ETEC 3100 – Educational Technology for Preservice Teachers in Schools

Texas A&M University - Corpus Christi
College of Education – Teacher Education Department – Educational Technology

Course Syllabus – Fall, 2011

INSTRUCTOR INFORMATION

Professor: Susan Elwood, Ed.D.
Office: FC 252; ph. 361-825-2407
e-mail: via BlackBoard course site (preferred)
or susan.elwood@tamucc.edu

Class times and location:
August 24 – December 14, 2011
Location: online; 1 face to face meeting TBD;
face to face team mtgs at your site

Virtual (Skype or susan.elwood@tamucc.edu Email) & Physical

Office Hours:
M, T, W – 1-3 pm
Other times by 24+ hour advanced appointment, if regular office
hours are not possible. You may Skype me at DrEprof if you see me
available online.

I. DESCRIPTION

This field-based integrated course is designed to provide educators with an overview of
basic resource tools and instructional methods to be considered when designing and
developing educational technology integrated curriculum plans. This field-based infused
seminar will look at basic integrated applications in creating electronic portfolios for all
students. Aspects of online collaborative tools and their pedagogical implications in K-12
environments will also be incorporated.

Credit Hours: 1

II. RATIONALE

Integrating technology into meaningful learning experiences is of great importance to
educational learning environments. More specifically, the TEKS and TExES
competencies integrate technology into numerous curricular objectives. Integrating
meaningful technology learning experiences into the preservice teacher site curriculum
will help K-12 students, preservice teachers, teachers and college faculty incorporate a
range of technology to enhance learning and teaching.

III. STATE PROFICIENCIES, TExES COMPETENCIES, & TECHNOLOGY
APPLICATIONS STANDARDS FOR ALL BEGINNING EDUCATORS

<table>
<thead>
<tr>
<th>State Proficiencies (link)</th>
<th>TExES Competencies (PPR) (link)</th>
<th>TechApp Standards (below)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Learner-</td>
<td>9.A.</td>
<td>I.</td>
<td>Course Portfolio</td>
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<tr>
<td>Learner-Centered Knowledge</td>
<td>9.B.</td>
<td>II.</td>
<td>TIE option</td>
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<tr>
<td>Learner-Centered Instruction</td>
<td>9.C.</td>
<td>III.</td>
<td>Course Portfolio TIE option</td>
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<tr>
<td>Learner-Centered Communication</td>
<td>9.D.</td>
<td>V.</td>
<td>Course Portfolio TIE option</td>
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<td>9.E.</td>
<td>IV.</td>
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<td>9.H.</td>
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### A. Learner-Centered State Proficiencies

See Appendix A for the Texas Learner-Centered Proficiencies.

### B. TExES Competencies / Pedagogical and Professional Responsibilities (PPR)

See Appendix B for the TExES Competencies addressed for the PPR exam.

### C. Technology Applications Standards for All Beginning Educators

The State Board for Educator Certification (SBEC) approved educator certification standards in Technology Applications for all beginning educators. They are based on the Technology Applications TEKS for Grades 6-8. These standards are a part of the Texas Examination of Educator Standards (TExES) test frameworks in Pedagogy and Professional Responsibilities. See Appendix A for a more detailed listing of the standards or visit [http://class.sprnet.org/target/sbec_standards.htm](http://class.sprnet.org/target/sbec_standards.htm) for the PDF file download.

#### Technology Applications, Standards I-V

<table>
<thead>
<tr>
<th>I.</th>
<th>All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.</th>
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<tbody>
<tr>
<td>II.</td>
<td>All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.</td>
</tr>
<tr>
<td>III.</td>
<td>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.</td>
</tr>
<tr>
<td>IV.</td>
<td>All teachers communicate information in different formats and for diverse audiences.</td>
</tr>
<tr>
<td>V.</td>
<td>All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.</td>
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</tbody>
</table>
IV. OBJECTIVES AND OUTCOMES

This field-based infused seminar is designed to enable you to:

- Communicate electronically and collaboratively with peers and mentor teachers to enhance curricular planning, instructional strategies and the use of technology
- Incorporate a range of technology to enhance teaching and learning
- Develop an electronic portfolio of your course experiences while envisioning similarly tooled process or product portfolios for your students

V. COURSE TOPICS

The major topics to be considered are:

- Current technology tools used within K-12 classrooms
- Pedagogical implications of selected current technologies
- Process portfolios for curricular uses

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

Instructional methods and activities in this course include:

- Online experiences (discussion threads, collaborative documents, instructional delivery, experiential / exploratory discovery, mentoring, service and project-based learning)
- Face to face experiences (lecture/discussion, demonstrations, student presentations, mentoring)

VII. EVALUATION AND ASSIGNMENTS

*Note: Due dates are listed as ultimate deadlines and are generalized in this syllabus. See your Site Professor or BlackBoard information page corresponding to your preservice teacher site for more concrete deadlines. Submission of assignments will be through your EduBlog with links to any online creations.

A. Course Blog Portfolio – Using Edublogs.org, an electronic portfolio of your course experiences will be developed. Your workshop reflective experience and developmental TIE active student participation experiences will be introduced and reflected upon. Due: Completed Blog due April 29th; see below for intermediate deadlines

B. Technology Integrated Experience (TIE) Preparatory Activities – You will be asked to complete an introductory slide as your part to a combined student roster for this course. You will also be asked to sign up for and spend a little time exploring a few tools to be used in the Technology Workshop that is scheduled for the first 1/3 of the course at TAMUCC (see course calendar). These brief activities will be communicated through course email and completed before the Tech Workshop.
C. Technology Integrated Experience (TIE) Active Student Participation –Completion of this assignment will include the planning and implementation of the technologies reviewed at the Tech Workshop into one of your preservice teacher site lesson plans. Include your plan and introductory student files in your first reflective blog post regarding this TIE Active Participation lesson in which students will actively use technology (higher-level VoiceThread reflections, Google Document collaborative synthesis, etc). Your second blog entry regarding this lesson will include completed student artifacts linked within the blog entry as well as a personal reflection as to what worked well, lessons learned, and Higher-Order Thinking challenge question(s) for peers reviewing your blog.

Items Due:

1\(^{st}\) Blog post: Reflections upon what you are considering for a TIE activity. Attach any preliminary, developmental TIE plans. Attendance to open lab sessions HIGHLY suggested at this time. Come with only TEKs for the lesson, if needed. Include HOTS question(s) in your blog reflection for peer interaction. Interact with at least three others’ blog posts. Due: 2-3 weeks prior to lesson implementation

2\(^{nd}\) Blog post: Lesson plan with resource links in plan and preliminary student files attached to or linked within the plan. Include HOTS question(s) for peer interaction. Interact with at least three others’ blog posts. Due: 1 week prior to lesson implementation

3\(^{rd}\) Blog post: Completed student sample files with reflective entry regarding the experience. Include a “best promotion” picture or short video of you in action during the lesson (with backs of students’ heads) and HOTS question(s) for peer interaction. Make sure you attach and/or hyperlink to students’ finished products. Interact with at least three others’ blog posts.

Communication Guidelines

The BlackBoard Mail tool is recommended for most private communication within the course. When contacting your instructor or your co-learners in the course, always use the BlackBoard Mail tool for course related communications rather than another personal e-mail account (e.g., Yahoo or Google email). This will allow the instructor and your co-learners to access assignments, questions, and course material more efficiently.

VIII. EVALUATION AND GRADING

Note: The grading system below is for use with Student Teaching Supervisors who choose to adapt a separate technology grade. ETEC 3100 evaluations may be collaboratively incorporated with existing field-based faculty syllabi, thereby overriding the below evals.
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Attendance</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Course Portfolio + Peer Reflections</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>TIE Prep Activities</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Open Lab / Site Visit Attendance</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>TIE Lesson</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>320-359</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>239 &amp; below</td>
<td>below 60</td>
</tr>
</tbody>
</table>

**VIII. SCHEDULE & POLICIES**

*Schedule:* There will be one group workshop at the beginning of the course, to be determined by all site professors. Much of the interaction is online. Your specific deadlines correlate to when your field-based lessons are due with your site professor, as well as the availability of possible technology. Plan on the average of 1-1.5 hours per week to dedicate to this one credit course. Wednesday, November 23rd is the final deadline date for all course requirements.

*Peer Reflections: Mentoring / collaboration-* As part of policy and your course grade, you will be expected to collaborate and peer mentor within the BlackBoard and EduBlog environments. Providing quality feedback and assistance to peers within the BlackBoard discussion threads and peer blogs will be recorded and evaluated based upon quality of information posted, as well as persistence throughout the course of TIE and ePort development.

*Late work:* Assignments submitted within one week past the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit.
IX. TEXTBOOK

- No textbook needed for this course.

X. REFERENCES


XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 1, 2011** is the last day to drop a class with an automatic grade of "W" this term.
Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
Appendix A

*TExAS TEACHER PROFICIENCIES*

Adopted by the State Board of Education in February 1994. These proficiencies guide preservice preparation, professional development, and teacher appraisal practices for teachers in Texas.

**LEARNER-CENTERED KNOWLEDGE**

The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content areas, related disciplines and technology; participates in professional developmental activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

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**LEARNER CENTERED INSTRUCTION**

To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the
teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teachers’ plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the result of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

**LEARNER CENTERED COMMUNICATION**

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentation; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for learners’ welfare.

(Return to Section III)
Appendix B

PPR for Grades K-12

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The beginning teacher:

A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).

C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; sharing information through online communication).

E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).

F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

H. Identifies and addresses equity issues related to the use of technology.

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