College of Charleston
EDFS 687/326 Integrating Technology into Teaching
Course Term- Spring, 2017
Credit Hours - 3

Meeting Time and Place: 5:00 – 7:45 p.m. Thursdays ECTR 214
Instructor's Name: Lisa K. Bevans
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Office hours: by appointment

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, PowerPoint, SMART Notebook, spreadsheets, Web. 2.0, Google Apps, desktop publishing and telecommunications, as well as create effective lesson plans.

Course Text/Materials:
Software:
• SMART Notebook software (free download; instructions given in class)
Other:
• USB Flash Drive (optional);
• access to Edmodo blog (Edmodo.com) (instructions for class group given in class)

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 as well as how to create environments in which learning occurs, and
• 3. Understanding you, 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 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, 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., Weebly, Wix, or Zunal) 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 (i.e. LiveBinder, Google Apps) (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:
* Work Submission: All work is submitted at the beginning of class on the listed date on course calendar.
* Rubrics and/or additional directions for assignments or projects are posted on the course calendar 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.** The project is due on the date indicated in the course calendar. Additional copies of class syllabus and calendar can be found on class Edmodo page.

Technology-supported Lesson Plans
- SMART Notebook lesson plan incorporating interactive links and attachments, as well as a widget (use template from Toolkit 2.0)
- Web 2.0 tools (for use in classroom setting)
- Spreadsheet/Database (must include file and lesson plan)
**Webquest**
Using a variety of online and other resources, you will create a webquest to be used in the classroom using the appropriate South Carolina grade level standards.

**Resume**
Using Microsoft Word or other approved word processing program, you will create a professional resume. This resume should be retained and placed in your electronic portfolio.

**SmartBoard Projects**
You will create a SMART Notebook lesson, incorporating an attachment(s) that students could use to learn an objective. You must specify what SCDE Curriculum Standards and NETS for Students standards you are addressing. You must also present this lesson to class utilizing new skills learned using the SMART interactive whiteboard.

**Web 2.0**
Exploring Web 2.0, you will learn to create a lesson based on free applications found on the web, i.e. Glogster, SpellingCity, Wordle, Voki, LiveBinder, Google apps, etc.

**Spreadsheet/Database Projects**
Using Microsoft Excel, you will create a spreadsheet and Database lesson, both of which could be used in the classroom.

**Multimedia/Hypermedia Projects**
You will learn to create different multimedia/hypermedia files, i.e. Jeopardy games; photostory3; Virtual Field Trips; Intriguing Questions and Subject Samplers using Microsoft PowerPoint and/or other software.

**Electronic Portfolio**
Using an html editor (i.e. Wix.com) or Smart Notebook, you will create an electronic portfolio showcasing your lessons and other assignments throughout this course. Your portfolio and PLN are due at the beginning of the designated time for the final exam and counts as 50% towards your final exam.

**Final Examination**
The written 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 any assigned reading material.

**Evaluation Scale EDFS 326:**

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Evaluation Criteria/Percent of Final Grade

- **Participation**
  In-class and prepared 5%
  Blog responses (Edmodo) 5%

- **Exam**
  Electronic Portfolio and Final Examination 30%

- **Projects:**
  Multimedia/hypermedia projects: Subject Sampler 5%; Virtual Field Trip 5%
  Photostory3 5% Webquest 5%
  Smart Notebook 10/11 lesson and presentation 15%
  Electronic Portfolio with all assignments/projects linked (50% of final exam)

- **Lesson Plans**
  Smartboard lesson plan 5% III,VI
  Spreadsheet lesson and lesson plan 10% III,VI
  Web 2.0 lesson and lesson plan 10% III,VI

**Attendance Policies:** Class attendance is expected behavior. Examples presented in class will serve to extend and clarify expected projects. 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 makeup 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 collected at the beginning of the class period they are due (they are late after that). Do not plan on printing projects when you get to class. 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 F for the course. 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.

**SEE COURSE CALENDAR FOR CLASS AGENDA**