Instructor:  
Dr. Burke  
86 Wentworth Street, Office #318  
burkeqq@cofc.edu  
843-953-7433 (office)  
215-990-8879 (cell)  

Location: ECTR #214

Meeting Times:  
• TU & TH 1:40 PM – 2:55 PM

Office Hours:  
• Tuesday 9:00 AM – 12:00 PM  
• Thursday 9:00 AM – 12:00 PM  
(or by Appointment)

Course Overview:  
EDF326/ EDFS 687 is an introductory courses for teachers focusing on integrating digital technology within the classroom. The goal of the course is for participants to not only become familiar with various software applications but to understand these applications as particular means to facilitate learning within the classroom. In this way, the course has a two-fold purpose:

• **First,** there is the practical consideration of ensuring participants are familiar with the pedagogical affordances of a variety of digital media applications, including basics such as word processing & spreadsheets, databases, desktop publishing, hypermedia, social networking sites, and introductory programming.
• **Second,** there is the larger—more theoretical—consideration as to what the ever-growing range of media applications affords education, where it presents new challenges, and how technology in general has changed schooling in the U.S. and will continue to change it in years to come.

Course Objectives:  
Upon successful completion of this course the student should

• Demonstrate a basic knowledge of terminology related to educational technology (SOE III, ISTE I),  
• Demonstrate various applications of educational technology in K- education (SOE III; ISTE II, III, IV; ACEI 4, 5.1)  
• Discuss major trends and issues (e.g., the Digital Divide, equity in access, cyber-bullying & appropriate usage, copyright issues) pertinent to use of technology in K-12 education (SOE II-VII, ISTE VI; ACEI 4)  
• Use an integrated software package (e.g., Microsoft Word) in professional writing applications (e.g., professional resume, lesson plan) (SOE V; ISTE V; ACEI 4, 5.1)  
• 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)  
• Demonstrate awareness of resources for adaptive/assistive devices for students with special needs
Use an HTML editor to produce a Web page for a K-12 classroom environment (SOE II, III, V; ISTE II, III)

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; NAECY 4b, 4c; NMSA 1, 3, 5)

Use the Internet to locate appropriate and relevant resources for K-12 education (SOE II-V; ISTE II, III; ACEI 3.2, 5.1; NAECY 4b, 4c; NMSA 1, 3, 5)

Plan for the integration of technology into teaching in K-12 classrooms, employing the National Educational Technology Standards (NETS-T) developed by ISETE (SOE II-V, VII; ISTE II, III, IV; ACEI 3.2, 4, 5.1; NAECY 4b, 4c; NMSA 1, 3, 5).

Develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions (ISTE V)

Use algorithmic thinking to develop a sequence of steps that results in the creation of a particular interactive digital product (be it a game or story). (ISTE V)

*(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)*

**Grades:**

Below is the grading scale for the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>91-99</td>
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<tr>
<td>A-</td>
<td>90-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
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<tr>
<td>B</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>84-85</td>
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<tr>
<td>C+</td>
<td>82-83</td>
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<tr>
<td>C</td>
<td>79-81</td>
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<tr>
<td>C-</td>
<td>77-78</td>
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<tr>
<td>D+</td>
<td>75-76</td>
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<tr>
<td>D</td>
<td>72-74</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

**Grading Breakdown:**

- **Writing Reflections (10%)**
  - Reflection #1: 5%
  - Reflection #2: 5%

- **Projects (60%)**
  - Word/ Google Doc Lesson: 10%
  - Group PPT & Prezi Presentation: 5%
  - Smart-Board Present/Lesson: 10%
  - Web Quest/ Web Site: 10%
  - Scratch/ Scratch Jr. Project: 10%
  - ScreenCast “How To” tutorial: 10%

- **Final – Software/ Hardware Analysis**
  - Final Presentation (in-class): 10%
  - Final Paper Analysis: 20%

- **Participation & Involvement**
  - 5%

*Detailed overview (& rubrics, in some cases) for each of the these assignments will be made available at least a week+ prior to the deadline & reviewed together in-class*
**Attendance Policies:**

Class attendance and participation is expected. 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, for medical or serious personal reasons, you will miss several classes in a row, please inform me as soon as possible. Please also keep in mind that one of the crucial goals of this course is to discuss technology—What has been your experience using technology for educational purposes? Where do you see technology’s pedagogical and curricular affordances? What may be some of the roadblocks and limitations within classroom application? For educators to effectively adopt technology and to integrate it into classroom practice as an essential (and not simply a supplemental) tool, there needs to be real reflection. This class is one where your reflections are not only welcome but very much necessary. Excused absences require documentation (note from Health Services, the doctor or hospital on letterhead; obituary notice from newspaper). Note: A student may be dropped from the course with a grade of WA for excessive unexcused absences (more than 15% of the scheduled classes). Late assignments lose 10 points per school day unless prior arrangements have been made with the instructor.

**College of Charleston Honor Code and Academic Integrity**

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.

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.

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 XXF 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 XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

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.

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.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
**Accommodations for Students with Disabilities**

Please see the instructor directly regarding any learning disabilities and/or challenges. Do not wait on this and please provide documentation, as the case may be. The instructor will make every accommodation possible to enable a positive learning environment for all students, provided such accommodation does not affect the integrity of the course.

**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.

**Writing Lab**

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).
Course Calendar
Integrating Technology into Teaching (EDFS 326)
Course Term – FALL 2017

Note: This syllabus WILL adjust/ change over the course of the semester & updated versions will be posted at OAKS

**CLASSES #1-2: TU/ TH August 22nd & 24th (INTRODUCTIONS)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TUESDAY)</td>
<td>• Course Overview</td>
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<tr>
<td></td>
<td>• Getting to Know Each Other</td>
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<tr>
<td></td>
<td>• Introducing Tech Reflection #1</td>
</tr>
<tr>
<td>(THURSDAY)</td>
<td>• Technology in Education:</td>
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<tr>
<td></td>
<td>What we have learned so far (3 readings above)</td>
</tr>
<tr>
<td></td>
<td>• Technology as a “Loose” Term</td>
</tr>
</tbody>
</table>

 ✓ for this upcoming Thursday, read 3 articles below (from *NY Times* & from *The Atlantic*)

 ✓ for next **Thursday (8/31)**, complete Writing Reflection: *What are we thinking about when we are thinking about computers?*

 ✓ for next **Thursday (8/31)**, read Swan et al. (2008), as well as piece on Piaget/ Skinner

**Articles/ Journals** (printed out this week but the majority will be posted online hereon)
- *NY Times* article on Waldorf School in Silicon Valley
- *The Atlantic" Why Technology Alone Will Not Fix Schools"
- Swan et al. (2008) “Teaching with (Digital) Technology” (posted @ OAKS)
  *Seeking Common Ground: Piaget & Skinner on the Nature of Learning*

**CLASS #3: TU/ TH August 29th & 31st (THE NATURE OF ED TECH & AS IT RELATES TO 2 LEARNING THEORIES)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TUESDAY)</td>
<td>• No Class</td>
</tr>
<tr>
<td></td>
<td>SRI/ Digital Promise Pre-Conference</td>
</tr>
<tr>
<td></td>
<td>Palo Alto, CA</td>
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<tr>
<td>(THURSDAY)</td>
<td>• Overview of Ed. Technology</td>
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<tr>
<td></td>
<td>(3 E’s → Effect/ Equity/ Evaluation)</td>
</tr>
<tr>
<td></td>
<td>• Theories of Learning</td>
</tr>
<tr>
<td></td>
<td>(Skinner &amp; Piaget Dichotomy)</td>
</tr>
<tr>
<td></td>
<td>The “Push” vs “Pull” question</td>
</tr>
</tbody>
</table>

 ✓ for Thursday (8/31), readings from above, plus complete Writing Reflection: *What are we thinking about when we are thinking about computers?*

 ✓ For Tuesday (9/5), article below, plus as we start discussing lesson plans, come in w/ an idea of grade level, course, & content for hour-long lesson you’d like to teach

**Articles/ Journals**
### CLASSES #4-5: TU/ TH September 5th & 7th
**GOOGLE DRIVE, THE CLOUD, & EVALUATING THE “EFFECT” OF THE INTERNET**

<table>
<thead>
<tr>
<th>Class (TUESDAY)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing w/Technology &amp; The Seminal Importance of Word Processing</td>
<td>✓ for Thursday, read the single article by Cuban (2001) below</td>
</tr>
<tr>
<td>• Word Processing &amp; Creating Lesson Plans</td>
<td>✓ for MONDAY 9/11 by 11:59 PM submit <a href="mailto:course.edfs326@gmail.com">Google doc</a> lesson (again, on any topic of your choice) by sharing with the instructor at <a href="mailto:course.edfs326@gmail.com">course.edfs326@gmail.com</a></td>
</tr>
</tbody>
</table>

**Articles/ Journals**
- Larry Cuban (1993) *Computer meets Classroom: Classroom Wins*

### CLASSES #6-7 : TU/ TH September 12th & 14th
**THE WEB—PART II & PRESENTATION SOFTWARE**

<table>
<thead>
<tr>
<th>Class (TUESDAY)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Class Cancelled</em></td>
<td>✓ for Tuesday (9/18), read 2 brief articles below</td>
</tr>
<tr>
<td>SC Winds &amp; Flooding</td>
<td>✓ for next Thursday, group Presentations in both PPT &amp; Prezi</td>
</tr>
</tbody>
</table>

**Articles/ Journals**
- Edward Tufte’s criticism on the [limitations of Powerpoint](https://en.wikipedia.org/wiki/Limitations_of_PowerPoint) as a mode for presentation
**CLASSES #8 -9: TU/ TH September 19th & 21st**

*(PUSH #1: PRESENTATION TECHNOLOGIES & IN-CLASS PRESENTATIONS)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(TUESDAY)</strong></td>
<td>• The Choice Technology of “Push”: Powerpoint &amp; its alternative: <em>Prezi</em> → check it out</td>
</tr>
</tbody>
</table>
| **(THURSDAY)** | • Group Presentation Demos  
• Introducing the SMART-Board |
|                | For Thursday (9/28), read Smith et al. (2005) article below and begin to explore the SMART-Board via the SMART Notebook Software or learning SMART-Board via the Teaching Training Videos Site |

**Articles/ Journals**

• PBS. (Smith et al. (2005). “Interactive white boards: Boon or bandwagon?”  
• SmartBoard Tutorial Support

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**CLASS # 10: TU/ TH September 26th & 28th**

*(“PUSH” #2: SMARTBOARD TECHNOLOGIES & HYPERMEDIA)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| **(TUESDAY)**  | • *No Class*  
National Science Foundation Core Research Conference  
Alexandria, VA |
| **(THURSDAY)** | • Using the SMART-Board  
• Designing a Smart Board lesson |
|                | ✓ for next Tuesday (10/3), have Smart-Board lessons ready (plus Lesson Plan generated in Google Doc) as well as the short mini-lesson for the class; plus, heavier read for THU 10/5—*read ahead!* |

**Articles/ Resources**

• tbd
### CLASSES # 11-12: TU/ TH October 3rd & 5th  (SMARTBOARD TECHNOLOGIES)

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>(TUESDAY)</td>
<td>• In-Class SMART-Board Presentations</td>
</tr>
<tr>
<td></td>
<td>✓ for Thursday (10/5), by way of introducing the educational potential of the Internet, read Illich chapter “Learning Webs”, Collins &amp; Halverson (2009), and Granovetter’s “The Strength of Weak Ties” (all 3 below)</td>
</tr>
<tr>
<td>(THURSDAY)</td>
<td>• The Nature of Weak Ties &amp; Learning Webs &amp; What This May Mean for Web-Based Learning</td>
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<tr>
<td></td>
<td>• The Web: <em>How it Works</em></td>
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<td>✓ For next Tuesday 10/10, read the following 2 articles on video/ MOOCs, as well as the 2 TED Talks</td>
</tr>
</tbody>
</table>

**Articles/ Journals**
- Ivan Illich Chapter #6 of *De-schooling Society* “Learning Webs”
- Allan Collins & Richard Halverson Chapter #10 ”Rethinking Education in a Technological World” (handout & posted at OAKS)
- Daphne Koller’s TED Talk on the *Potential for Online Education (Coursera)*
- Bersin (2016). *Use of MOOCs and Online Education is Exploding: Here’s Why*. *Forbes*.

### CLASSES # 13-14: TU/ TH October 10th & 12th  (THE “BLENDED” TUTORING MODEL & MOOCs)

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TUESDAY)</td>
<td>• The Web Part 2: <em>Its educational uses w/ the Blended Model &amp; MOOCs &amp; Khan Academy</em></td>
</tr>
<tr>
<td></td>
<td>• Introducing Screen Casting (via Screen Cast-o-Matic/ iMovie/ Movie Maker)</td>
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<tr>
<td></td>
<td>✓ for Thursday (10/12) begin sampling movie making program of your choice (see slides)—come to class Thursday with questions…</td>
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<tr>
<td></td>
<td>✓ for FR 10/13 Reflection #2 on one of the 3 topics: (a) for/ against MOOCs (b) for/ against blended learning on k-12 level (c) the appropriate balance on online vs. “brick &amp; mortar”</td>
</tr>
<tr>
<td>(THURSDAY)</td>
<td>Introducing Screen Casting (via Screen Cast-o-Matic/ iMovie/ Movie Maker)</td>
</tr>
<tr>
<td></td>
<td>➔ See Supplementary Video Tutorials posted via OAKS</td>
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<td></td>
<td>✓ for THURSDAY(10/19) Video is due</td>
</tr>
</tbody>
</table>
CLASS #15: TU/ TH October 17\textsuperscript{th} & 19\textsuperscript{th} (SCREEN CASTING/ DIY VIDEOS)

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen Casting &amp; Video Part II</td>
<td>✓ for Tuesday 10/24 read 2 articles (below) on digital literacy/ PBL</td>
</tr>
<tr>
<td>(THURSDAY) • In-Class Presentations of DIY Videos</td>
<td></td>
</tr>
</tbody>
</table>

Articles/ Journals
- Hobbs (1998) \textit{Seven Great Debates in the Media Literacy Movement}
- Grant (2002) \textquote{Getting a grip on project-based learning”}

CLASS #16: TU/ TH October 24\textsuperscript{th} & 26\textsuperscript{th} (WRAPPING UP MOVIES & SCREEN CASTS & MOVING INTO THE “PULL” of Websites/ Web Quests)

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>(TUESDAY) • Discussing Digital Literacy &amp; PBL as well as self-assessment</td>
<td>✓ for next TUE (10/31) see slides posted regarding Web Quest/ Website idea(s); come to class with an idea</td>
</tr>
<tr>
<td>(THURSDAY) • No Class ED-Tech Conference Myrtle Beach, SC</td>
<td></td>
</tr>
</tbody>
</table>

Articles/ Journals
- tbd

CLASSES #17 & 18: TU/ TH October 31\textsuperscript{st} & TH November 2\textsuperscript{nd} (“PULL” #1: THE WEBQUEST/ WEBSITE)

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>(TUESDAY) • Web Quests &amp; Web Sites, Part II: New Literacy as a Web Presence Web Pages: Google sites, Wix.com, e-Blogger, PB Works &amp; WordPress (see here for other options)</td>
<td>✓ for Thursday (3/23) submit your website (or potentially a WebQuest) via a URL on a Word document at the OAKS dropbox ✓ website/ web quest due FR 3/24 by midnight</td>
</tr>
</tbody>
</table>
• Websites/ WebQuests (cont.)
• New Literacy #2: Managing Hand-Held Ubiquity

→ Assign Final Project: Software/ Hardware Analysis

Additional Resources:
ιPads in the Lowcountry (Island Packet, March 2013)
Apps for Learning from Sesame Workshop/ Cooney Center
Murphy (2014), August “Why Some Schools are Selling Off All Their iPads.” The Atlantic.
Rotella (2013, September). “No Child Left Untabled”. NY Times Magazine

CLASSES #19 & #20: TU/ TH November 7th & 9th
(“PULL” #2 HAND-HELDS & “PULL” #3: CODING)

Class | Assignment
--- | ---
(TUESDAY) | ✓ For Thursday, November 9th, set up a Scratch account at [http://scratch.mit.edu](http://scratch.mit.edu), & take 20 minutes to explore site
• New Literacy #2: Managing Hand-Held Ubiquity
 ✓ For TU (4/4), come to class with 1-2 paragraphs describing potential final paper/ presentation topics (3-5 references include) and set up Google alerts for potential final project topics, review T-PACK & ISTE Standards

(THURSDAY) | ✓ For Tuesday, read 3 articles below
• New Literacy #3: Coding
• Intro to Scratch: & Scratch Jr.
 Programming for All (Guest Lecturer: TBD)

Articles/ Resources
NY Times Article “Computer Science for the Rest of Us”
Resnick (1996) - “Pianos not Stereos”

CLASSES #21 & #22: TU/ TH November 14th & 16th
(“PULL” #3: CODING)

Class | Assignment
--- | ---
(TUESDAY) | ✓ For Thursday, continue work on your Scratch project & read 3 articles below
• Scratch: & Scratch Jr.
 Programming for All – part II
(THURSDAY)
• Work Day on Scratch
• Share Out select Scratch projects
  (Guest Lecturer: TBD)
✓ Scratch project due for class on TU 11/21

Articles/ Resources
Kafai & Burke “Computer Programming Goes Back to School”
Burke (2016) “Mind the Metaphor”

CLASS #23: TU/ TH November 21st & 23rd  (“PULL” #3: CODING)

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
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</table>
| (TUESDAY)   | • Scratch Demos in Class  
• Review Final Presentations for next week  
• In-class Evaluations  | ✓ For Thursday, continue work on your Scratch project & read 3 articles below |
| (THURSDAY)  | • No Class  
Thanksgiving Holiday  | ✓ Scratch project due @ OAKS Friday, November |

CLASSES #24-25: November 28th & 30th,  
(SOFTWARE/ HARDWARE GROUP PRESENTATION & ANALYSIS)

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
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</table>
| Final Presentations:  
Software & Hardware Analysis “Flash” Talks | Written Component of Final Project due May 2nd |

All Final Projects need to be submitted by Thursday, December 7th by 11:59 PM (1:40 pm)

Fall 2017 Calendar:  

Spring 2017 Exam Schedule:  