**The School of Education
Houston Baptist University**

**Course Syllabus**

**EDUC 5306, Educational Applications of Technology**

**Summer, 2012, FASTTERM**

# COURSE DESCRIPTION

A broad spectrum of technology application is explored including the use of word processing, software evaluation, Internet use, multimedia, and telecommunications. Technology is used for communication, management, teaching, and learning. Researching the roll technology plays in digital natives of today and how that influences teaching and learning will be examined with special emphasis on how to change digital immigrant teachers methodology and pedagogy.  Students will also be exposed to and begin to demonstrate competencies related to the Master Technology Teacher Standards.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This graduate course is an important component of all C&I MEd programs here at HBU. Additionally, the course is included in the Educational Diagnostician, Educational Administration and Reading Specialist certification plans. It should be taken early in your master’s degree program as you learn some prerequisite skills for successful completion of the MEd

**INSTRUCTOR INFORMATION**

Name/Title: Dr. Dawn Wilson

E-mail: dwilson@hbu.edu

Office Phone: 281.649.3078 (W) 281.782.4410 (M)

Office Location: Hinton 344

Office Hours: MW 1-3

The course will be using Blackboard. You must check it every day!

# LEARNING RESOURCES

Course Text(s):

Howland, Jonassen, & Marra (2012). Meaningful Learning with Technology 4th edition. Pearson. (also available as eBook or for rental on CourseSmart).

**RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will give students the skills, expertise and confidence they need to increase the use of technology. This integrated use should help them ask they strive for professional excellence, while also providing their students with critical 21st Century Skills.

The learning experiences in the courses throughout the School of Education Graduate Program support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community),and Pillar IX (Cultivate a Strong Global Focus).

**RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION**

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

* the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;
* **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
* an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course will equip graduate students with not only technology tools they can use in the classroom but also gain experience in creating and assessing student-centered technology lessons which will increase student achievement and motivation.

**COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. Compare and contrast digital immigrants and digital natives and identify how modern technologies such as computers and video can be used to engage learners in order to make meaning of learning.
2. Identify and explore ways to upgrade current teachers technology skills
3. Compare and contrast professional development and coaching models.
4. Perform and integrate basic computer operations including copying and saving files, navigating the desktop, editing video, creating web based tools, and troubleshooting basic problems into instruction.
5. List, apply create an instructional tool on copyright (and fair use) guidelines as they use media for instructing students and create instructional tools for themselves.
6. Identify, evaluate and use different educational software available free on the Internet (Web 2.0 tools) for instructional purposes. Create an online hotlist with these tools for easier integration.
7. Identify, describe and apply technology that facilitates meaningful learning.
8. Use Internet technology as a means of gathering, processing, and planning for meaningful learning in a technology rich unit of instruction where assessments guide the instructional procedures.
9. Create an online electronic portfolio in order to reflect, showcase and demonstrate teaching proficiencies (and/or Master Technology Teacher Standards).
10. Examine, compare and contrast current literature involving the Digital Generation, Brain Research, and Current Educational Technology Trends

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

 **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES STANDARDS**

* The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
* A matrix at the end of this document indicates the PPR topics addressed.
* Appropriate grade level TEA guidelines and TEKS are referenced as part of this course.

A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

**This course addresses the following state adopted teacher standards (TExES)
Pedagogy and Professionalism:**
**Domain I**
Teacher designs instructional appropriate for all students that reflects an understanding of relevant  content and is based on continuous and appropriate assessment.
**Domain III**
Implementing effective and responsive instruction and assessment.
**Technology Application Standards I-V**

* All teachers use technology related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
* All teachers identify task requirements and apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.
* All teachers use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
* All teachers communicate information in different formats and for diverse audiences.
* All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use and current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

This course meets several standards for the ***Master Technology Teacher Certification.***

***Standard I.*** The Master Technology Teacher effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

***Standard II.*** The Master Technology Teacher selects and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

***Standard III.*** The Master Technology Teacher applies knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.

**OUTLINE**

The following topics will be explored throughout the course:

1. Current Trends and Issues in Educational Technology
2. Internet Resources and other Technology Integration
3. Learning with Technology (making meaning for the learners)
4. Copyright Laws and Multimedia
5. Software Applications (including Word Processing, Internet Use, Sound and Video, PowerPoint, Moviemaker, Inspiration)
6. Software Review and Evaluation

A class by class outline can be found at the end of this syllabus. The content of this outline and the attached schedule are subject to change at the discretion of the professor.

**TEACHING STRATEGIES**

This course will be taught from a constructivist perspective utilizing hands-on experiences to enable the participants to develop the ability to create meaningful student-centered, technology-rich learning experiences for their own students. Strategies will include reading, lecture, demonstrations, small group activities, media, and presentations.

**ASSESSMENT OF LEARNING**

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**School of Education Graduate Comprehensive Examination**

Each course in the graduate school program is designed to assist the student in the preparation of the required comprehensive examination taken after 24 semester hours in the program. The rigor of the comprehensive assessment demands the student to evaluate, analyze, and synthesize all learning experiences. By fulfilling course goals, objectives, knowledge and skills involved in learning experiences prepares the graduate student to be successful. This culminating assessment demonstrates the graduate student’s capability to think globally regarding educational theory and practice as they become educational leaders in their chosen field of study.

**Course Requirements**

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENT** | **LEARNING OBJECTIVES** | **Pts** | **Due Date** |
| Collage  | Objectives: 1 | 30 | June 5 |
| Rubric Development  | Objectives: 2, 6, 7, 10 | 10 | June 15 |
| Copyright Law | Objectives: 2, 4, 7 | 30 | June 11 |
| Scrapbook   | Objectives: 2, 5 | 30 | June 7 |
| Ch. 1 & 2 and 4 & 5 Graphic Organizer | Objectives: 5, 6 | 15 | June 6 – June 8 |
| Ch. 9 Glog  | Objectives: 5, 6 | 15 | June 13 |
| Web 2.0 presentation with a 2.0 tool (Partner) | Objectives: 3, 5 | 30 | June 14 |
| Proof of Online Collaboration Google Docs  | Objectives: 3, 5, 7 | 15 | June 14 |
| TEASe | Objectives: 2, 5, 6 | 70 | June 14 |
| Graphing and Lesson plan | Objectives: 5, 6 | 30 | June 12 |
| Unit/Portfolio  Presentation | Objectives: 1, 5, 6, 7, 10 | 120 | June 15 |
| Chapter 6 Online Discussion  | Objectives: 6 | 15 | June 11 |
| Internet Tool | Objectives: 2, 3 | 30 | June 8 |

To calculate your grade, you should take total points earned and divide by total possible points.

**Grading Standards**

**Graduate Grading Scale:**

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education Graduate Comprehensive Examination.

94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

It is the student’s individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours. Participation in the University Symposium is a source of bonus credit for this course. More details will be provided at the appropriate time.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

**Student Appraisal**

Students will complete faculty appraisal forms as regularly administered by the University.

**CLASS POLICIES**

Absence and Tardy Policies

It is very hard to be absent from this class. It means you missed valuable content covered. If you miss more than three you will see your grade affected dramatically. Please be in class.

Late Work

There are so many assessment pieces in this course that I will NOT take any work late. If you miss something be sure to focus harder on the next assessment.

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. Dawn Wilson

**Students are required to read the University Classroom Policy addendum to this course syllabus**

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Instructor’s Signature Date

**EDUC 5306 Course Outline**

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| --- | --- | --- | --- |
| **Week**  | **Topic** | **Activities** | **Homework** |
| 1June 4 | Introductions | Overview CourseIntroduce New BbMeaningful LearningDo Top 10 Tips | Create Collage |
| 2June 5 | Technology Standards | Explore Technology – Inquiring with Technology StandardsOverview Scrapbook | Read Chapter 1 & 2Create Graphic Organizer |
| 3June 6 | Digital Natives and Digital Immigrants | Talk about different literaciesVideo – Can you See MeDN/DI debate and discussion preparationInternet Searching and Exploring - Pinning | Scrapbook |
| 4June 7 | Planning for Integration | Look at tools Pros and consTH, SS and WebQuests | TH or SS on Filimentality and Chapter 4 and 5 Graphic Organizer |
| 5June 8 | Exploring copyright and Assistive Technology | Complete copyright Treasure Hunt, Iris Module and Comment on chapter 6 online discussion in Bb.  | PPT on CopyrightAssessment questions on IrisOnline Discussion |
| 6June 11 | Anticipatory sets and video editing | Create website on WeeblyLink TH or SSPlan for further pagesBrainstorm the TEASe – How to collect resourcesGraphing | Collect Video Resources – plan the storyCreate Excel assignment for students and make a graph yourself.  |
| 7June 12  | A flipped ClassroomApps for Education (reviews) | Explore other ways to use videoUsing iMovie and MovieMaker | Create google docs and share it with me for input on TEASe (formative Assessment)Create a Glog on Chapter 9Work on TEASe |
| 8June 13 | Using MovieMaker or iMovie | Web 2.0 ToolsPair up  | Finish TEASe Presentation Web 2.0 Tools  |
| 9June 14 | Web 2.0 tools | Learning about apps and Web 2.0 tools | Work on Unit Plan and ReflectionsRead Chapter 10 |
| 10June 15 | Linking it all together | Creating Unit Plan Page Complete the ePortfolioShow Off Day! | Reflections: What did I learn about the technology and about the integration process. |

**COURSE ACKNOWLEDGEMENTS**

**Syllabus Statement**

I am aware of all topics listed and described in this course syllabus --by reading the syllabus on my own **and** through class discussions. Such topics include, but are not limited to the following:

* Course description, Course sequence in the curriculum and pre-requisite information;
* Instructor information, Learning resources;
* Relation to the purpose statement of the University, Relation to the School of Education, Course goals, objectives, knowledge, and skills;
* The School of Education requirements---TExES competencies, Topical outline, Teaching/learning strategies;
* Assessment for learning, Course Requirements;
* Grading Standards;
* **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
* Addendums to the HBU Policies;
* Late Work, Missed Tests, Class Assignments;
* Electronic Device Use in the Classroom; and
* The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.

**Professional Integrity Statement**

To maintain and uphold the highest level of professional integrity and honesty, **DO NOT**:

* copy another person’s paper/project/work or part of that and turn it in as your own;
* copy a paper/project from the Internet or cut and paste parts of Internet articles and turn them in as your own;
* copy another paper/project, make changes to it, and submit it as your own;
* include the work of others without documentation (If seven or more words are taken directly from another source it must be quoted and referenced.);
* submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
* have someone write parts or all of your paper/project/work or share your work with others; and,
* change references or make up references.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and not allowed in this class. If a student cheats and/or plagiarizes, then the student will fail this course. Any attempt during a test to consult with notes or another person or looking at another’s test will constitute cheating. If you share answers in any way, both students will receive a “0” for the test and/or fail this course. Using stolen tests or “borrowed” tests in which to study for an exam is cheating and will result in course failure. Other areas of cheating and plagiarism may not been listed. However, you are responsible for knowing them.

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name Signature Date

[After reading the course syllabus and this page, please **print and sign** for class submission **and** upload a signed (typed signature) version to Blackboard. Thank you.]