

SYLLABUS

for

EDU 7570

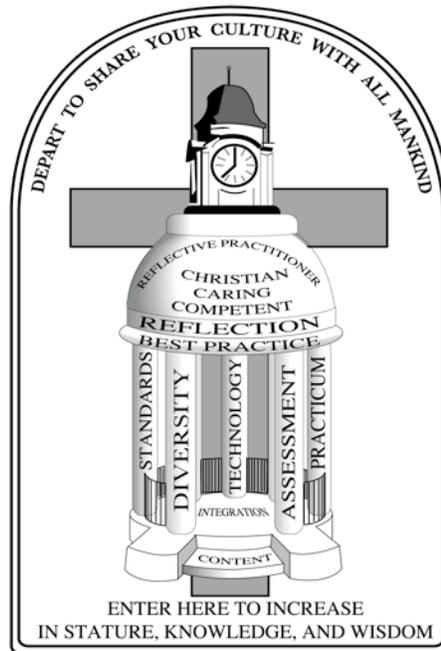
**Title: Technology Trends
in Curriculum and Instruction**

Professor: Dr. Claudia Steele

Semester: Fall 2012

Credit Hours: 3 hours

MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS



EDU 7570
Technology Trends in Curriculum and Instruction

COURSE DESCRIPTION:

This course is a specialist level course designed to allow school leaders to develop the knowledge and skills needed in order to use technology effectively in the areas of curriculum development, instructional management, administrative tasks, and assessment.

PREREQUISITES:

Admission to the Graduate School/Education Specialist Program in Curriculum and Instruction.

RATIONALE:

The purpose of this course is to assist current and aspiring administrators in developing a capacity for being strong, instructional leaders in the area of technology at the building and district level. The doctoral student will: 1) value that technology can enhance the leadership of and management of instruction; 2) value the need to continuously update knowledge as skills in technology and advances in that area are made; 3) value the human component related to the use of technology in leadership and management; 4) value that technology use can enhance instruction and student learning; 5) value that the use of technology and data can enhance the instructional decision-making process.

COURSE VALUES/EXPECTATIONS:

Plagiarism: Presenting someone else's ideas as your own. You must acknowledge the author of the research or body of knowledge in your text and in your bibliography.

Ethical behavior: Required of every student. Class discussion will reveal ethical policies and procedures.

Diversity: Learning to work with, appreciate, and value the differences in others. You are expected to show an appreciation for multinational and gender differences in the classroom.

Civility: Learning to work together in a civil, tolerant, and respectful manner for each other and for the professor. Guidelines to follow in oral and written situations include but are not limited to:

- Show respect for conflicting/differing opinions than your own.
- Pay attention when someone else is speaking. Avoid side conversations or other distracting behaviors during lectures, class discussions, and presentations. **This includes avoiding working at the computer or surfing the net.**
- Avoid offensive comments, language, or body language.
- Presenting your view of a situation is appropriate when done with respect.

MISSION:

Perhaps the most significant redemptive spiritual symbol of the Christian Church, and therefore, the Christian College, is the cross. As a distinctly Christian university, Mississippi College is determined to fulfill its historic mission and its contemporary mission in such a way as to apply this redemptive symbol through practical and temporal programs. A very early stated mission for the college is still etched on the entrance and exit portals: “Enter Here to Increase in Stature, Knowledge and Wisdom” and “Depart to Share Your Culture With All Mankind”.

The contemporary mission statements of the university, as well as the School of Education and the Department of Teacher Education and Leadership are much more comprehensive in nature but still adhere to the basic purpose of ministering to society. It is our contention that “Reflective Practitioners” who are caring and competent and who are undergirded by Christian principles are excellent examples of program completers who can effectively personify the intersection of the institution’s historic and contemporary missions. We believe that placing an image of the cross behind the teacher education and leadership program model sets a suitable and coherent philosophical framework for teacher education and leadership at Mississippi College.

The image in the foreground of the model representing the conceptual framework represents the temporal nature of teacher educator and leadership programs at Mississippi College. The symbolic architecture suggests that Mississippi College graduates serve mankind in time and that their ministry is meant to be a beacon in society. The Mississippi College magazine is The Beacon. We believe that teachers and other school leaders will become beacons in their communities when they are, in fact, “competent, caring, Christian reflective practitioners”.

- **The vision of the educational leadership faculty is to produce the best prepared educational leaders in the history of Mississippi.**
- **The vision of Mississippi College is to be a university recognized for academic excellence and commitment to the cause of Christ.**

ACADEMIC INTEGRITY:

The integrity of an educational leader must be beyond reproach; and, this is really all that needs to be said about the subject to one who aspires to such a position. However, the university's official position follows: Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of university documents, records, or identification will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. See the Mississippi College Tomahawk or Policy 2.19 for specific information regarding penalties associated with dishonest behavior at Mississippi College. Copies of the Tomahawk are available in the Office of Student Affairs, Nelson 212. Copies of policies are available on the Mississippi College website.

INSTRUCTIONAL PROCEDURES/ACTIVITIES:

Focused lectures, group discussion and problem-solving, oral presentations using technology, technology demonstrations, individual and group research, individual and group projects, portfolios, case studies, and assessments may be used throughout the semester.

LEARNER OBJECTIVES AND OUTCOMES:

The course is designed to prepare current and aspiring administrators as instructional leaders who demonstrate an understanding of a capability to:

1. Use technology to enhance and extend instruction through the use of technology-enriched learning activities that connect content standards with student technology and standards, as well as meet the diverse needs of students;
2. Plan and design effective learning environments and experiences supported by technology;
3. Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
4. Apply online and other technology resources to support the use of higher order thinking skills, problem-solving, and related decision-making for maximizing student learning;
5. Apply technology to facilitate a variety of effective assessment and evaluation strategies;
6. Integrate technology-based assessment strategies and tools into plans for evaluating

specific learning activities;

7. Understand the social, ethical, legal, and human issues surrounding the use of technology (including copyright, privacy, and security of technology systems, data and information) and apply that understanding in practice;
8. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students;
9. Develop professional development programs which focus on the use of instructional technology at the classroom and district levels;
10. Stay abreast of trends in hardware, software, connectivity, and other technology issues and determine how these resources can be used to meet specific teaching and learning goals;
11. Identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction;
12. Base decisions on the management of technology resources on research, effective practices, district, state, and national goals, local needs, and district expectations;
13. Develop a high level of proficiency in using student data bases;
14. Examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data;
15. Develop and keep updated acceptable use policies for technology in schools, including strategies for addressing security threats of technology systems, data, and information;
16. Identify and use assistive technologies to meet the special physical needs of students.

ACTIVITIES AND ASSIGNMENTS:

Course activities and assignments may include, but are not limited to, the following:

1. Design and teach a project that meets content area standards and reflects the best practices in teaching and learning with technology;
2. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources;

3. Interactive group exercises that require problem-solving in identifying and analyzing technology-based assessment and evaluation strategies;
4. Develop a portfolio of technology-based products from coursework, including, the related assessment tools;
5. Use technology tools to complete required class assignments;
6. Engage in active problem-based learning and collaborative groups in researching and presenting curriculum and instructional trends in technology;
7. Compilation of an electronic portfolio related to technology use in curriculum and instruction, data-based decision-making, resource planning and management, and professional development in the technology area.

EVALUATIONS:

Evaluation of student work will be both objective and subjective. Rubrics will be used to inform students of the standards of performance required in specific assessments.

POINTS FOR ASSESSMENTS:

Students are expected to use acceptable grammar, spelling, punctuation, and to proofread all materials for clarity before submission. All written work must be typed and double spaced, using APA 6th edition formatting. Points will be deducted for errors.

- Assignments: Unless extenuating circumstances (as determined by the professor) dictate otherwise, late assignments are not acceptable. **Points will be deducted for each assignment which is not submitted on time.**
- Participation: Class discussion is an integral part of the learning process; therefore, student discussion is essential.
- Preparedness: Each student is expected to be prepared for each class session by completing outside readings or writing assignments. In class, each student is expected to take an **active part** in all class discussions and activities.
- Use of Technology: Each student is required to demonstrate the use of technology in this course. Examples may include, but are not limited to, Microsoft Word, Power Point, Search Engines, Excel, and Microsoft Publisher.

GRADING SYSTEM:

Mississippi College uses the following grading system for graduate school work:

- **A** reserved for work which is definitely superior in quality
- **B+** intermediate grade
- **B** work which is consistently good and which manifests sufficient interest, effort, or originality to lift it above average work
- **C+** intermediate grade
- **C** average work that shows that basic requirements in class assignments have been met
(Work at this level or lower is considered unsatisfactory for graduate students.)
- **D** earns credit but is below the standard for graduation
- **F** indicates failure and carries no credit

GRADING SCALE:

92% - 100%	of possible points	= A
88% - 91%	of possible points	= B+
80% - 87%	of possible points	= B
78% - 79%	of possible points	= C+
70% - 77%	of possible points	= C
65% - 69%	of possible points	= D
Below 65%	of possible points	= F

OTHER INFORMATION:

Class Attendance - Each student is expected to be in class each meeting and on time. Points will be deducted from the final grade for absences. Any student who misses **three or more** classes will not receive credit for the course. Graduate students are to be commended for pursuing an advanced degree. Before committing to take this class, carefully consider family, job, and other responsibilities which might affect attendance.

Special Accommodations - Students needing special accommodations due to learning, physical, psychological, or other disabilities should contact:

Dr. Morgan Bryant
Alumni Hall Basement, Room # 4
601-925-7790

Food and Drinks - The policy prohibiting food and drinks in Lowrey Hall must be strictly observed.

Classroom Expectations:

- **Be present, on time, and prepared**
- **Actively participate**
- **Turn off cell phones and pagers**
- **Respect others and their right to express their opinions and feelings**
- **Listen and refrain from talking when others are talking**
- **Remove hats or other head gear in class**
- **Leave children, family, and friends at home**
- **Eat and drink outside the building**

Orientation Information for Graduate Students - Graduate students should read the Graduate Orientation Manual in its entirety. This is an important part of the orientation for graduate students. A hard copy can be obtained from the Graduate Office in Nelson Hall 202. You may also view the manual on the web at:

<http://www.mc.edu/academics/graduate/graduate/orientation.pdf>