## Course Information

**College of Charleston**  
**EDFS 326 Integrating Technology into Teaching**  
**Course Term- Fall 2016**  
**Credit Hours - 3**

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>MWF 10:00-11:15 in ECTR 214</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Dr. Bob Perkins</td>
</tr>
</tbody>
</table>
| Office hours            | T 2:00-5:00  
                          | W 3:00-5:00 |
| Office Location:        | 86 Wentworth St. |
| Office phone/ Fax/      | 953-8042  
                          | 953-8109  
                          | perkinsr@cofc.edu |
| Email:                  |  
                          |  
                          | http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php |
| Web Page                |  
                          |  |

### Course Description:
This is an introductory course for preservice 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.

### Course Text/Materials:
Class web site: [https://sites.google.com/a/cofc.edu/edfs-326-687/](https://sites.google.com/a/cofc.edu/edfs-326-687/)
- **Required readings:** posted in calendar
- **Optional Software:**
  - Microsoft Office or OpenOffice or Google Drive
  - SMART Tech Notebook software (instructions for downloading are available in Oaks)
  - Other:
    - USB Flash Drive;

### Course Objectives:
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.

This course also meets the following South Carolina State accreditation standards:
ISTE:
- All course objectives, content, and course readings 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
resume, 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)

<table>
<thead>
<tr>
<th>Course Requirements: Description of Projects/Assignments:</th>
<th>WikiSpaces wiki</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will enter information about each reading (some assigned and some self selected) into the class wiki:</td>
<td><a href="http://edfs326fall2016.wikispaces.com/">http://edfs326fall2016.wikispaces.com/</a></td>
</tr>
<tr>
<td>Technology-supported Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>- Lesson One: Word Processing (must include word processed file(s))</td>
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</tbody>
</table>
• 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 South Carolina State Academic Standards 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.

**Understanding by Design Unit**

Using the available template, a unit will be created to be used in your classroom.

<table>
<thead>
<tr>
<th>Evaluation Scale EDFS 326:</th>
<th>A= 93-100</th>
<th>C = 79-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-= 91-92</td>
<td></td>
<td>C- = 77-78</td>
</tr>
<tr>
<td>B+ = 89-90</td>
<td></td>
<td>D+=75-76</td>
</tr>
<tr>
<td>B = 86-88</td>
<td></td>
<td>D=72-74</td>
</tr>
<tr>
<td>B-=84-85</td>
<td></td>
<td>D-=70-71</td>
</tr>
<tr>
<td>C+=82-83</td>
<td></td>
<td>F &lt; 70</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>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>Wiki assignments</td>
<td>6%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>Content area article summary</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
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<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td>PowerPoint</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>SMART Board Notebook</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>Authoring language project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>9%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>Group Resource Project</td>
<td>10%</td>
<td>I,II,III,IV,V,VI</td>
</tr>
<tr>
<td>UbD Unit</td>
<td>8%</td>
<td>I,II,III,IV,V,VI</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>
</tr>
<tr>
<td>Attendance and involvement</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
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### 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 WikiSpaces (whichever is designated) before the beginning of the class period they are due (they are late after that). Late assignments lose 5 points
<table>
<thead>
<tr>
<th>Honor System:</th>
<th><strong>College of Charleston Honor Code and Academic Integrity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.</td>
</tr>
<tr>
<td></td>
<td>Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.</td>
</tr>
<tr>
<td></td>
<td>Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.</td>
</tr>
<tr>
<td></td>
<td>Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.</td>
</tr>
<tr>
<td></td>
<td>Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.</td>
</tr>
</tbody>
</table>
|              | Students can find the complete Honor Code and all related
Disability Accommodations: This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

Academic Support Services The Center for Student Learning: The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website [http://csl.cofc.edu](http://csl.cofc.edu), or call 843.953.5635 for information.

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

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**Center for Student Learning:** I encourage you to utilize the Center for Student Learnings (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

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**Course Calendar**
## Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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</table>
| Aug. 24  | • The Marshmallow Challenge  
• Discuss course requirements.  
• Discuss class wiki.  
• Discuss Lesson Planning using Assignments, and using word processing to teach a lesson. (video of lesson {videos designated in this color are recorded from a previous semester doing a similar class activity. They could serve as a review for what you saw or as a replacement for a class meeting you missed} Lesson Planning).  
|          | • Request access to http://edfs326fall2016.wikispaces.com/  
• FYI Lesson Planning |
| Aug. 29  | • View Edutopia video Assistive Technology: Enabling Dreams.  
• Discuss assistive technology devices (video of lesson Assistive Technology).  
• Universal Design for Learning and UDL at a Glance.  
• Discuss APA style (video of lesson APA style).  
|          | • FYI - Various Tutorials from Goodwill Community Foundations GCFLearnFree.org  
• Read Instructional Design Approaches |
| Sept. 5  | • Using word clouds in writing.  
• Discuss advanced Word processing features (notes).  
• Introduce word processors into the curriculum and discussion of add-on features for word processors including spell checkers, thesaurus, grammar checkers and technology in the writing process.  
• Discuss Digital Storytelling. Video on Digital Story Telling.  
• PhotoStory 3 (video of lesson PhotoStory 3).  
• Digital Storytelling Tips.  
• For more ideas, check StoryKeepers.  
|          | • Instructional Design Approaches wiki due.  
• Article 1 due (be sure to check Assignments for guidelines)  
• FYI - Learning PowerPoint 2010  
• Read The Art of Digital Storytelling  
|          |                                                                       |
| Sept. 12 | • Discuss Spreadsheet programs. Notes.  
• (video of lesson Spreadsheet 1)  
• Discuss graphing using spreadsheet information Sample Files.  
• (video of lesson Spreadsheet 2)  
|          | • Read TPACK Explained  
• The Art of Digital Storytelling wiki due.  |
| Sept. 19 | • Note- SMARTBoard Notebook download information, product key and ID and  
<p>|          | • FYI - SMART Notebook Resources (scroll down |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
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</table>
| Sept. 26 | • Discuss Instructional Design and *Gagne's Events of Instruction*. Start SMART Notebook practice. To see a video review of the lesson, click on the following links *(video of lesson *Notebook 1)*.  
  • Continue SMARTBoard practice lesson *(video of lesson *Notebook 2)*.  
  • Discuss *StreamlineSC* *(Streamline Notes)* *(video of lesson *StreamlineSC)*.  
  • Group Project meeting to create assignments and duties. |
| Oct. 3 | • *Adding video* to NoteBook files. If you need to convert to a different file format, check out *Video Conversion notes*.  
  • 8 little-known video resources popular with teachers  
  • Document camera in the classroom *(Word or Notebook converted to PDF)*.  
  • View some sample Notebook pages and discuss how Notebook can be integrated into lessons *(video of lesson *Notebook Sample pages)*. |
| Oct. 10 | • Discuss Desktop Publishing and Concept mapping *(CMAP)*.  
  • Discuss advanced features in PowerPoint as a presentation tool *notes*.  
  • Discuss Web Quests. Explore *Education World* and *Bernie Dodge's WebQuest* site.  
  • Interstate 526 WebQuest.  
  • Read *Mobile Devices for Learning: What you need to know*  
  • Digital StoryTelling StoryBoard due |
| Oct. 17 | • EDFS 326 Discuss Understanding by Design (Oaks under Grades and Checklist)  
  • Online *Understanding by Design* lesson. Go to the class site in Oaks, go to *Content* and click on *EDFS 326 UbD* link on left. Follow the directions to do the readings and exercises.  
  • EDFS 687 Discuss Research Paper.  
  • Article 4 due |
| Oct. 24 | ● Student Examples from Harbor View Project  
● (video of lesson WebQuest)  
● If you don’t already have a Google Docs account, you need to create one. You can do that at [http://accounts.google.com](http://accounts.google.com).  
● Creating eportfolio with [sites.google.com](http://sites.google.com) (Notes) (video of lesson Google Sites ePortfolio video). | ● Google Sites Help Center  
● Mobile Devices for Learning: What You Need to Know wiki due  
● Read Have Technology and Multitasking Rewired How Students Learn? wiki due  
● SMARTBoard NoteBook Project due |
| Oct. 31 | ● Introduction to databases (PPT) programs. Excel Resources, Notes.  
● Creating databases from scratch (video of lesson Database intro). | ● Read How to use PowerPoint effectively  
● Have Technology and Multitasking Rewired How Students Learn? wiki due  
● Article 5 due  
● Digital Storytelling Project due |
| Nov. 7 | ● Fall break |  
| Nov. 14 | ● Printing data bases using sorting and Autofilter features (video of lesson Database finish and search).  
● Incorporating databases into the curriculum.  
● Using mail merge. Earthquakes. | ● How to use PowerPoint effectively wiki due  
● WebQuest due (submitted to WikiSpaces)  
● UbD Template with Stage 1 completed due (undergraduates only).  
● Reflection paper due (EDFS 687 only). |
| Nov. 21 | ● Mobile devices (notes)  
● iPad and Android  
  ○ Secondary Social Studies Project  
  ○ Drayton Hall iPad Site and suggestions  
  ○ For digital Story telling app ideas, visit iPad APPS for Storytelling.  
● Edmodo  
● Wikis and blogs | ● Data base project due.  
● UbD Template with Stage 1 (corrected) & 2 completed due. |
| Nov. 23 | ● Thanksgiving |  
| Nov. 28 | ● Discuss professional organizations and conferences SCAET/EdTech, ISTE/NECC, Special Education Closing the Gap, SC Assistive Technology Program/ Expo | ● PowerPoint Project due  
● UbD 1, 2 (corrected) & 3 (your Unit plan) due. |
<p>| Dec. 5 | ● Last day of class | ● Group Resource Project |</p>
<table>
<thead>
<tr>
<th>TBA</th>
<th>Final</th>
<th></th>
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</table>
|     |      | ● Discuss statistics and safety issues on the Internet using SCAET Cyber Safety and Cyber Safety Notes  
● Netiquette  
● Accessing Cable in the Classroom. Notes.  
● 60in60 video from 2012 | due |
|     |      | ● Final Exam - presentations |