

Technology in the Curriculum – EDU 0427
Department of Education
Rosemont College, Spring 2008

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Class Blog: rbeaver.edublogs.org

Class/Office Location: Middle School Computer Lab, Rosemont School of the Holy Child

Office Hours: Wednesdays, 4:45 to 6:00 p.m.; other times available by appointment.

Required and/or Optional Texts: none. Course readings, assignments and other materials will be posted on the class blog (see above).

Course Description: Students will explore the effective use of technology in the K-12 classroom environment. Topics covered will include computer hardware and software terminology and functions, a wide variety of educational applications, media and information literacy, effective use of the internet, policies and procedures and current issues and trends in the field. The format of the course will be a combination of lecture, discussion and hands-on lab time with an emphasis on the latter.

Attendance: Attendance is **crucial**. It is the policy of Rosemont College that students are expected to attend all classes as scheduled. Students should notify the course instructor in advance if they cannot attend a class due to an extenuating circumstance. Lack of punctuality and unexcused absences will negatively affect a student's grades.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments.

Special Needs: Students needing a reasonable accommodation must meet with the Vice President for Student Affairs/Dean of Students, who serves as the Disability Coordinator for the College, within one week of the start of classes. Students are responsible for disclosing their disability to the College in a timely manner and may be required to provide current and appropriate documentation to substantiate the existence of the disability condition. The Disability Coordinator will then work with the student and Rosemont's ADA Committee to determine what additional documentation may be required and what reasonable accommodations may be provided by the College. The Disability Coordinator can be reached at 610-527-0200 ext. 2400.

Student Concerns: Students who have any course-related concerns should talk directly with their instructor prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Grading Policies: Grades will be based on reading responses, lab assignments, mid-term paper, final project/presentation and **active** class participation. Final grades will be determined as follows:

- Reading Responses – 10% of final grade
- Lab Assignments – 10% of final grade
- Class Participation – 10% of final grade
- Mid-Term Paper – 20% of final grade
- Final Project – 50% of final grade

Reading Response Guidelines: Reading assignments will be posted on the class blog. Responses are due by noon on the class day for that session. Blog writing is a less formal writing style, **however** make sure that your responses are clear and follow basic grammar and punctuation rules. **Make sure you answer the question posed!** Students are encouraged to respond to classmates postings in addition to answering my initial question.

Other Helpful Hints:

- Students are expected to submit well written, college-level assignments.
- Have someone proof-read your work!
- Most assignments will be submitted via the class blog or as an e-mail attachment – if you are unsure how to do either of these please ask for help.
- Do not hesitate to contact me with questions or concerns.

Session Outline:

Session 1 – Jan. 16

- Introduction
- Expectations
- Ethics
 - Acceptable use policies
 - Professional behavior
- Technology definitions and terminology
 - Hardware
 - Software
 - Network
- What technology integration “looks like” in schools
 - Wide variation
 - Teachers must have a strong understanding of content, population and available technology in order to see integration opportunities
 - Technology as the means, not the end
 - Effective instructional design is at the root of all integration
 - Cannot know it all – must know how to learn more

- Why integrate?
 - Develop life skills
 - Achieve things that are otherwise improbable or impossible
 - Accommodate different learning styles
 - Differentiate instruction
 - “Go deeper”
- Current debates in educational technology
 - “Skill and Drill” or not
 - Keyboarding
 - Software budgeting – general vs. specific
 - Lab vs. Infusion vs. Stand-alones
 - Technology classes vs. pure integration
 - Internet safety
 - Effective use of Internet
 - Assessment of technology in education

Session 2 – Jan. 23

- Reading response for session due by noon (see “Reading Response Guidelines” section)
- Reading Follow-up
- Word Processing applications: *Word, Word Perfect, Works*
 - Word processing vs. typing
 - Good tool in and of itself
 - Other advantages:
 - Motivates thorough editing
 - Immediate feedback on grammar and spelling – although must apply human aspect
 - Auto features such as TOC, Mail merge, etc.
- Presentation applications: *Hyperstudio, Kid Pix, Power Point*
 - Perfectly valid as a “chalkboard”
 - Other Advantages:
 - Helps students determine “key points”
 - Creative
 - Flash card/Jeopardy possibilities
 - Motivational
 - Hone public presentation skills
- Demonstration
 - *MS Word* Reviewer’s tools
 - *KidPix*
 - *PowerPoint*
- Integration Examples
- Lab Assignment (posted on blog)
 - Group editing with *Word*
 - *PowerPoint* presentation
 - *KidPix* presentation
 - Explore online resources available for these applications

Session 3 – Jan. 30

- Reading response for session due by noon
- Reading Follow-up
- Introduce mid-term assignment
 - Due by 5:00 p.m. on **Feb. 29**
 - Assignment to be distributed in hard copy and posted to blog
 - Get started as soon as possible
 - Follow directions!
- Spreadsheets vs. Databases – *MS Office, MS Works, InspireData*
- Advantages:
 - Maintain, organize, analyze and synthesize data
 - Manipulate data and make predictions
 - Present/display results of above
- Demonstration
 - *InspireData*
 - *Excel*
- Integration Examples
- Lab Assignment
 - “Budget” spreadsheet
 - Explore online resources for *InspireData* and *Excel*

Session 4 – Feb. 6

- Reading response for session due by noon
- Reading Follow-up
- Application types
 - Productivity
 - Graphics
 - MultiMedia
 - Drill and Practice
 - Subject Specific SW
 - Simulations
- Software Evaluation
 - Criteria
 - Resources
- Lab Assignment
 - Explore and evaluate 3 applications
 - Create evaluation table

Session 5 – Feb. 13

- Reading response for session due by noon
- Reading Follow-up
- Graphic Organizers - *MS Word, Inspiration/Kidspiration*
- Advantages:
 - Supports both visual and verbal learner
 - Facilitates brainstorming

- Allows user to easily organize and manipulate ideas
- Facilitates higher order thinking skills
- Demonstration
 - *MS Word* auto shapes and flowcharts
 - *Inspiration*
- Integration Examples
- Lab Assignment
 - *Inspiration* tutorial

Session 6 – Feb. 20

- Reading response for session due by noon
- Reading Follow-up
- Graphics programs - *Kid Pix, Print Shop, PhotoShop*
- Advantages:
 - Create graphics for use with other programs
 - Creativity
 - Support visual learner
 - Develop Media and Visual Literacy
- Demonstration
 - *PhotoShop*
- Integration Examples
- Lab Assignment
 - Create CD Cover

Session 7 – Feb. 27

- No Reading response due
- Teaching Tools
 - *Office Essentials for Educators and Students*
 - Productivity and planning
 - Grade books
 - Organizers
 - Rubric builders
 - Templates
 - Lesson plan sites
 - Communication Tools
 - Web Page Building
 - Online Classrooms
 - School Management Systems
 - Reports
 - Attendance
 - Student Data
 - Curriculum Documentation
 - Demonstration
 - *Office Essentials*
 - *eClass* Gradebook
 - Atlas Curriculum Mapping

Mid-term due by 5:00 p.m. on Feb. 29

Break – March 5

Session 8 – March 12

- Reading response for session due by noon
- Reading Follow-up
- Other Technologies being used in schools
 - Robotics
 - Television Broadcast
 - Video Production
 - Digital Music
 - Wireless calculator systems
 - Science equipment
- Advantages:
 - Tech skills in and of themselves as well as integration opportunities
 - Presentation skills
 - Higher level thinking
 - Cooperative learning
 - Opportunity for less academic students to shine
- Participatory demonstration
 - *Lego* robotics
 - Video broadcast

Sessions 9 and 10 – March 19, 26

- Reading response for each session due by noon
- Reading Follow-up
- Introduce/Explain Final Project
 - **Due during class on April 23**
 - Assignment to be distributed in hard copy and posted on blog
 - To be completed independently as well as during class sessions
- Internet
 - Safety
 - Filtering
 - Safe online practices
 - Ethics
 - Plagiarism
 - Copyright
 - Public domain
 - When to provide sites and when to search
 - If the goal is accessing content – provide sites
 - If the goal is to access information on a huge variety of subjects need to search – so provide good search techniques
 - Effective web searching
 - Engines vs. Directories

- Making the most of search engines and directories
 - Search engine comparison
- Website Evaluation
 - Criteria
 - Process
- Lab Assignment
 - Website evaluation
- Media Literacy
 - Students must learn to be critical users of media
 - Challenge images and information
- Best Practices
 - Where to start - collections
 - WebQuests
 - Power Library
 - Museums
 - Collections
 - Cyberguides
 - Publishers
- Web 2.0
 - Interactivity
 - Blogs
 - Podcasts
 - Wikis
 - Social Bookmarking
 - RSS Feeds

Session 11 – April 2

- Reading response for session due by noon
- Reading Follow-up
- Work on Final Project/Presentation

No Class – April 9 or April 16

Session 12 – April 23

- No reading response due
- **Final project due**
- Present Final Project/Presentations

Session 13 – April 30

- No reading response due
- Present Final Projects/Presentations
- **Final session**