

EDU 214
PREPARING TEACHERS TO USE TECHNOLOGY
SPRING 2019
COURSE SYLLABUS

Professor: Dr. Joni Flowers
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NO TEXTBOOK

COURSE DESCRIPTION:

Overview of the use of computers in education, including the use of the computer as a teacher utility, the use of application programs, and the selection and use of educational software. This course presents an overview of tools such as word processors, spreadsheets, databases, drawing programs, and multimedia software. The course will also provide a foundation for using the Internet and the survey of educational software. Prerequisite: Basic computer and word processing skills.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Identify technology tools for integration across the curriculum
2. Analyze ethical and social issues related to increased use of computers in schools
3. Embed technology into the curriculum planning for the purpose of enhancing teaching and learning.
4. Demonstrate awareness of opportunities to adapt instruction using assistive technology

GRADES:

- A = 93-100%
- A- = 90-92.99%
- B+ = 87-89.99%
- B = 83-86.99%
- B- = 80-82.99%
- C+ = 77-79.99%
- C = 73-76.99%
- C- = 70-72.99%
- D+ = 67-69.99%
- D = 63-66.99%
- D- = 60-62.99%
- F = < 60%

ONLINE ATTENDANCE

EDU214 (3 credits) meets for 16 weeks, and it is equivalent to 45 hours of in-class study. Withdrawal from any CSN courses is the **student's** responsibility. If you need to drop this or any course at CSN, make sure you follow through and officially withdraw to avoid being graded.

ASSIGNMENT SUBMISSION GUIDELINES

All assignments must be completed and submitted to the **assignment dropbox** (look for the assignment submission link in Canvas after you click on the assignment) by the due dates. The assignment must also be posted on the **discussion board** under the assigned topic by the due date, so that you can share your work with your classmates

Ten points will be deducted from each late assignment. Late assignments will be accepted **1 day only** after the due date. **No** late assignments will be accepted after that time. **No** Late Midterms, Reflections, or Finals will be accepted.

If you need additional time to complete your assignment, you must contact the professor prior to the due date to request an extension.

Writing Assignments: All written assignments (personal essay and midterm) must be double spaced. All research papers must include references written in APA or MLA. (visit the CSN library homepage) <http://www.csn.edu/library/>

WRITTEN PAPER (RESEARCH PAPER AND INTERVIEW) FORMAT

- Your Name and Date; Single Space
- Assignments must be typed and double spaced using a twelve-point font and written in MLA or APA style format. (Times New Roman, Arial Narrow)
- Correct all typographical errors prior to submission (papers that contain spelling, punctuation, or sentence structure errors, will receive a reduction in points).
- Research papers must include references.
- It is the student's responsibly to exhibit honestly and integrity on all assignments.

Keeping a backup copy of each project you submit for your own reference is important. It allows you the option to revise your project in response to instructor's comments or grade. Extensions of time to complete assignments require instructor approval, and must be requested, in writing, **prior to the due date** for the assignment.

DISCUSSION BOARD POSTINGS

Topics for discussion are posted weekly. All responses must be posted by the **due date** for each assignment. As your professor, I believe in the importance of shared experience and building knowledge together. I believe that you'll learn as much from each other as you will from me. Therefore, I have included discussions as an integral part of the course. Our goal is that you will get to know and learn from the other participants just as if you were in a face to face class with them.

Topics will be posted in the Discussion area for you to respond to. Your response should include your opinions, experiences, ideas, or suggestions. You will post a minimum of 2 responses/replies for each discussion topic and two students' posted assignments.

DUE DATES

Weekly projects will be assigned each week. The due dates for each assignment will be listed on the syllabus and on each course module.

Citing Your Resources: <http://libguides.csn.edu/research/cite>

CSN Education 214 Portfolio Artifacts & Rubrics:

https://www.csn.edu/sites/default/files/u9951/edu_299_portfolio_directions.pdf

SUPPLIES:

- Access to a computer, Internet, web browser, and Canvas
- Microsoft Office suite of software (2010, 2013, 2016)
- Storage device
- Project specific school supplies (minimum cost)

Note: The student version of MS Office, desktop version and Office 365 do not have all of the features needed to complete the assignments in this course.

INTEGRITY POLICY

Academic honesty and integrity are essential to the existence and growth of an academic community. Each member of the CSN community is charged with honoring and upholding CSN's Student Conduct Code policies and procedures governing academic integrity. Please become familiar with the academic integrity policy, which includes, but is not limited to information about documenting sources, plagiarism, cheating, and fabrication, multiple submissions of work, abuse of academic materials, complicity /unauthorized assistance, and tampering /theft.

CSN COMPUTER LABS

Charleston Computer Lab – 651-5731

Cheyenne Computer Lab – 651-4592

Henderson Computer Lab – 651-3002

Summerlin High Tech Center – 651-4900

Western High Tech Center – 651-4898

Green Valley High Tech Center – 651-2650

AMERICAN WITH DISABILITIES ACT (ADA)

CSN is committed to ensuring the full participation of all students in its programs. Accordingly, if a student has a documented disability, and as a result, needs some accommodations to meet the course requirements, he or she must inform the instructor at the beginning of the course. It is the student's responsibility to meet with the instructor and discuss any learning issues, which may require special assistance. If you have a documented disability that may require assistance, you will need to contact the DRC, Disability Resource Center for coordination of your academic accommodations. The DRC is located in Student Services on each campus. Cheyenne 651-4045, West Charleston 651-5089, and Henderson 651-3086.

TUTORIAL SERVICES:

All CSN students are allowed 4 hours of free tutoring per one credit of coursework. Students enrolled in EDUC 202 are entitled to 12 hours of free tutoring. To make arrangements, the student needs to take his/her semester schedule to Tutorial Services on W. Charleston Campus, the Cheyenne Campus, or the Henderson Campus.

***** Changes to the syllabus may be made at the discretion of the professor *****

Journal of Technology Education <https://scholar.lib.vt.edu/ejournals/JTE/>

T.H.E. Journal <http://www.thejournal.com/>

Technology & Learning (Software Reviews) <http://www.techlearning.com/>

RubiStar is a tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch.
<http://rubistar.4teachers.org/>

Rubrics for Web Lessons --Authentic assessment is geared toward assessment methods that correspond as closely as possible to real world experience. It was originally developed in the arts and apprenticeship systems, where assessment has always been based on performance. Authentic assessment takes this principle of evaluating real work into all areas of the curriculum.
<http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>

Kathy Schrock assessment resources -- Collection of assessment rubrics for use of the World Wide Web that may be helpful for you as you design your own. Let me know if you have one that you would like to share!
<http://school.discovery.com/schrockguide/assess.html>

Rubrics A site that will help you use rubrics for an evaluation of a presentation or activity
http://www.arp.sprnet.org/curric/INTEL/rubrics_for_education.htm
<http://www.technology.com>

Teacher Resources (keyword search: lesson plans technology integration)

<http://www.teachers.net>

<http://www.sitesforteachers.com/>

<http://educationworld.com>

<http://www.lessonplanspage.com/>

<http://www.microsoft.com/education/default.mspix>

http://www.internet4classrooms.com/integ_tech_lessons.htm

<http://school.discoveryeducation.com/schrockguide/edles.html>

<http://lessonplancentral.com/lessons/Computers and Internet/Technology Integration/index.htm>

http://www.tcet.unt.edu/START/instruct/lp_tech.htm

<http://www.freetech4teachers.com/>

<http://www.remc11.k12.mi.us/bstpract/>

<http://www.brainpop.com>

Course Schedule

January 22	Lecture 1: Class Overview; Personal Essay, VARK Learning Styles Discussion Board Topic
January 28	Lecture 2: Designing Your Classroom Using the Draw Tool Assignment 1 due Discussion Board Topic
February 4	Lecture 3: Creating a Flyer & Certificate for Classroom Use Assignment 2 due Discussion Board Topic
February 11	Lecture 4: CCSD & CSN Education Department Resources Using Weebly to Create an E-Portfolio Assignment 3 due Discussion Board Topic
February 19	Lecture 5: Computer Basics/Buying a Computer Assignment 4 pt 1 and 2 due Discussion Board Topic
February 25	Lecture 6: Productivity Software –Presentation Software Prepare for Midterm Assignment 5 due Discussion Board Topic
March 4	Lecture 7: Productivity Software – Using Spreadsheets Assignment 6 due Discussion Board Topic
March 11	Midterm Lecture Work on Midterm Assignment 7 due Discussion Board Topic
March 18	Lecture 8 pt. 1: Emerging Technologies Used in the Classroom; Using Google Sheets to Collaborate Lecture 8 pt. 2: Technology Used in Special Education Midterm Due Discussion Board Topic
March 25	Lecture 9: Using Google Docs Assignment 8 pt 1 and 2 due Discussion Board Topic
April 1	Lecture 10: Evaluating Educational Software

	Assignment 9 due Discussion Board Topic
April 8	Lecture 11: Instructional Design: Using a Graphic Organizer Assignment 10 Due Discuss Final Project
April 15 – April 21	
April 22	Final Lecture Assignment 11 due
April 29	Work on Final, Reflections, E-Portfolio
May 6	Final, Reflections & E-Portfolio Due
May 13	Grade Final, Reflections, & Eportfolio; Post Grades

CLASS ASSIGNMENTS

REFLECTIONS (250 POINTS)

The reflections (journal entries) will describe your learning experiences and **will discuss the following:**

1. What you learned from completing the assignment
2. Strengths and weaknesses of the assignments (discuss any challenges that you experienced from completing the assignment)
3. An example of an activity taken from the assignment that can be used to teach the students in your classroom.

You will write a reflection/journal entry after you complete each assignment. Please use the below format to write your reflections. Single space. You will **not** submit a reflection with your weekly homework assignments. They will be submitted at the end of the semester. There will be a total of 13 reflections. (assignments 1-12)

Reflection Sample: Assignment 1

What I Learned: Writing about me was nice because it gave me a chance to share some aspects about my personal life with everyone in the class. It was also fun to read about the other diverse backgrounds of my classmates. Even though this was a distance learning class, knowing something about the other people in the class made it seem more personal and more like a conventional class. Because I was able to associate personalities with some of the screen names on our class roster, I felt more at ease asking questions and sharing ideas with my classmates.

Strengths & Weaknesses: It was hard to find any weaknesses with this assignment. There were only a couple things I found challenging with it. One challenge was finding a recent photo of me that did not make me look too funny. The other challenge was trying to cut down all the personal

information into the two-page limit as I tend to ramble when working on something autobiographical.

Activity: I would create a short writing assignment using MS Office Word called “getting to know you” for my 4th grade students. The students would share a little information about themselves and then read the introduction to the class.

PERSONAL ESSAY & VARK SURVEY (100 POINTS)

CLASSROOM LAYOUT (100)

CLASSROOM FLYER & STUDENT AWARD (100 POINTS)

USING CCSD & CSN EDUCATION DEPARTMENT RESOURCES (100)

USING WEEBLY TO CREATE AN E-PORTFOLIO (100)

BUYING A COMPUTER – COMPUTER BASICS (100 POINTS)

USING PRESENTATION SOFTWARE (100 POINTS)

USING EXCEL (100 POINTS)

MIDTERM PROJECT (600 POINTS)

USING TECHNOLOGIES IN THE CLASSROOM: (100 POINTS)

TECHNOLOGY IN SPECIAL EDUCATION (100 POINTS)

USING GOOGLE DOCS (100 POINTS)

EVALUATING SOFTWARE FOR CLASSROOM USE (100 POINTS)

DESIGNING A CONCEPT MAP - USING WEBSPIRATION (100 POINTS)

FINAL PROJECT - LESSON PLAN (600 POINTS)

E-PORTFOLIO (50)

CLASS PARTICIPATION (200 POINTS)

TOTAL NUMBER OF POINTS POSSIBLE = 3000