

Secondary Methods of Educational Technology
EDAD Room 216
466 MWF 11:10-12:00,
Spring Session 2012



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Course Description: While we are accustomed to utilizing technology in our everyday lives, few of us often stop to think about or recognize the educational impact some of the technologies we use could have in classrooms. Currently, in the State of Washington, as well as at the national level, much emphasis has been placed on implementing technology in classrooms as a method to increase student learning and performance on state standardized tests. Many of these discussions are occurring at the same time that the effectiveness of public education is being questioned.

This course allows practitioners to develop, expand, or deepen their knowledge and understanding of educational technologies. This course will help us, as learner, educator, and facilitator of learning, build the conceptual foundations of implementing technologies into our classrooms to facilitate learning, communication, engagement, critical thinking, creativity, and problem solving.

Central to the course, is the idea of purpose: Why implement technology? How can/will it help teachers meet the learning goals for their students? How can/will using educational technologies in the classroom streamline teacher effectiveness and efficiency?

This course is not just about computers, hardware and software. It is about designing instruction to help students learn. Course goals are aligned with ISTE – International Society of Technology in Education.

The course organization will reflect a basic tenet of theory that learning is enhanced through self-organized learning within a supportive community and is facilitated through dialogue, exploration, and self-discovery. Course participants will work individually and collaboratively to facilitate dialogue around course readings, explore technologies for classroom use, and create an instructional video.

Course Objectives, Students will be able to:

- * **Identify educational technologies**
- * **Analyze educational technologies**
- * **Identify ethical, legal, and societal issues that pertain to educational technologies in the 6-12 environment;**
- * **Engage in professional conversations regarding appropriate instructional use of educational technology**
- * **Develop an implementation plan for the use of educational technologies in the classroom**
- * **Create an instructional video about an educational technology**

Course Texts (required):

Maloy, R.W., Verock-O'Loughlin, R., Edwards, S.A., & Woolf, B.P (2011). *Transforming learning with new technologies*. Boston; Pearson.

Other readings as assigned

Course Texts (optional):

Egbert, J. (2009). *Supporting learning with technology: Essentials of classroom practice*. Upper Saddle River, NJ: Pearson.

American Psychological Association (2000). *Publication Manual for the American Psychological Association* (6th Edition). Washington, DC: American Psychological Association. **(Note: This is the style guide you need to use for all assignments unless you've made other arrangements.)**

Course Outline and Schedule

This class operates as a seminar. Accordingly, all students are expected to come to class having read the material indicated on the syllabus for each day and prepared to discuss and analyze pertinent topics. Participation, on all of our parts, is essential to the success of this course. Teaching strategies vary based on topic, but are likely to include discussion questions related to the readings, student reading facilitations, and classroom time to explore technologies and create/edit video.

In anticipation of each class, please use the following questions to guide your reading:

- 1) What's the big picture here?
- 2) What technologies might be effective? Why/why not?
- 3) What's missing for me? What's unclear?
- 4) What do I disagree with? Why?
- 5) What questions do I want to pose in class? What points need further discussion?

Participation/Professionalism (20 points/week)

It is expected that you will treat this class as a professional educator would. Your attendance and participation (engagement and positive attitude) in all regularly scheduled classes is appreciated. In addition I would appreciate it if you would refrain from packing up before you have been excused for the day

Reading Facilitations (100 points):

Students will pair up (in a few cases, it may be necessary to have a group with three members) to facilitate classroom discussion and activity around the course readings. These groups will sign up for a chapter to present. It is expected that the facilitation will last about 45 min. To meet the requirements of this assignment, students are encouraged to find a variety of ways to engage the course readings and facilitate discussion. Movies can be shown; guest speakers can be brought in, presentation of case studies, or any other activity that illuminates the readings. The facilitations must center on the readings and be on topic. Points will be deducted for off topic facilitations.

Educational Technology Investigations (20 points/week):

Students will explore different technologies individually and collaboratively. Class time will be given for students to explore educational technologies mentioned in the text as well as new technologies that can be implemented in the classroom. As new technologies emerge, students will add this technology to the class wiki and when appropriate, may introduce the rest of the class to this technology. Points are given for staying on task, aiding in constructing the wiki, and engaging with colleagues in class around the idea of technologies. Students are required to add a minimum of 3 new technologies to the wiki weekly.

Educational Technology Implementation Plan (10 points/plan):

Each Friday, students will select one of the educational technologies they added to the wiki and develop a content specific implementation plan. Each student over the course of the semester will develop 15 plans covering 15 educational technologies. Please consider the following:

- ✓ What does this technology support: content learning, communication, critical thinking, creativity, problem solving, engagement, or production?
- ✓ What type of a lesson might I attach this technology to?
- ✓ How will I introduce it in the classroom?
- ✓ Will students be required or encouraged to use this technology outside of the classroom? If required to use it outside of the classroom, how can I accommodate students who are resourced differently and might not have access to technology at home?
- ✓ What are some ways I might grade or otherwise evaluate student learning? My own teaching?
- ✓ What information might I get from implementing this technology? And how will it help me to develop learning opportunities for students afterwards?

Video Presentation (250 points):

The culminating project in this class involves the students creating an instructional video on an educational technology. The reason students are required to create a video is two-fold.

- 1) During student teaching, students are required to video record their teaching and edit the recording, this provides an opportunity for students to become familiar with this technology.
- 2) The instructional videos of educational technology allow students to both synthesize what they learned in class and leave a record of this for future classes.

These are group projects (3 group members per group) and every group member must be involved in all aspects of production including selecting the technology to teach, recording the video and operating the digital video recorder, editing and producing the final video. The videos are required to be a minimum of 10 minutes and no longer than 15 minutes.

There are video cameras on reserve in the College of Education Information Technology office. There are only four video cameras available, so groups will need to schedule times to use them and will need to be respectful of their colleagues. Cameras can be checked out for up to 48 hours at one time. Class time will be provided for editing and production. Students will present their completed video projects the final three days of class to the entire class. Students will evaluate each video using a rubric that we will create as a class. Grading will be done entirely by peers (however, the instructor reserves the right to override peer grading should the need arise) – 50 percent of the grade comes from group member evaluation and 50 percent from peer evaluation.

Projects and assignments	Points possible
Participation	300
Reading Facilitation	100
Technology Investigations	300
Educational Tech Implementation Plan	150
Video Presentation	250
Total points	1100

Grading: Points for the class will be tallied and assigned a letter grade as follows:

- A = 93-100 B- = 80-82
- A- = 90-92 C = 70-79
- B+ = 87-89 D = 60-69
- B = 83-86 F = 59 percent or less

I do a straight tally of points and assign grades accordingly. If you have questions about your grades or points accumulation please feel free to contact me.

Absences/Tardies: As a course in a professional program, your attendance during each class period is mandatory. Unexcused absences, excessive absences, or failure to promptly submit assigned projects will result in reduction of the final grade. Students will not be able to earn above a B+ if they have more than two absences. Two (2) tardies will count as 1 absence, and 4 absences will result in a failing grade for the course. A tardy includes coming into class after instruction has begun as well as leaving before

class is finished for the day. Should students be ill or have a personal emergency, they **must** notify me in a timely and professional manner.

Lateness Policy: In fairness to all students in the class, late assignments are strongly discouraged. For each day an assignment is late you will lose 20%. If you have an emergency situation arise please contact me **prior to the class period when the assignment is due** to let me know. I do not look favorably upon students coming to class the day something is due to tell me why they do not have it done. PLEASE, call me or email ahead of time if you will not be able to complete an assignment on time.

Policy on Cell Phone Usage: The use of cell phones is prohibited during class except with instructor permission. Cell phones should be turned off (or on vibrate) and stored with personal items. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for the instructor and other students. Please inform me before each class if you are the emergency caretaker or in a situation where you must have access to your phone.

Policy on Computer Use:

In the classroom, students are only allowed to use computers (or other electronic devices such as iPads, smartphones, etc.) for class-related activities. Unless requested by the instructor or being used specifically for class purposes, electronic devices should have their lids down or be turned off during class. Students who use their computers for other activities will, at a minimum, be asked to leave class and will lose participation points for the day.

Accommodation for Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Students with disabilities, reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Professionalism Statement:

In-class discussion and activities, as well as cooperation with colleagues, will play a significant role in what you learn during this course. You must come to class prepared to teach, discuss assigned topics, or present what you have learned from an assignment. Course readings must be completed prior to class so that each of you can make a contribution. Just as in teaching at the middle/high school level, you must be able to work effectively with others when planning and organizing for instruction and take directions/feedback from your supervisor. Because you will have to work in collaboration with others, a student who is absent or who does not work well with others fails to contribute to the community of learners.

Now is the time to begin acting like a professional educator—demonstration of a positive and professional attitude is required and is part of your grade. Words such as *intelligent, thoughtful, respectful, responsible, intentional, caring, creative, hard working, committed,* and *ethical* should be words that are used to describe your teaching persona.

Teacher preparation programs at Washington State University assess the “professional dispositions” of all teacher candidates. This assessment occurs throughout the program, both in courses and in field experiences. A description of WSU’s use of professional dispositions is available on the Professional Dispositions Assessment form, which is used to indicate and communicate concerns and remediation, if necessary. Contact Student Services for forms and further explanation. The instructor will speak with the student about behaviors warranting a PDA on an as needed basis.

WEEKLY COURSE OUTLINE AND SCHEDULE

Note: This is a live/working document please fill in and amend as we go to keep current on the class schedule. Some of the day's plans are subject to change.

DATE and ASSIGNMENTS DUE	READINGS AND ACTIVITIES
January 9 – 13	Introductions, Expectations, Course Syllabus Chapter 1 – Becoming an eTeacher Assignments, Angel, and Signing up for Reading Facilitation
January 16 – 20	Jan 16 No Class MLK Holiday Chapter 2 – Transforming Learning with Unique, Powerful Technology Exploring the textbook online
January 23 – 27	Chapter 3 – Developing Lessons with Technology Exploring Management Technologies
January 30 – February 3	Chapter 4 – Integrating Technology and Creating Change Exploring Google Docs
February 6 – 10	Chapter 5 – Researching and Evaluating Internet Information Access & Searching WSU Libraries http://www.wsulibs.wsu.edu/ Exploring Beg, Borrow or Steal Dogma
February 13 – 17	Chapter 6 – Teaching with Educational Websites and Other Online Resources Exploring Moodle
February 20 – 24	Feb 20 No Class Presidents Day Chapter 7 – Problem Solving and inquiry Learning with Software and Web Tools Exploring Process Oriented Guided Inquiry Learning (pogil.org)
February 27 – March 2	Chapter 8 – Communicating and Networking with Websites, Blogs, Wikis, and More Exploring Blogs and Assistive Technologies

March 5 – 9	Chapter 9 – Creating and Sharing Information with Multimedia Technologies Exploring Prezi (http://prezi.com)
March 12 – 16	No Class Spring Break
March 19 – 23	Chapter 10 – Promoting Success for All Students with Technology Exploring “Low” Technologies
March 26 – 30	Chapter 11 – Engaging Teachers and Students in Learning and Self Reflection Why ask Why?
April 2 – 6	TBA
April 9 – 13	TBA
April 16 – 20	Video Editing and Production
April 23 – 27	Video Presentations/Technology Portfolio
April 30 – May 4 Finals Week	TBA