

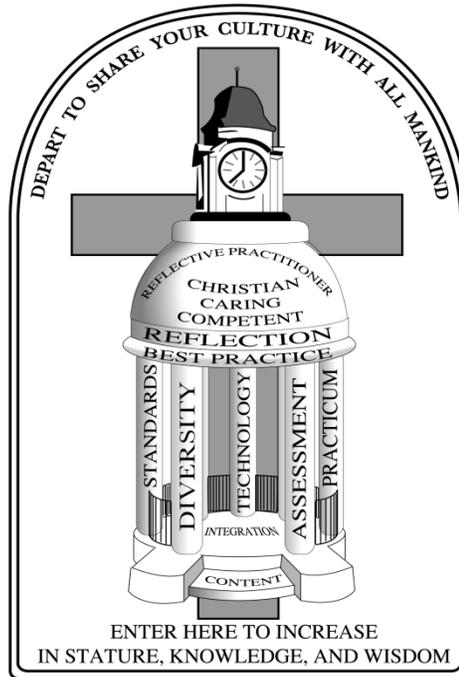
SYLLABUS for EDU 317

TITLE: Introduction to Instructional Technology

PROFESSOR: Robert Gatewood, M.Ed.

SEMESTER: Spring 2014

**MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS**



***Box 4009
Clinton, Mississippi 39058***

601-925-3226

COURSE TITLE: Education 317 / Instructional Technology in the Classroom

COURSE DESCRIPTION:

This three hour course is designed as an introduction to instructional technology. Teacher candidates will evaluate, select, integrate and prepare technology for classroom settings.

I. RATIONALE:

Technology impacts every aspect of society. Teacher candidates must have the necessary skills to effectively utilize technology in the areas of direct instruction, assistance, and management of classroom settings. This course provides candidates with basic technology literacy and application skills.

II. INTEGRATED RATIONALE STATEMENT: This course is part of the overall program design for teacher education at Mississippi College (MC). Technology impacts every aspect of society. Teacher candidates must have the necessary skills to effectively utilize technology in the areas of direct instruction, assistance, and management of classroom settings. This course provides candidates with basic technology literacy, application skills, and strategies to **integrate** technology in the curriculum to enhance learning for a **diverse** society. This course is driven, in part, by the International Society for Technology in Education (ISTE) **standards**, as well as the Mississippi Technology Standards for Teachers. To prepare the students to teach in a **diverse** society, emphasis is placed on providing equal technology access for all students. **Technology** is the major component of the course. Teacher candidates utilize application programs as a teacher's tool to increase proficiency and accuracy in reporting, lesson planning, and communicating with parents. Applications programs are also used to enhance student learning. Teacher candidates evaluate websites to integrate in lesson plans; research on-line journals for articles related to how technology is used effectively in the curriculum; develop lesson plans integrating application programs; design a media presentation to teach a lesson; and design a website relevant for parents and students. Teacher candidates also correspond with the professor via email regularly. **Assessment** of student learning in relation to technology is demonstrated in the writing and presenting of lesson plans. Candidates are given many opportunities to reflect, analyze, and improve based on their **reflections** of lesson plans. The goal is for the student to have the necessary skills to integrate technology effectively in the curriculum and become a caring, competent, Christian, **reflective practitioner**.

III. PREREQUISITES/COREQUISITE:

Admission to the Teacher Education Program. Access to and proficiency with an Internet supported microcomputer.

IV. COURSE CONCEPTS AND OBJECTIVES:

The course objectives are:

- A.** To enable teacher candidates to evaluate instructional technology, software, and web sites for appropriate age, developmental level, cultural and linguistic backgrounds, and exceptionalities of children in the educational setting.
- B.** To develop proficiency in the integration of computers through computer-assisted instruction. The candidates will use word processing, Internet; paint, spreadsheets, databases, and presentations to enhance lessons in curriculum.
- C.** To provide candidates with skills in computer-managed instruction; specifically, software for creating databases, generating reports, and averaging grades.
- D.** To provide candidates with skills to develop lesson plans integrating computer application programs (word processing, spreadsheet, database, paint, and presentation).
- E.** To provide candidates with skills to use multimedia to design presentations as an instructional tool to teach lessons.
- F.** To develop proficiency in designing a teacher's website with information pertinent to parents, students, and community.

V. TOPICS

- 1.** Educational and Social Contexts of Computer Use
 - A. Computer Access and Equity
 - B. Standards
- 2.** Computer Applications in Education
 - A. Management
 - B. Instruction and Learning
 - C. Research
 - D. Response Systems in Classrooms
- 3.** Examining the Tool
 - A. Hardware
 - B. Processes
- 4.** Word Processing
 - A. Features and Functions
 - B. Applications in Education

5. Graphics/Draw
 - A. Features and Functions
 - A. Applications in Education
6. Presentations
 - A. Features and Functions
 - B. Applications in Education
7. Telecomputing
 - A. E-Mail
 - B. Internet Navigation
 - C. Web Page Design
8. Spreadsheets
 - A. Features and Functions
 - B. Applications in Education
9. Databases
 - A. Features and Functions
 - B. Applications in Education
10. Multimedia
 - A. Features and Functions
 - B. Applications in Education

VI. INSTRUCTIONAL PROCEDURES/TECHNIQUES:

A combination of lecture and demonstrations will be used for most class sessions. Time will be devoted to individual projects and in-class activities. Many sessions will be problem-based to illustrate lesson plan integration of technology, word processing, draw and paint, slide shows, databases, spreadsheet, software evaluation, and World Wide Web exercises.

VII. MATERIALS FOR LEARNING:

Materials used include the required course textbook: **Integrating Educational Technology into Teaching 6th edition** ISBN: 9780132612258, readings from current journals, research reports, in addition to microcomputers, application software, presentations, etc.

VIII. INTERMEDIATE-POST ASSESSMENT:

A. Class Attendance

Students are expected to attend class, to carry out all assigned work on time, and to complete all written exams in the class period designated. College policy regulates class absences and no credit can be given for a course in which a student misses more than 25% of the class periods. Final grade will be lowered one letter grade for every excessive unexcused absence. Tardies and early class departures count toward the number of absences so students should plan to arrive on time and remain until the end of the class period. If a student does arrive late, it is his/her responsibility to tell the instructor at the conclusion of the class period. Three tardies/early departures will count as one unexcused absence. Unless there is an emergency, doctor appointments, etc. should certainly not be scheduled during class time.

If a student misses more than the number of class periods specified in university policy and believes that there are reasonable explanations for the absences, he/she may appeal the absences to the Dean of the School in which the course is being taught. Students may obtain a Student Absence Appeal Form from the Dean's Office.

B. Late Assignments.

The course calendar clearly states due dates for all course assignments.

If a student experiences difficulty in meeting a deadline he/she should inform the instructor **before** the due date stated on the calendar. **Ten points will be deducted for every class period an assignment is late.**

Presentation of course topics/activities will be assigned and scheduled. Due to the schedule of topics, **no late presentations may be scheduled. No credit will be given for missed presentations.**

C. Plagiarism and Cheating

"No student shall submit as his own work any term paper, research paper, thesis or other academic assignment of original work that in any substantial part is not in fact his own work. Violation of this regulation shall result in the grade of "0" on the paper or project. If the student is found cheating on an examination, he is to be given a grade of "F" and the matter reported to the Dean or Vice President for Academic Affairs." (MC General Bulletin)

- D.** In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must schedule an individual meeting with the Director of Student Counseling Services **immediately upon recognition of their disability** (if their disability is known they must come in before the semester begins or make an appointment **immediately** upon receipt of their syllabi for the new semester). The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (**within 3 years**). The student must meet with SCS **face-to face** and also attend two (2) additional follow up meetings (one mid semester before or after midterm

examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: Students must come in **each semester** to complete their Individualized Accommodation Plan (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).

Student Counseling Services can be reached by phone at **601-925-7790**.

E. Grades

1. Grading Scale is as follows:

A – 95 - 100 **C** - 75-84

B – 85 - 94 **D** - 70-74

F - below 70.

BIBLIOGRAPHY

There are also many periodicals and journals that are available to the students at the campus library. These include: Educational Technology, Research and Development, Educational Technology, Journal of Technology and Teacher Education, T.H.E. Journal, Technology Connection, and TechTrends. There are also journals available through EBSCOHOST including: Journal of Instructional Psychology, Journal of Research on Computing in Education, and Contemporary Education.