<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Thursday 7:00-9:45 in ECTR 214</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Dr. Bob Perkins</td>
</tr>
<tr>
<td>Office hours</td>
<td>T &amp; R 2:00 4:30</td>
</tr>
<tr>
<td>Office Location:</td>
<td>86 Wentworth St.</td>
</tr>
<tr>
<td>Office phone/ Fax/</td>
<td>953-5699</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:perkinsr@cofc.ed">perkinsr@cofc.ed</a></td>
</tr>
<tr>
<td>Web Page</td>
<td><a href="http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php">http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php</a></td>
</tr>
<tr>
<td>Course Description:</td>
<td>This is an introductory course for pre-service and in-service teachers using technology in the classroom. Students become familiar with application software such as word processing, databases and hypermedia, desktop publishing and telecommunications, and learn to evaluate hardware and software.</td>
</tr>
<tr>
<td>Course Text/Materials:</td>
<td>Class web site: <a href="http://perkinsr.people.cofc.edu/classes/EDFS326/">http://perkinsr.people.cofc.edu/classes/EDFS326/</a></td>
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<tr>
<td></td>
<td>Required readings</td>
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<tr>
<td></td>
<td>Optional Software:</td>
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<td></td>
<td>• Microsoft Office or OpenOffice</td>
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<td></td>
<td>• SMART Tech Notebook software (instructions for downloading are available in Oaks)</td>
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<td></td>
<td>Other:</td>
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<td></td>
<td>• USB Flash Drive;</td>
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<td></td>
<td>• <a href="http://perkinshotlinks.pbworks.com/">http://perkinshotlinks.pbworks.com/</a></td>
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<tr>
<td>Course Objectives:</td>
<td>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:</td>
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<td></td>
<td>• 1. Understanding and valuing the learner,</td>
</tr>
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<td></td>
<td>• 2. Knowing what and how to teach and assess and how to create environments in which learning occurs, and</td>
</tr>
<tr>
<td></td>
<td>• 3. Understanding yourself as a professional.</td>
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</table>
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.

This course also meets the following South Carolina State accreditation standards

- **ISTE:**
  - All course objectives, content, and course textbook for this technology intensive course focus on ISTE standards. One particular course objective covers how ISTE standards are employed in candidates’ lesson planning. Candidates are assessed on these lesson plans as described in the syllabus, “Lesson Plans: Three “technology-supported” lesson plans (using the template provided on the course Web site) must be written and submitted on the due date (at the beginning of the class period) listed in the course calendar. Lesson One: Word Processing (must include activities in which your students will use a word processing program or file); Lesson Two: Database (must include activities in which your students will use a database program or file) Lesson Three: Spreadsheet (must include activities in which your students will use a spreadsheet program or file).” A specific rubric for assessing these plans is provided to candidates on OAKS, the College’s course management system.
  - Course Objective 10. Plan for the integration of technology into teaching in K-12 classrooms, employing the National Educational Technology Standards (NETS-T) developed by the International Society for Technology in Education (ISTE) (SOE II-V, VII; ISTE II, III, IV; ACEI 3.2, 4, 5.1; NAEYC 4b, 4c; NMSA 1, 3, 5).

- **Safe Schools Climate Act:**
  - Course Objective 3. Discuss major trends and issues (e.g., the digital divide, equity in access, cyber-bullying, sexting, inappropriate use of social media, computer viruses and Trojan horses, unethical use of electronic information, plagiarism, and copyright) pertinent to use of technology in K-12 education (SOE II-VII, ISTE VI; ACEI 4)
  - In numerous classes during the semester, candidates read about and discuss trends and issues related to the Safe Schools Climate Act as listed above in Objective 3. There is no particular assessment related to this content, as it is pervasive in student interactions and assignment preparation. Since it is one of the major course objectives, the course grade is dependent upon the accomplishment of Objective 3.

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 PK-12 education (SOE III; ISTE II, III, IV; ACEI 4, 5.1),
3. discuss major trends and issues (e.g., the digital divide, equity in access, cyber-bullying, sexting, inappropriate use of social media, computer viruses and Trojan horses, unethical use of electronic information, plagiarism, and copyright) pertinent to use of technology in K-12 education (SOE II-VII, ISTE VI; ACEI 4).
4. use an integrated software package (e.g., Microsoft Office) in professional writing applications (e.g., professional résumé, lesson plans) (SOE V; ISTE V; ACEI 4, 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 technologies for students with special needs (SOE III; ISTE II, III; ACEI 3.2),
7. use an HTML editor (e.g., Microsoft Word, Kompozer) to produce a Web page for a PK-12 classroom environment (SOE II, III, V; ISTE II, III),
8. design and produce educationally sound and developmentally appropriate instructional hypermedia using Smart Notebook 11 (SOE I-VI; ISTE II, III; ACEI 3.2, 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, employing the National Educational Technology Standards (NETS-T) developed by the International Society for Technology in Education (ISTE) (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, National Educational Technology Standards for Teachers)
* (ACEI = Association for Childhood Education International)
* (NAEYC = National Association for the Education of Young Children)
* (NMSA = National Middle School Association)

**Course Requirements:**
**Description of Projects/Assignments:**

**PBWorks wiki**

You will enter information about each reading (some assigned and some self selected) into the class wiki:

http://edfs326and687fall13.pbworks.com/

**Technology-supported Lesson Plans**

- Lesson One: Word Processing (must include word processed file(s))
- Lesson Two: Spreadsheet (must include a spreadsheet file)
- Lesson Three: Database (must include a database file)
**WebQuest**

You will create a web quest following the model specified at the [http://webquest.org/](http://webquest.org/) website. You must also specify what SC Academic Standards and Practices and NETS for Students standards you are addressing. You will create this Web Quest using web pages.

**SMART Board Project**

**Authoring Language** - You will create a simple CAI lesson that students could use to learn an objective. You must also specify what SC State Curriculum Standards and NETS for Students standards you are addressing.

**PowerPoint**

You will create a presentation to be used along with one of your lesson plans.

**Group Resource Project**

Small groups will be formed to create a website of resources for a given certification area.

**Digital Storytelling Project**

Using an audio-visual program, a story will be created at the appropriate ability level.

**Evaluation Scale EDFS 687:**

<table>
<thead>
<tr>
<th></th>
<th>A= 93 - 100</th>
<th>B+ = 89 - 92</th>
<th>B = 85 - 88</th>
<th>C+ = 81 - 84</th>
<th>C = 77 - 80</th>
<th>F = 0 - 76</th>
</tr>
</thead>
</table>

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>EVALUATION: assignments description</th>
<th>EDFS 687 Percent of Final Grade</th>
<th>Standard(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WebQuest</td>
<td>10%</td>
<td>II,III,IV</td>
</tr>
<tr>
<td>PBWorks wiki assignments</td>
<td>6%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>PBWorks content area article summary</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>Assignment</td>
<td>Percentage</td>
<td>Course Weeks</td>
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<tr>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td>SMART Board Notebook Authoring language project:</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Group Resource Project</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Technology Reflection Paper</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing lesson plan</td>
<td>8%</td>
<td>III,VI</td>
</tr>
<tr>
<td>Spreadsheet lesson plan</td>
<td>8%</td>
<td>III,VI</td>
</tr>
<tr>
<td>Database lesson plan</td>
<td>8%</td>
<td>III,VI</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Attendance and involvement</td>
<td>3%</td>
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</table>

**Attendance Policies:**

Class attendance is expected behavior. Examples presented in class will serve to extend and clarify material presented in the text. Students are responsible for all content and assignments for each class. If you are not present for a given class, it will be assumed that your absence is for a good cause (and that determination is up to you). If, for medical or serious personal reasons, you will miss several classes in a row, I should be informed of the reason.

Late assignments will not be penalized and make up tests will be allowed if the absence is excused.

Excused absences require documentation (note from Health Services, the doctor or hospital on letterhead; obituary notice from newspaper).

A student may be dropped from the course with a grade of WA for excessive unexcused absences (i.e., more than 15% of the scheduled classes).

**Any special consideration/agreements:**

All assignments are to be submitted on Oaks or PBWorks (which ever is designated) before the beginning of the class period they are due (they are late after that). Late assignments lose 5 points per school day unless other prior arrangements have been made with the instructor.

**Honor System:**

Any student found guilty of an Honor Code violation related to this class will receive an XF (undergraduate) or an F (graduate) for the course.

**Class Rules:**

- No food or drink in the lab at any time
- No text messaging during class
- No emailing unless directed to by the instructor
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to Reasonable Accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.
***Students that are part of the SNAP Program who need accommodations must speak to the instructor to make arrangements.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Aug. 22| • The Marshmallow Challenge  
• Discuss course requirements.  
• Discuss class wiki. Subscribe to Listserv.  
• Discuss lesson planning, and using word processing to teach a lesson. | • Request access to  
| Aug. 29| • View Edutopia video Assistive Technology: Enabling Dreams.  
• Discuss assistive technology devices.  
• Discuss advanced Word processing features (notes).  
• Introduce word processors into the curriculum and discussion of add-on features for word processors including spell | • **FYI - Various Tutorials** from Goodwill Community Foundations [GCFLearnFree.org](http://GCFLearnFree.org)  
• Read [Instructional Design Approaches](http://Instructional Design Approaches) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 5</td>
<td>• Using word <strong>clouds</strong> in writing.</td>
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<tr>
<td></td>
<td>• Discuss <strong>PhotoStory 3</strong>. For a great tutorial, visit <strong>Digital Storytelling: PhotoStory 3 Tutorial</strong> created by Dr. Pat Peco at Furman University.</td>
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<tr>
<td></td>
<td>• Instructional Design Approaches wiki due.</td>
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<td></td>
<td>• Language Arts article due</td>
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<td></td>
<td>• FYI - Learning PowerPoint 2010</td>
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<td></td>
<td>• Read <strong>The Art of Digital Storytelling</strong></td>
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</tbody>
</table>

| Sept. 12   | • Discuss Spreadsheet programs **SS lecture 1 video**                       |
|            | (SS Lecture 2 video).                                                      |
|            | (SS Lecture 3 video) Notes.                                                 |
|            | • Discuss graphing using spreadsheet information **Sample Files**.          |
|            | • Read **TPACK Explained**                                                  |
|            | • The Art of Digital Storytelling wiki due.                                 |
|            | • Word Processing Lesson Plan due.                                          |

<p>| Sept. 19   | • Note- Smart Board Notebook download information, product key and ID and password for Streamline SC are available in the Oaks site. |
|            | • Discuss and <strong>SMART Notebook Resources</strong> (scroll down for free materials) |
|            | • TPACK Explained wiki due                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 26</td>
<td></td>
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</tbody>
</table>
- Discuss Instructional Design and Gagne's Events of Instruction.  
- Disk Care Lecture 1a video.  
- Disk Care Lecture 1b video.  
- Continue creating SMARTBoard presentation using clip art and digitized images, StreamlineSC (Streamline Notes). Builders (Builder Notes).  

- Math article due  

SMARTBoard resources:  
- Notebook Resources from Jessica Donaldson, Berkeley County, Elem. Instructional Technologist.  
- Websites from Memminger Elementary teachers |
| Oct. 3 |  
- Adding video to NoteBook files. If you need to convert to a different file format, check out Video Conversion notes.  
- Continue SMARTBoard practice lesson. Disk Care 2 Lecture video Disk Care 3  
- Special Ed article due  
- Spreadsheet Lesson Plan due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 10</td>
<td>• EdTech&lt;br&gt;• Discuss Desktop Publishing and Concept mapping (CMap).&lt;br&gt;• Discuss advanced features in PowerPoint as a presentation tool notes.</td>
<td>• Read <a href="#">Mobile Devices for Learning: What you need to know</a></td>
</tr>
<tr>
<td>Oct. 17</td>
<td>• Discuss Web Quests. Explore <a href="#">Education World</a> and <a href="#">Bernie Dodge's WebQuest</a> site.&lt;br&gt;• <a href="#">Interstate 526 WebQuest</a>.&lt;br&gt;• Student Examples from <a href="#">Harbor View Project</a></td>
<td>• Science article due</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>• Introduction to creating web pages and HTML.&lt;br&gt;• Using <a href="#">PBWorks</a> to create an electronic portfolio.</td>
<td>• <a href="#">PBWorks How to page</a>&lt;br&gt;• Mobile Devices for Learning: What You Need to Know wiki due&lt;br&gt;• Read <a href="#">Have Technology and Multitasking Rewired How Students Learn?</a></td>
</tr>
<tr>
<td>Oct. 31</td>
<td>• Introduction to databases (PPT) programs. <a href="#">Excel Resources. Notes</a>.&lt;br&gt;• Creating databases from scratch (DB 1)</td>
<td>• Read <a href="#">How to use PowerPoint effectively</a>&lt;br&gt;• Have Technology and Multitasking Rewired How Students Learn? wiki due&lt;br&gt;• Social studies article due</td>
</tr>
<tr>
<td>Date</td>
<td>Tasks</td>
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<td>Nov. 7</td>
<td>- Printing data bases using sorting and Autofilter features.</td>
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<td>- Incorporating databases into the curriculum. DB 2 Lecture video</td>
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<td></td>
<td>- Using mail merge. Earthquakes.</td>
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<td>Nov. 14</td>
<td>- Mobile devices</td>
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<td>- Edmodo</td>
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<td>- Wikis and blogs</td>
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<td>Nov. 21</td>
<td>- Discuss professional organizations and conferences SCAET/EdTech,</td>
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<td>ISTE/NECC,</td>
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<td></td>
<td>- Special Education Closing the Gap,</td>
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<td>SC Assistive Technology Program/ Expo</td>
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<td>- Discuss statistics and safety issues on the Internet using</td>
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<td>SCAET Cyber Safety and Cyber Safety Notes</td>
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<td></td>
<td>- Netiquette</td>
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<td>- Accessing Cable in the Classroom Notes.</td>
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<td></td>
<td>- How to use PowerPoint effectively wiki due</td>
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<td>- WebQuest due</td>
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<td>- Research paper due</td>
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<td>- Health and PE article due</td>
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<td></td>
<td>- Data base project due</td>
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<td></td>
<td>- Music and Art article due</td>
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<tr>
<td></td>
<td>- PowerPoint Project due</td>
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<tr>
<td>Dec. 5</td>
<td><strong>Final Exam - presentations</strong></td>
<td></td>
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