educational software available in your teaching specialty (e.g., teaching middle school mathematics) and create a website with the required information. Your report will become content on your own web site.
Website & Web-Quest

Using a variety of online and other sources, you will research the educational software available in your teaching specialty (e.g., teaching middle school mathematics) and create a website with the required information. Your report will become content on your own website.

Formative Quizzes

The quizzes will be administered throughout the course and will cover all course content and all assigned textbook and other reading material covered up to that point in time. Tests are "cumulative." Also, quizzes will examine what you know, what you remember and what you understand. They are not hands-on tasks in the sense that you are asked to perform a computing scenario like the actions performed in your assigned projects. Tests will be multiple choice, fill-in the blank, true-false and so forth.

Final Examination

The final examination will be administered during the 3-hour class period designated for each section of the course. It will cover all course content and all assigned textbook and other reading material.

Participation

This will be based on attendance, paying attention (not doing other activities such as unrelated web surfing, texting and emailing) and involvement in class discussion.

Grading & Evaluation

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<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A = 93-</th>
<th>C = 79-</th>
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<tbody>
<tr>
<td>A-</td>
<td>92-</td>
<td>C- 78-</td>
</tr>
<tr>
<td>B+</td>
<td>100</td>
<td>D+ 81</td>
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<tr>
<td>B</td>
<td>91-</td>
<td>D- 77-</td>
</tr>
<tr>
<td>C+</td>
<td>92-</td>
<td>F 78</td>
</tr>
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See Assignments Here
Assignment Descriptions

A = 92 =75-
B = 90 =72-
C = 86 =70-
D = 88 =60-
E = 85 =50-
F = 83 =40-
<table>
<thead>
<tr>
<th>TESTS</th>
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<tr>
<td>1-2 Tests &amp; 1 Final Examination:</td>
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<tr>
<th>PROJECTS</th>
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<tr>
<td>Blog Reflections:</td>
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<tr>
<td>Web Site &amp; WebQuest:</td>
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<td>SMART Board &amp; PowerPoint:</td>
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<td>WP - Mail Merge:</td>
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<th>LESSON PLANS</th>
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<td>Writing lesson plan:</td>
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<td>Spreadsheet lesson plan:</td>
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<td></td>
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<td>Database lesson plan:</td>
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Expectations and Policy Notes

1. Regular and punctual class attendance
2. Active class participation is expected and necessary
3. Timely submission of projects with related documentation
4. Regular communication with an “e-mail buddy” – a classmate is a good idea. See #18 below.
5. Regular communication with instructor via email as may be necessary.
6. Students are expected to check their email at least twice each week.
7. Students need to keep up with fast-paced course activities.
8. The mere completion of class activities, or even completion of assignments are, alone, NOT sufficient preparation for exams.

Disabilities, etc.

**ADA ACCOMMODATIONS:**
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**Performance Data:**
Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported
9. Students will practice on their own, experience frustrations and difficulties and thereby develop problem solving skills.
10. Remove all caps and hats prior to class.
11. Negative behavior/participation can result in dismissal and affect the final course grade.
12. The appearance of apathy or disinterest will unquestionably produce in-class difficulties and low course achievement.
13. Student’s ability to complete assignments independently is a factor in evaluation and grading. Do not share your work.
14. Assignments submitted late may be refused or penalized points AT INSTRUCTOR’S DISCRETION.
15. A grade of INCOMPLETE will NOT be an option.
16. Students may use university-based computer facilities or any personal computers to complete the course activities. The course does not assume that you have a personal machine off campus and expectations will not be adjusted to meet your personal equipment resources.
17. Students must NOT share homework and assignment tasks nor products unless specifically assigned otherwise. All work must be your own. All work must be original for this course and not taken from work completed in other courses. Unlike homework or assignments, general class notes taken from lecture or other instructional experience or study guides and such can be shared with an e-mail buddy or fellow student. Be sure you understand this distinction.
18. Students are expected to keep backups of all formative and
to our accreditation organization in aggregate form only.

Also...

- No cell phone technologies in class
- No text messaging during class
- Do not print assignments in class
- MOST IMPORTANT: DO NOT use class time to work on assignments or other activities unless directed to do so by your instructor. Participate in the on-going class activity.
summative materials. Submitted work may not be returned and you must be prepared to resubmit as needed. Keep backups of your backups with another copy hidden elsewhere.

Attendance Policy:

Attendance is extremely important. You are responsible for all content and assignments for each class. While attendance may not be taken formally and points are not allocated or penalized on a day-by-day basis, missing class WILL HAVE AN EFFECT ON YOUR COURSE GRADE. Certainly, a participation grade will suffer most directly but it is clear that absences and even being tardy or leaving early will have an effect on the quality and completeness of course assignments.

There is no such thing as an excused absence. Missing a class cannot be UNdone. The opportunity and experience are past and gone. The instructor will not provide "make-up" opportunities nor provide summaries of those missed experiences. If materials were already available, then you can still acquire copies of those if they have not run out. But, lecture notes or discussion summaries or a review of instructions or other instructor comments will likely NOT be available. Your best resource will (like suggested in #4 above) contacting a classmate to ask for their class notes. Making PRIOR arrangements with the course instructor is the best strategy for handling necessary absences. Of course, missed time is still missed time.

Honor System:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

Class Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Class Dates</th>
<th>Topic/Activity</th>
<th>Resources &amp; Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 23-25</td>
<td>Discuss course requirements. Review assignments &amp; expectations. Discuss class WikiWeb &amp; Blog Discuss Resume and Email. System Settings... Operating system basics, etc. Introduction to Ms.Office DropBox Turn-ins</td>
<td>[ Back to Top ]</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Lesson Plan Guide Sheet</td>
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| 2  | Aug. 31-Sept. 1 | Word Processing  
Backward Design Method vs. Other Models  
Lesson Plan Models  
Writing Learning Objectives | Blog Response: Ch 1 & 2  
http://galloway.brave.log.com/ |
| 3  | Sept. 6-8  | Word Processing                                        | Blog Response: Ch 3                                                                  |
| 4  | Sept. 13-15 | Word Processing - Advanced                              | Blog Response: Ch 4  
Due: Lesson Plan - Writing                                                           |
| 5  | Sept. 20-22 | Graphics Tools, Clip Art, Design Resources              | Blog Response: Ch 5                                                                  |
| 6  | Sept. 27-29 | Presentation Software  
SmartBoard - Integration in Teaching                     | Blog Response: Ch 6                                                                  |
| 7  | Oct. 4-6   | Web-Authoring & Web-based Research  
Web-Quests  
FTP                                                                                     | Blog Response: Ch 7                                                                  |
| 8  | Oct. 11-13 | Web-Authoring  
Web-Quests  
FTP                                                                                     | Blog Response: Ch 8  
QUIZ #1                                                                              |
| 9  | Oct. 18-20 | Web-Authoring  
Web-Quests  
FTP                                                                                     | Blog Response: Ch 9 & 10                                                             |
| 10 | Oct. 25-27 | Spreadsheet                                              | Blog Response: Ch 11  
Due: Website & WebQuest                                                              |
| 11 | Nov. 1-3   | Database & Mail Merge                                   | Blog Response: Ch 12  
Due: Lesson Plan - Spreadsheet  
QUIZ #2                                                                                 |
| 12 | Nov. 8-10  | Presentations                                           | Blog Response: Ch 13  
Due: Mail-Merge  
Present PowerPoints on Smartboard                                                       |
| 13 | Nov. 15-17 | Presentations                                           | Blog Response: Ch 14  
Due: Lesson Plan - Database  
Present PowerPoints on Smartboard                                                        |
| 14 | Nov. 22-24 | Thanksgiving - no class                                 |                                                                                        |
| 15 | Nov. 29  
Dec. 1 | TBA                                                     | Blog Response: Ch 15  
687 ONLY: Due: Reflections                                                               |