

EDUC 330 Designs for Technology-Enhanced Learning (Elementary)

Spring, 2009

Instructor:

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Office hours by appointment

Class Meetings:

Mondays: 3:00pm - 4:20pm, Jones Hall 235

Course Website:

<http://educ330.wmwikis.net>

Course Description:

An introduction to computer-based and networked educational technologies, emphasizing instructional designs for their curriculum-based uses in teaching and learning.

Course Objectives:

Students will:

1. learn how to access and use a variety of computer- and Web-based educational technology tools and resources.
2. learn how to plan curriculum standards-based, technology enhanced learning activities for elementary or secondary students.
3. further their understanding of and reflection upon the School of Education's teaching competencies by developing a Web-based professional portfolio structure.
4. participate in meaningful online communication within and outside of an electronic learning community.
5. increase their awareness and comprehension of copyright and acceptable use issues and policies.
6. prepare to use educational technologies independently and on an ongoing basis to support and enhance elementary or secondary instruction.
7. document their work to satisfy the Virginia Technology Standards for Instructional Personnel (TSIP).

Assignments:

Ongoing:

- **Class readings** - Read and think about what's listed for each class session well BEFORE arriving for the class session.
- **Active in-class participation** - Attendance at every class session is expected; there is much that will happen that cannot be "made up." If you absolutely must miss a class, please arrange with a classmate beforehand to pick up handouts and take careful notes for you. Excessive tardiness and/or absences will be reflected in the final grade.

One-time: (Specific instructions for each one-time assignment will be distributed separately)

- Snapshot and Reflection (Due Feb. 2) - 10 points
- Inspiring Learning & Creativity Synthesis (Due Feb. 23) - 10 points
- Tech Expert Module (Due Mar. 2) - 25 points
- Technology Integration Lesson plan (Due Apr. 6) - 25 points
- Design Team Project (Due Apr. 27) - 20 points
- Snapshot and Reflection, Revisited (Due May 7) - 10 points

→ All assignments must be completed and submitted by the dates specified.

→ In cases in which extensions are necessary, they will be negotiated between student and instructor in advance of due dates whenever possible.

→ No extensions or redos will be permitted for assignments due after classes end without a course grade of "I" being reported.

Formative & Summative Course Evaluation Strategies:

Formative course evaluation will occur both while the instructor provides constructive feedback on course assignments and with Web-based anonymous feedback opportunities offered to students throughout the semester. Summative course evaluation will be based on final course grades and university-supplied course/instructor evaluation forms that students will complete.

Grading:

The grading structure of this course is arranged according to a point structure. You earn points for each component or requirement of the class that you meet, and your final grade is determined by calculating the percentage of the total possible points that you have earned. The grade of "I" ("incomplete") will be assigned only in emergency circumstances, such as serious illness. Academic dishonesty (presenting anyone else's work as one's own) in any form will be considered to be an infraction of the William & Mary Honor Code, and will result in a grade of "F" for the course.

Grading Scale:

Points Earned	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

Course Evaluation:

Evaluation data will be requested from students both during the course and at its conclusion. These suggestions/reflections/questions will be considered for catalyzing change in future teaching/learning activity.

All feedback is strongly encouraged and much appreciated by the instructor.

Course Structure:

This course will be a combination of lecture, demonstration, collaboration and hands-on practice. Active participation and reflective practice are paramount in getting the most from the course. The majority of the in-class instruction will be on Windows-based computers, although some course activities may be completed in the Apple lab.

Tentative Topic & Assignment Schedule:

(course topics, readings, and assignments may be added, removed or modified during the course of the semester)

Date	Topic/Activity	Assignment Due
1/26	Course Introduction	
2/2	Inspiring Learning and Creativity, Part 1 (ISTE NETS-T #1)	Snapshot & Reflection
2/9	Inspiring Learning and Creativity, Part 2 (ISTE NETS-T #1)	Reading & Exploration
2/16	Inspiring Learning and Creativity, Part 3 (ISTE NETS-T #1)	Reading & Exploration
2/23	Design Digital-Age Learning Experiences and Assessments, Part 1	Synthesis on Possibilities
3/2	Design Digital-Age Learning Experiences and Assessments, Part 2 (ISTE NETS-T #2)	Tech Expert Module
3/16	Design Digital-Age Learning Experiences and Assessments, Part 3 (ISTE NETS-T #2)	Tech Expert Module
3/23	Design Digital-Age Learning Experiences and Assessments, Part 3 (ISTE NETS-T #2)	Reading & Exploration, Lesson Focus
3/30	Design Digital-Age Learning Experiences and Assessments, Part 4 (ISTE NETS-T #2)	Technology Integration Lesson Plan
4/6	Design Digital-Age Learning Experiences and Assessments, Studio Time	Lesson Plan, Challenges for DTP
4/13	Digital-Age Work and Learning (ISTE NETS-T #3)	Reading & Exploration, CT Feedback for DTP
4/20	Digital Citizenship and Responsibility (ISTE NETS-T #4)	Reading & Exploration
4/27	Engage in Professional Growth and Leadership, Part 2 (ISTE NETS-T #5)	Design Team Project
5/7	Engage in Professional Growth and Leadership, Part 1 (ISTE NETS-T #5)	Snapshot & Reflection

Technology Standards:

This course is designed to assist students in meeting both national (ISTE) and state (TSIP) standards in technology. The standards can be found below:

(ISTE NETS-T Standards)

1. **Facilitate and Inspire Student Learning and Creativity**
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
 - a. promote, support, and model creative and innovative thinking and inventiveness.
 - b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 - d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. **Design and Develop Digital-Age Learning Experiences and Assessments**
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
 - a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
 - d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.
3. **Model Digital-Age Work and Learning**
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
 - a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
 - c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
 - d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. **Promote and Model Digital Citizenship and Responsibility**
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
 - a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

(Source: http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

(VA TSIP Standards)

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.
- E. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
- F. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
- G. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

(Source: <http://141.104.22.210/VDOE/Compliance/TeacherED/tech.html>)