

MEDT 7464**INTEGRATING TECHNOLOGY INTO THE CURRICULUM**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support:

Distance Learning Library Services -
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Distance Learning Services -
<http://westga.edu/~library/depts/offcampus/>
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<http://www.westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION

(No prerequisites) Techniques for incorporating technology into the curriculum based on current learning theories. Cooperative planning and teaching between the teacher and the media/technology specialist and infusion of information skills into classroom activities will be stressed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering

classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Students will:

1. become a part of an on-line learning community and review on-line learning & technology integration strategies to determine the relative advantage and appropriateness of their use (Roblyer & Edwards, 2003; Heinich, Molenda, Russell, & Smaldino, 1996; Driscoll, 1994; Duffy & Jonassen, 1992)

(Collaborative; Knowledgeable; Reflective; NBPTS 4a; ISTE/NETS-T II-b, II-e);

2. review learning theories and how they effect planning for instruction (Roblyer & Edwards, 2003; Driscoll, 1994; Duffy & Jonassen, 1992);

(Decision Makers; Collaborative; Knowledgeable; Reflective; NBPTS 2b,4a; ISTE/NETS -T II-b, II-e);

3. review technology standards and evaluate the level of technology proficiency in your school. (<http://cnets.iste.org/>);

(Decision Makers, Collaborative, Knowledgeable; NBPTS 3c; ISTE/NETS -T I-a);

4. review, create, and evaluate lesson plans that incorporate various instructional technologies (Roblyer & Edwards, 2003; Grabe & Grabe, 1996; Driscoll, 1994; Heller,1994; Duffy & Jonassen, 1992);

(Decision Makers; Leaders; Adaptive; Collaborative; Knowledgeable; Proactive; Reflective; NBPTS 2a,2b,3b; ISTE/NETS -T II-a, II-b, II-c, II-d, II-e);

5. develop an instructional unit which meets a defined need and incorporates technology as an integral component (Roblyer & Edwards, 2003; Grabe & Grabe, 1996; Driscoll, 1994; Heller, 1994; Duffy & Jonassen, 1992)

(Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; Reflective; NBPTS 2a,2b,3b; ISTE/NETS -T II-a, II-b, II-c, II-d, II-e).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Roblyer, M. D. & Edwards, J. (2003). *Integrating educational technology into teaching* (3rd ed.) Columbus, OH: Prentice Hall.
(<http://www.bookstore.westga.edu/>)

References:

- Driscoll, M. P. (1994). *Psychology of learning for instruction*. Boston, MA: Allyn & Bacon.
- Duffy, T. M., & Jonassen, D. H. (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale, NJ: Erlbaum.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2000). *Instructional media and technologies for learning*. Englewood Cliffs, NJ: Merrill.
- Heller, N. (1994). *Projects for new technologies in education*. Englewood, CO: Libraries Unlimited.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on cooperatively designing lessons that effectively integrate technology into the curriculum. The overall evaluation for this course is structured to measure how the intra and extra group interactions effectively create technology centered lessons. Due to the broad nature of the projects, each conceptual framework descriptor is covered in the various of the course assignments. As students complete the course, they will have demonstrated achievement in the areas of *decision making*: selecting topic areas to design and develop instructional materials for technology-infused lesson plans, **(projects 3-7)**; *leadership*: enhancing his/her knowledge and skills in instructional technology in order to integrate technology more extensively and to assist others as needed, developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and motivation in the schools or work place. **(projects 4-7)**; *being adaptive*: changing educational practices to meet the needs of learners **(projects 4-7)**; *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology **(projects 1-7)**; *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse learners **(projects 5-7)**; *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings, in the conferences when

developing technology centered lessons (**projects 1-7**); *being proactive*: implementing new interventions and innovations in technology to better serve learners (**projects 4-7**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate technology into the curriculum (**projects 1-7**).

Activities and Assignments:

Unlike face-to-face courses which meet once or twice a week, this class is organized in terms of Lesson Modules which last from 2-4 weeks and require ongoing participation. New Lesson Modules are posted on Sundays by 5 pm (Eastern Standard Time). Check the Course Materials section of the WebCT Menu for Lesson Module postings. The course is organized around readings posted in the Lesson Modules, Conference and Study group activities, and text book.

Required check-in - Students must check into the course by August 21 to receive credit for the first Project activity (Cyber Café and Getting Acquainted = 5% of course grade). Students not checking into the course by August 30 will be asked to drop the course with a Withdrawal.

Your participation - Plan to participate frequently. In this course, you are part of an online learning community. Your classmates depend on seeing you in their "classroom" at least 2-3 times a week. You must be present online every week to check e-mail, post assignments, and respond to the class discussion conferences. Work with your group to plan a schedule for when you will log onto the course. Let everyone (Instructor and classmates) know if you have problems and cannot participate as you planned. Some of your participation will be evaluated using a Conference Participation Rubric posted in the Course Resources area.

Due dates - All products will be due on the due dates posted. Since lateness and non-participation impedes other students' progress in a community of learners, students checking in late or not completing an activity on time will receive a 10% decrease on their activity grade for every day late. Missed assignments can be made up in the event of health or family crises. Students should communicate with the Instructor as soon as a problem becomes apparent. The Instructor has discretion in determining the most appropriate arrangement for makeup work.

Your use of e-mail - E-mail is not a primary instructional method in this course.

Most teaching and learning will be done through readings, Study Group activities, and Conference exchanges. E-mails are always welcome from the students when they have a question or comment that is rather personal in nature and cannot be posted in the Conference area of the class. I encourage each and everyone to make use of the Conference area to make your point or share information with us; doing this will promote cooperation and sharing of knowledge with each other. If you pose your non-personal question in a Conference, some of your colleagues who may have the same question will

benefit from your favor. When appropriate, the Instructor may send answers to e-mailed questions as postings to the appropriate Conference so everyone can benefit from it.

Chat – Chat will only be used as a communication tool. All communication related to the group assignments must be done in the conference area. This allows group members to interact with the course as any time and provides a record of all discussions. Use chat only for non-project communications.

Projects

The following are general descriptions of the projects required for the course. A more detailed description will be provided with each project assignment. Please see the Class Outline for specific due dates.

1. Getting Acquainted With On-Line Learning (Individual/Group): Participate in on-line group building activities while reviewing group organization/building techniques. **5 points**
Course Objective 1.
2. When to use Web-based Learning & Technology (Group): Review methods of determining when and if Web-based learning and Instructional Technology should be used for instruction. **10 points**
Course Objective 1.
3. Learning Theories and Standards (Group): Review learning theories and the National Technology Standards for Students/Teachers/Administrators and how they impact the integration of technology into the classroom. **10 points**
Course Objectives 2, 3.
4. Integrating Software and Media (Group): Development of a series of four lesson plans utilizing Instructional software, productivity tools, multimedia/hypermedia and the internet. **10 points**
Course Objective 4.

5. Final Project (Group): Plan and develop an instructional unit which actively incorporates technology as a necessary component. Follow the five steps outlined in Figure 2.7. Each group will select or be assigned a different subject area from those listed below. Groups will present plan to class in final weeks of semester. Presentation must utilize technology. **35 points**
 - Language Arts
 - Science & Math
 - Social Studies
 - Art & Music
 - Physical Education
 - Special Populations*Course Objective 5.*
6. Final Exam (Individual): During the designated time, we will meet face-to-face again and have a written exam on the materials and information covered during the semester. **25 points**
Course Objectives 1, 2, 3, 4, 5
7. Professionalism/Participation (Individual): Students are expected to participate all class activities as outlined above and are accountable for all materials covered. **5 points**
Course Objectives 1, 2, 3, 4, 5.

Grading Policy:

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79% and F = Below 70%.

PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will

meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Connection & Student Handbook, and Graduate Catalog.

Students who violate the academic code on any assignments will be given an F on the assignment and an F in the course. Students will be notified immediately of this violation.

CLASS OUTLINE

Date		Class Activity	Assignment(s)	Post
1	8-18	Course Overview/Distance Technologies		
2	8-25	Getting Acquainted		
3	9-1	Web-Based Learning	Read: 27-50, 189-219	Project 1
4	9-8	Web-Based Learning		
5	9-15	Web-Based Learning		
6	9-22	Learning Theory & Standards	Read: 51-82	Project 2
7	9-29	Learning Theory & Standards	http://cnets.iste.org/	
8	10-6	Learning Theory & Standards		
9	10-13	Integrating Software & Media	Read: 83-185	Project 3
10	10-20	Integrating Software & Media		
11	10-27	Integrating Software & Media		
12	11-3	Integrating Software & Media		
13	11-10	Final Project: Lesson in Content Area	Read: 234-333	Project 4
14	11-17	Final Project: Lesson in Content Area		
15	11-24	Final Project: Lesson in Content Area		
16	12-1	Final Project: Lesson in Content Area		Project 5
Final	12-8	**Final Exam**		

What Every Student Should Know About Online Learning

THE NATURE OF ONLINE LEARNING:

The teaching offered in this course is not designed to just instruct, but to enable learners to fully participate in learning conversations. Interaction between and among students provide the power for this platform, thus students must take responsibility for creating a stimulating and engaging online learning environment. This will involve checking email on a regular basis, logging into the class website regularly to keep up with assignments and participate fully in online discussions, and scheduling regular blocks of study time each week.

Online learning generally provides considerable freedom, allowing students to often choose when and where they'll participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. Like a face-to-face course, online courses require that assignments be completed by due dates, attendance (via your logins to your course), involvement in online discussions, and sometimes group collaboration. Most students enjoy the active learning that online classes involve.

PREREQUISITE COMPUTER SKILLS:

It is critical that you have the minimum technical skills necessary to succeed in an online course. You should have the ability to use the computer and basic software (word processing, spreadsheets, and browsers). You should be able to download (save) and upload files and documents. If you are a novice WebCT user, you should take the WebCT student tutorial before proceeding with an online course. The WebCT student tutorial at http://guest:guest@mywebct.westga.edu:7900/SCRIPT/ABC101_studtutorial/scripts/serve_home and the WebCT Student Orientation at http://www.webct.com/oriented/viewpage?name=oriented_orientation_program_home are highly recommended.

TECHNICAL REQUIREMENTS:

- a 486/66Mhz (minimum) PC with 16 MB of RAM OR a Macintosh PowerPC with 16 MB RAM or better OR any other Macintosh with a 68040 processor and 16MB or RAM or better
- 28.8 modem or better
- an internet service provider
- Netscape 4.0 or better OR MS Internet Explorer 3.0 or later (but not Netscape 6.0 and Internet Explorer 5.5 service pack 1)

Please see further details on technical requirements at <http://distance.westga.edu/vitalinfo.html>.

ACADEMIC SUPPORT SERVICES

Distance Learning Library Services <http://www.westga.edu/~library/depts/offcampus/>
(770) 836-6496 or email cgoodson@westga.edu

The Excel Center for Academic Success <http://www.westga.edu/~EXCELcenter/>
(770) 836-4680 or email helpme@westga.edu
Student Services <http://www.westga.edu/~stusrv/>
(770) 836-6423

FINANCIAL AID RESOURCES

The Office of Financial Aid at West Georgia <http://www.westga.edu/~finaid/>
770-836-6421 or email finaid@westga.edu

COSTS AND PAYMENT POLICIES

How to pay fees can be found at: <http://www.westga.edu/~distance/online/fees.html>

Distance Course Fee Policy: Off-campus course students (section#s 40-99) are not charged on-campus fees, except for the Technology Fee. See links below for specific and up-to-date fee structures.

Undergraduate Fee information is available BUT make sure you scroll down to the Off-Campus Fee section: <http://www.westga.edu/~admiss/fees.html>

Graduate Fee information is available BUT make sure you scroll down to the Off-Campus Fee section: <http://www.westga.edu/~distance/gradfee.html>

UWG ONLINE CONNECTION

An Orientation Site for students attending UWG solely through on-line courses
<http://www.westga.edu/~online/>

The Distance Student Guide is the most informative and complete resource for distance learners at West Georgia. Please see <http://www.westga.edu/~distance/handbook.html>.