I. Course Description
ETEC 3310, Technology Apps for Teachers
This course enables preservice and inservice teachers to effectively use computer-based technology for instructional and professional purposes, and provides participants with the skills and knowledge required for teacher certification in Texas.

II. Rationale
This course prepares teachers for technologies used and expected in K-12 classroom environments. Skills and theories learned in this course are to be utilized and expanded upon in future courses, student teaching and teaching. Other majors are encouraged to take the course to explore digital storytelling tools, current uses, and development for personal and professional reasons.

Emerging technologies – such as online photo albums, blogs, wikis, podcasts, ebooks, YouTube videos, massive multiplayer online games, simulations, virtual worlds, and wireless and mobile computing – are generating waves of new opportunities in higher education, K-12 schools, corporate training, and other learning environments.

III. State Adopted Proficiencies for Teachers

TEA Recommendation for All Educators:
The State Board for Educator Certification (SBEC) has approved educator certification standards in Technology Applications for all beginning educators. The standards have been developed for inclusion in SBEC-approved educator preparation programs, and are assessed in the Pedagogy and Professional Responsibilities test. The TExES PPR domains and competencies will serve as this course’s primary base for course objectives.

IV. TExES Competencies
I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
III. 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.

IV. All teachers communicate information in different formats and for diverse audiences.

V. 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. (See Technology Applications Standards for All Beginning Teachers I through V with detailed Teacher Knowledge and Application appended or view at http://www.sbec.state.tx.us/stand_framewrk/pdfs/stand_techappall.pdf)

TExES Pedagogy and Professional Responsibilities EC-12
Source: http://www.texes.ets.org/texes/prepMaterials/

Items addressed in this course.

Domain I – Designing Instruction and Assessment to Promote Student Learning

�� Competency 004
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:
1. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students.)

Domain II – Creating a Positive, Productive Classroom Environment

�� Competency 006
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The beginning teacher:
1. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies, and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
2. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:
1. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied needs.

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

The beginning teacher:
1. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks.)
2. 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).
3. 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).
4. 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).
5. 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.)
6. 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.
7. Knows how to evaluate students’ technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.
8. Identifies and addresses equity issues related to the use of technology.

Competency 010
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The beginning teacher:
1. Demonstrates knowledge of the characteristics, uses, advantages, and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

Domain IV – Fulfilling Professional Roles and Responsibilities
Competency 011
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

The beginning teacher:
1. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
Competency 012
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The beginning teacher:
1. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., technology coordinator,).

Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

The beginning teacher:
1. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).

V. Course Objectives and Outcomes
- To demonstrate basic knowledge of basic terms and concepts of current technology;
- To discuss issues and concerns that become important when implementing technology resources in schools and classrooms;
- To identify how learning theories influence the development of technology integration strategies;
- To identify the unique capabilities of each of the basic software tools (word processing, database, spreadsheet, graphics);
- The capabilities and educational applications of multimedia and hypermedia systems;
- To match specific kinds of instructional software and software tools to classroom needs;
- To design lesson integration strategies for instructional software, technology tools, and multimedia / hypermedia;
- To identify the role that Internet resources and strategies can play in teaching and learning;
- To develop integration strategies for each of these current and future technologies that match their capabilities to classroom needs;
- To describe some popular uses for technology in today’s curricula;
- To understand legal, ethical, and equity issues related to educational technology.

Participants are strongly encouraged to combine goals from this class with goals in other current courses. Feel free to develop the course unit focus concurrently with a unit being developed in another concurrent or previous class.

VI. Course Topics
1. Integrating Multimedia and Hypermedia into Teaching and Learning
   a. Intro to multimedia and hypermedia
   b. Kinds of multimedia/hypermedia resources

2. Learning Theories and Integration Models
   a. Integration strategies
   b. Examples of technology-integrated activities

3. Ethical, Legal, and Equity Issues
a. Copyright and fair use policies
b. Acceptable use policies (AUPs)

4. Internet and Distance Resources
   a. Effective web searching skills
   b. Education directories

5. Integrating Word Processing, Spreadsheet, Presentation, Software Tools
   a. Uses in teaching and learning
   b. Integration across the curriculum
   c. Creating templates

6. Integrating Visual Tools into Teaching and Learning

VII. Instructional Methods and Activities:
Methods and activities for instruction include: lecture, discussion, cooperative groups, distance learning collaboration tools, individual presentations including multimedia, Internet searches, and other activities.

VIII. Evaluation and Grade Assignment:
Many projects will be assessed upon rubrics provided early in the project assignment. Student evaluation will consist of an assessment of the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Items toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>Weekly session work (50 points per session)</td>
</tr>
<tr>
<td>125</td>
<td>Professionalism (conduct, timeliness, self-accountability, work-study group, etc.)</td>
</tr>
<tr>
<td>75</td>
<td>Service Project Evaluation (process grade also included in weekly session work)</td>
</tr>
</tbody>
</table>

Resubmission of project option: Students will be allowed an opportunity to revise one modular project, due no later than one calendar week from original feedback. The email message must include: 1) the original email electronic grade / feedback form from the professor (or copy of hard-copy), 2) the revised work, and 3) the original work. Failure to include the original work and feedback/grade with the resubmitted work will result in an award of the original grade. Once the resubmission is graded, the revised grade will be averaged with the original grade for the resulting final grade.

You will occasionally be evaluating members of a work-study group. This group serves to support each others’ learning and activity development through shared notes, phone support, email support, and/or actual shared lab work time. You will each be individually evaluated according to your individual contribution and support towards the team. Everyone does his/her own work! This is a support structure that has helped others achieve more in such a technologically inclined class. You support each other best by “over the shoulder” type advisement AFTER the person has revealed their notes and class emails related to the assignment. At no time should you find yourself doing another’s tasks for them. People learn more when they are involved through audio, visual, and kinesthetic means.

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-79%
F = Below 60%
**IX. Course Schedule & Class Policies**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Session</th>
<th>Topic</th>
<th>Item(s) Due Saturday (S) evening by 9 pm, unless otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>1</td>
<td>Course introduction</td>
<td>Intro slide; BlackBoard email a peer (“browse” for name) with attached trial document; complete discussion thread quick trial</td>
</tr>
<tr>
<td>9/5 (online)</td>
<td>2</td>
<td>Inquiry and Project-Based Learning</td>
<td>Reflective paper (Tues., 9 pm); Collaborative Group Presentation (S)</td>
</tr>
<tr>
<td>9/12</td>
<td>3</td>
<td>Bloom’s Taxonomy; Howard Gardner’s Multiple Intelligences</td>
<td>Personal 5-7 question document towards Course Blog Topic (Tues., 9 pm); Peer reviewed suggestions to BlackBoard discussion thread (S)</td>
</tr>
<tr>
<td>9/19</td>
<td>4</td>
<td>Unit Plan work</td>
<td>Unit Plan introduction through Learning Outcomes posted to BB discussion thread (<em>Friday</em>); review of three peer plans due Saturday</td>
</tr>
<tr>
<td>9/26</td>
<td>5</td>
<td>Personal Course Blog Intro</td>
<td>Personal Course Blog intro</td>
</tr>
<tr>
<td>10/3</td>
<td>6</td>
<td>MiniPro 1 – Internet Resources</td>
<td>Works Cited towards Personal Course Blog topic as linked entry to blog</td>
</tr>
<tr>
<td>10/10</td>
<td>7</td>
<td>MiniPro 2 – Presentations (SlideCasts &amp; VoiceThreads)</td>
<td>VoiceThread (Blog embed)</td>
</tr>
<tr>
<td>10/17</td>
<td>8</td>
<td>MiniPro 3 – (Graphics + Movies) MovieMaker</td>
<td>MovieMaker plan due (Blog link); partial source collected</td>
</tr>
<tr>
<td>10/24</td>
<td>9</td>
<td>MiniPro 3b – MovieMaker &amp; Teacher Tube</td>
<td>Final Movie (.wmv file as TeacherTube Blog embed)</td>
</tr>
<tr>
<td>10/31</td>
<td>10</td>
<td>MiniPro 4 – Excel / Google Sheet assignment</td>
<td>Excel / Google Sheet (Blog embed or link)</td>
</tr>
<tr>
<td>11/7</td>
<td>11</td>
<td>Service Project Proposal</td>
<td>Collaborative Team or Ind. Service Proposal Doc due to Dr. E as invited collaborator</td>
</tr>
<tr>
<td>11/14</td>
<td>12</td>
<td>Service Pro Work Time</td>
<td>Revised plan &amp; (source collection)</td>
</tr>
<tr>
<td>11/21</td>
<td>13</td>
<td>Final source collection, editing work (nothing due for submission this week)</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>14</td>
<td>Final Professional Portfolio Introduction</td>
<td>Completed Projects Posted to Google page (Tues); Peer &amp; service contact reviews (S)</td>
</tr>
<tr>
<td>12/5</td>
<td>15</td>
<td>Final Professional Portfolio Presentations</td>
<td>Final Professional Portfolio sharing; also zip and send via BlackBoard email to Dr. E</td>
</tr>
<tr>
<td>5/9-5/11</td>
<td></td>
<td>Final Exams</td>
<td></td>
</tr>
</tbody>
</table>

**MiniPro Tool Username / Password suggestion:** It is advised to create an 8-character username (open to public) and password (private to you) for all tools.

Review syllabus for absence, tardy, and late work policies!

**Final Portfolio:** It is your responsibility to keep ALL course items updated and backed-up throughout the course.
### Lab & Class Policies:

Note: *Italicized* items are those most forgotten by some students in the past and are therefore italicized for your emphasis.

Attendance is essential! Participants need to attend class regularly and consider punctuality as very important. The following rules related to attendance apply to this course:

- **TARDINESS:** *Tardiness to class or early departure will be penalized.* Early departure or tardy to class, for WHATEVER reason, results in a “tardy”. Two tardies equal one absence.

- **ABSENCES:** Absences due to illness or for other reasonable cause *determined by the professor*, with appropriate proof of documentation, do entitle the student to make up the work missed, even though *the absence itself will not be excused.* “Reasonable cause” is solely up to my discretion. (Non-excused examples include, but are not limited to: oversleeping due to work schedule, no child-care back-ups, etc.) *Hard-copy documentation xeroxed copy for my records MUST be handed in to me for my files the first day back to class, NO EXCEPTIONS.* Please do not attempt to explain or report non-excused absences to me! Upon a third recorded absence (see “tardy” policy above), a student’s final course grade will be deducted one letter grade. Subsequent absences will also deduct points from your final course grade. Attendance in this type of course is critical to your academic success.

- **MISSED CLASS SESSIONS:** It is the student’s responsibility to retrieve materials and information from classmates if he or she misses any class time. Find two course “buddies” to take notes, save extra copies, etc. if you miss any class time. NOTES / MISSED WORK WILL NOT BE COMMUNICATED BY THE PROFESSOR! Please do not email any requests for notes or session debriefings.

- **SIGN-IN:** *Failure to remember to sign-in on the daily attendance sheet at the front of the class will result in the appropriate tardy or absence – NO EXCEPTIONS!* It is each student’s responsibility to be aware of his or her accumulated tardy and absent status in this course.

- **LATE WORK:** No late work accepted! Submit what you have when it is due.

- **DUE DATE POLICY:** I will answer no technical assistance questions or accept any “I just need a few more minutes” excuses the day modules are due. My office hours and available, assisted lab hours have been rather open and “slow” for myself and hired personnel. Arrange parallel work sessions with study groups as part of your course work habit for ensured success.
Participants are expected to involve themselves in class discussions, fully utilize lab work time, complete assigned readings, assignments, and presentations. Computer technology must be utilized for all assignments. Assignments and projects are always to be submitted electronically, unless otherwise directed – no exceptions. Being able to transfer files through various platforms (PC or Mac) and software versions is part of your expected learning outcomes. The grade for the course will be based upon the quality of assignments, the extent of attendance and participation and the caliber of the presentations.

Please note the “no food or drink” signs in the lab!! Keep all water bottles and food TIGHTLY sealed in your backpacks. No cell phone use (verbal or text messaging). No AOL instant messaging, especially since it creates software problems in the lab.

X. Textbook:
None.

XI. Bibliography:


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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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