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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EME 2040 INTRODUCTION TO TECHNOLOGY FOR EDUCATORS (3 CREDITS)**

Application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the Florida Educator Accomplished Practices, Sunshine State Standards, the Professional Educator Competencies, and the National Educational Technology Standards.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Technology tools for classroom management, administration, teaching and learning

• Software, hardware and web-based applications for use in the classroom

• Legal and ethical use of technology in the classroom

• Research skills and information fluency by using internet resources to gather and use information and other data

• National, state, and local resources for evidence based data for use in appropriate instructional planning

• Universal Design principles and appropriate technology tools for students with special and/or diverse needs and English Language Learners.

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will develop an internet-based project that uses technology as both a medium and a goal of K-12 education.
* The students will create a portfolio with samples reflecting ways technology can support classroom management, administration, and teaching in a K-12 classroom.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will evaluate and critique various software and hardware tools to determine utility in a K-12 setting.
* The students will analyze and evaluate a selection of technological tools for assisting students with special and/or diverse needs, and link the technology to specific outcomes for these students.
* The students will analyze and evaluate a selection of technological tools for assisting students who are English Language Learners, and link the technology to specific outcomes for these students.

**B.** **Other Course Objectives/Standards**

* The student will evaluate and critique legal and ethical issues for using technology in the K-12 classroom.
* The student will analyze and summarize the features of a selection of applicable web sites providing test data from national, state, and local educational resources.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

Course assessments are listed below as the following:

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| **ASSESSMENTS:** |
| Project One: Collaborative lesson plan |
| Project Two: PowerPoint Presentation |
| Project Three: Instructional Wiki |
| Project Four: Teacher Webpage/Electronic Portfolio |
| Exam Grade: Reflective Essay |
| Assignments: Web-quest, Web Site Review/Evaluation/Critique, Discussion Posts |
| Professionalism/Class Participation/Attendance |
| Final Exam |

**Projects # 1 - 4 Descriptions & Details**

**Project One: Collaborative Lesson Plan:**

**DUE DATE:**

Collaborative Team Project requires teams of two members to select topic of lesson to be developed based on selected K-12 Sunshine State Standard. The lesson plan must be focused on one grade level that addresses a minimum of one Sunshine State Standard. The lesson plan must integrate the usage of educational technology for instruction and must provide a written evaluation/critique of the selected technology software and/or web-based resources utilized for the lesson. The lesson must be address one of the educational research theorists. Explain how the lesson adheres to one of the research theories of learning. Include in the lesson plan adaptations for ESE students and adaptations of culturally and linguistically diverse students.

**Project Two: PowerPoint Presentation:**

**DUE DATE:**

Develop a PowerPoint Presentation (minimum 10 slides) based on investigative research that you conduct to learn about assistive technologies in educational settings. Research and explain term assistive/adaptive technologies and also explain the importance of providing assistive technologies for students. For this project, you are to create a PowerPoint presentation that explains to other teachers your findings on the subject of the technology resources available to address students with special needs and other learning needs that may require accommodations. This PowerPoint presentation should demonstrate your ability to integrate pictures, graphics, word documents, word art, tables, charts, hyperlinks, music and video to enhance this presentation.

**Project Three: Instructional Wiki**

**DUE DATE:**

Group Project: Arrange the groups within the class. Works well with 4-5 members per group. (Recommended use of free resources for wiki such as http://www.wikispaces.com/ to create a collaborative wiki that explains various instructional strategies presented by Marzano and others.)

See http://www.marzanoresearch.com/research/researched\_strategies.aspx

1. Select and conduct research to learn more about the instructional strategies as cited by Marzano and others. All resources are to be cited in the reference section in the last page in the wiki using 2010 - APA format.
2. Explain how these strategies can be used to improve teaching and learning.
3. Provide examples and specific application of each selected strategy and provide specific functions of a wiki in a K-12 educational setting should be discussed in the wiki. The wiki will be comprised of an introductory page, and a minimum of five additional pages.
4. The pages in the wiki project should have at least (3) of following components: graphics, clip art, video clip, hyperlink, pictures, tables, charts and other means of demonstrating competence with the technology tools
5. Wiki should be comprised of minimum of (1) page per strategy and (1) strategy per group member should be described in detail demonstrating knowledge of the instructional strategy being discussed within the wiki.
6. Each group will complete a typed “working” contract. (See example posted in course files)
7. Each group will submit to the instructor an invitation to view the wiki and a group working contract with each member’s name.
8. Each member will post one comment to another member’s wiki page giving a peer evaluation on their instruction strategy page.

**Exam Grade: Reflective Essay**

**DUE DATE:**

Each student will submit to the instructor an individual reflective essay, (minimum 3 pages/double spaced) discussing their contribution to the wiki project, their critique of their groups final project, cite the positive and negative experiences working in a virtual or live group and discuss the process of creating the instructional strategy wiki. The student will provide insight to the lessons learned through this process of “student-centered, collaborative, cooperative, project-based” learning and discuss how this project could be utilized in a K-12 educational setting. The student is to use academic writing skills and 2010 - APA format. Minimum of (3) cited resources in reference page.

**Assignment: Web-Quest**

**DUE DATE:**

Using the lesson plan developed previously in this course; create a web-quest with the use of a web-based site such as www.Filamentality.com

The web-quest should include the following items:

1. Introduction
2. Task
3. Process
4. Evaluation
5. Conclusion
6. Teacher Page

**Assignment: Web Site Review/Evaluation/Critique**

**DUE DATE:**

Create a rubric for the purpose of evaluation of an educational/children’s academic website. Use the rubric to rate a selected web-site and provide a written critique of the site.

**Assignment: Discussion Board Topic(s):**

**DUE DATE:**

Discussion topic will be posted in the message board/discussion section in the Edison or CE6 class portal. Student will write a minimum of 150 word paper to address the topic. The student should provide supporting material to address the topic. This should be written using academic writing and citing any references. Student will respond to a classmate with regard to creating a further discussion on the topic. This is not to provide “accolades” rather to extend the discussion and add commentary to the understanding of the topic.

Discussion Topics Include:

 Discussion Post: Brief biography to introduce the student

 Discussion Post #1: Evolution of Educational Technology

 Discussion Post #2: Banning Cell Phones in School

 Discussion Post #3: Uses of Google Earth in K-12 education

 Discussion Post #4: Extra Credit only

**Project Four: Teacher Webpage or Electronic Portfolio:**

**DUE DATE:**

Creation of a Teacher Webpage or Electronic Portfolio comprised of all the previous assignments, lessons and other significant resources discovered or developed during this course. The previous assignments will be completed and other materials and resources may be added to enhance the final presentation. Add your introduction bio, note to parents, links to resources, textbook information, educational puzzles, games and websites for use by your students. See examples of web pages by teachers on the internet and samples posted in the portal links.

Suggestion for free website spaces: free Google websites, teachersites.schoolworld.com,

Teachernotes.weebly.com, teacherweb.com.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**