College of Charleston
School of Education, Health, and Human Performance
Office of Professional Development in Education
Syllabus

Course: EDPD **816 B** "Advanced Practical Integration of Technology Into the K-12 Environment"

Semester: Fall 2012

Graduate credit hours: 3

Dates: Thursdays, September 6 - December 6, 2012

Time: 4:00-7:30

Location: Summerville Elementary School Media Center
835 S. Main Street, Summerville, SC 29483

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Grading: School of Education, Health, and Human Performance

Prerequisites:
Intermediate technology skills are needed, including word processing and Internet proficiency. (Course participants are responsible for determining whether their technology skills meet the prerequisites or not.)

Course Description:
This graduate level technology course is designed to help practicing educators integrate technology into their teaching. It is a practical, hands-on course that places computer, SMART and Internet technology in a context-based curriculum. The course focuses on the craft of teaching and how technology can make it more effective.

The participant will be shown how to add new technology to their teaching repertoire, and how to take full advantage of the computers, SMART board, and the Internet. Also considered are the basic media types used for teaching -- text, images, audio, and video – and how technologies enable teachers and students to employ them with the SMART board in new and creative ways.

This course meets needs identified by the Dorchester School District 2 needs assessment survey and supports the district's mission statement. This course addresses recommended foundations in technology of the International Society for Technology in Education (ITSE) for teachers, students, and administrators as well as the College of Charleston's conceptual framework and theme of making the teaching and learning connection. All of the fundamentals and principles addressed by the goals and objectives of this course are based on scientific research.

Course Requirements: Class attendance is **mandatory**. The hands on lab work and activities are crucial to mastering course objectives. Completion of all assigned projects is **mandatory**. Each topic includes required readings, and short assignments that are completed and submitted to the instructor electronically for grading and to demonstrate mastery of the course material.

Course Goals/Objectives: All goals and objectives are correlated to the C of C School of Education, Health and Human Performance Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers. www.cofc.edu/~pdie   www.iste.org

By the end of this course, the successful learner will be able to:

- recognize the impacts of technology on changing teacher roles, changing student/teacher relations, and changing learning environments and values. (EHHP II, VII) (ISTE 1, 5)
- identify technology objectives and relate them to curricular objectives. (EHHP I, III, IV) (ISTE 1, 5)
- work with quantitative data and do simple graphical analysis with a spreadsheet. (EHHP II) (ISTE 2, 3, 4)
- employ techniques for integrating technology into the curriculum. (EHHP I, III, IV) (ISTE 2, 3, 4)
- demonstrate the ability to use online resources, develop web-based assignments that challenge students and meet curriculum goals, and to develop presentations that use images to communicate key curriculum ideas (EHHP II, III, V, VII)
- model effective technology integration. (EHHP I, II, III, V, VI, VII)

Functional knowledge will be demonstrated by the successful completion of class projects using software applications and peripheral equipment.

Instruction:

A variety of classroom presentation techniques will be utilized. Some or all of the following will be used at each class session:

- lectures and discussion to preview and/or review material
- hardware and software demonstrations
- hands-on exercises

Evaluation:
Grades are an evaluation of learning. Therefore, everyone who displays a certain level of competency will receive a matching grade. Grades will be based on the following system:

Name _____ School _____

What you teach _____

Advanced Practical Integration of Technology into the K-12 Environment
College of Charleston

Assignment	Added Information	Points	Your Points
Articles	Read 4 articles about technology and the classroom instruction and email responses as attachments.	**10**	
SMART Intro	Create a short SMART introductory lesson	**5**	
Internet Links	Compile a list of **at least** 20 relevant Internet Links that you will use in your classroom with an explanation of how each will be used.	**5**	
Excel	Create a graph for use with your students	**5**	
SMART Interactive	Create a short Interactive lesson for your students using the activity toolkit	**5**	
Publisher	Create a document relevant to your teaching	**5**	
Response Questions	Create a set of Response questions for your students	**5**	
Odyssey Writer	Create a research/writing project with Odyssey Writer to use with your students.	**10**	
Moviemaker or Photostory	Create a movie using Windows Movie Maker or Photostory	**10**	
Webquest / Cyberhunt	Create a web-based assignment (webquest or cyberhunt) relevant to your teaching	**10**	
PowerPoint Game	Create an educational game using PowerPoint	**10**	
SMART Notebook	Create a SMART notebook lesson relevant to your teaching assignment.	**20**	

Total		**100**	

Grading: School of Education, Health, and Human Performance
 A = 93 - 100%   B+ = 88 - 92%   B - = 83 - 87%   C+ = 78 - 83%   Grade C - = 74 - 77%
F = < 74 %

Course Calendar:

September 6
- Registration (C of C online)
- Review syllabus
- http://www.youtube.com/watch?v=_A-ZVCjfWf8 - Digital Natives
- SMART Basics
    o typing and editing
    o writing and erasing
    o shapes
    o background
    o gallery
- Drop Box Basics

September 13
- SMART Intro
    o Name, School, Teach, Picture of what you teach
    o Shape and color that best represents you.
    o Vortex of words that represent you and words that do not.
    o Page of Pictures that represents what you do in your job.
- Formatting in Word 2007(font, size, alignment, graphics, text wrapping, line spacing)
- Adding new fonts
- Attachments

September 20
- Hyperlinks in Word
- Tables in Word (Internet sites)
- Introduce PowerPoint basics
- Begin Internet exploration
- http://www.internet4classrooms.com

September 27
- **Windows**
- Create folders to store lessons
- Begin building folders
- Microsoft Clip Art
- Google Images
- SMART camera capture function
- www.keepvid.com
- Begin thinking about SMART Lesson topic

October 4
- Introduction to Excel
- Brainstormed List of Excel graph applications

- Activity Toolkit - http://downloads.smarttech.com/media/services/quickreferences/pdf/english/lat%20nb10%20qr%20mar%2028%20fso.pdf
- Exploration of Internet sites from "great sites"

October 11
- Examples of SMART Lessons
- SMART Hyperlinking to files, web, and notebook pages
- SMART Notes page
- Introduce SMART tools
- Saving and inserting Flash games
- Work on SMART Interactive Lesson

October 18
- Introduce Publisher
- Textboxes
- Cut & Paste
- SMART skills review
- Review SMART Skills checklist
- Gallery – online resources
- Lab to work on Publisher

October 25
- Introduce SMART Response – demo
  - Making questions using the wizard
  - Importing questions from Word
  - Setting Answers
  - Exporting the results
  - Formative assessments (instant questions)
  - Summative assessments with title page
- Setting up a classroom - http://downloads.smarttech.com/media/services/quickreferences/pdf/english/senteo_getting_started.pdf
- Setting up an assessment - http://downloads.smarttech.com/media/services/handsonpractices/pdf/english/hop2_senteo2.0_creating%20an%20assessment.pdf
- Response Question Sets - http://education.smarttech.com/ste/en-US/Ed+Resource/Lesson+activities/Senteo/USA/default.htm
- Lab to work on Response question sets

November 1
- EDI format
- Introduce Rubistar- http://rubistar.4teachers.org/index.php
- United Streaming
- Odyssey Writer
- Teacher Tube
- Work on SMART Lesson

November 8

- Photostory (download Photostory)
  http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx
- Windows Movie Maker
- Work on Photostory or Moviemaker project

November 15
- Introduce Web Quest
- http://www.webquest.org/
- Introduce cyber hunts - planets
- Build your own cyber hunt
- Introduce Puzzlemaker
- http://puzzlemaker.discoveryeducation.com/
- Lab to work on Webquest/Cyberhunt

November 29
- Introduce PowerPoint Games
- Textboxes
- Graphics
- Google Advanced Search PowerPoint games
- Lab to work on PowerPoint Games

December 6
- Review of SMART
- SMART Final Project (sharing in small groups)
- Introduce webcam
- Introduce FLIP
- Lab to complete any unfinished projects

Grading for Articles
4 Articles = 10 Points

	Criteria				Points
	0	**.5**	**1**	**1.3**	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student	Student is uncomfortable with content and is able to demonstrate basic	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge.	_____

	cannot answer questions about subject.	concepts.			

SMART Introductory Lesson

Criteria	Low Performance 0 Points	Average .5 Points	High Performance 1 point
Length	less than 2 pages	2 – 4 pages	5 or more pages
Title Page	Includes 2 or less of the following headings: Lesson Title, Author, Grade Level, Standard Addressed, and Objective	Includes 3 of the following headings: Lesson Title, Author, Grade Level, Standard Addressed, and Objective	Includes all 5 of the following headings: Lesson Title, Author, Grade Level, Standard Addressed, and Objective
Technical	Notebook file included 2 or fewer special features, such as: working links, attachments, shade, a video, spotlight, Beta toolkit activity etc.	Notebook file included at least 3 special features, such as: working links, attachments, shade, a video, spotlight, Beta toolkit activity etc.	Notebook file included at least 4 or more special features, such as: working links, attachments, shade, a video, spotlight, Beta toolkit activity etc.
Notebook pages	Less than half of the pages included the creative use of images, appropriate backgrounds, fonts and images sized so that they are legible even to students in the back of the room	At least half of the pages included the creative use of images, appropriate backgrounds, fonts and images sized so that they are legible even to students in the back of the room	All pages included the creative use of images, appropriate backgrounds, fonts and images sized so that they are legible even to students in the back of the room
Organization		No logic to the order of the Notebook pages	Notebook lesson followed a logical sequence
			Total Points

Internet Links Rubric

0 points	1 points	3 points	5 points
Links are irrelevant or not present and there is no explanation of use present.	Links are irrelevant to the task and students will have difficulty accomplishing the task.	Links are adequate. Some information in links is not relevant, but will not affect the overall task. Explanation of use of links is present	Websites provide information relative to the task. Links are of exceptional quality, useful and interesting. Explanation of use of links is present

Excel Grading Rubric

	5 Points	3 Points	0 Points
Excel Graphs • **Editing** • **Formatting/enhancing** • **Types** • **Planning/designing**	Students will demonstrate knowledge in planning, designing and selecting the chart type, ie., column, bar, line, or pie appropriate to the data to be displayed for the assignment.	Students will demonstrate knowledge in selecting the chart type with some assistance. Data will be appropriately displayed.	Students will need assistance in planning, designing and selecting the chart type. Data will be appropriately displayed.

For 5 Points to be awarded, 10 of the above 16 items must be present
For 3 Points to be awarded, 5 – 9 of the above 16 items must be present
For 1 Point to be awarded, 2 – 4 of the above 16 items must be present
0 Points = document not received or only 1 items is present

Response Question Rubric

Questions	5 Points	3 Points	0 Points
5 response questions/answers in different formats submitted which are relevant, creative, and use higher order thinking skills.	All 5 questions present that are relevant, creative, and use higher order thinking skills.	2 – 4 questions present which are relevant, creative, and use higher order thinking skills.	Less than 2 questions are submitted.

Publisher Rubric
1. Your Name, Date and Class in header
2. 2 pages in length and page numbers in footer
3. Appropriate/Catchy Newspaper Title
4. Drawing object
5. Clipart
6. WordArt
7. Scanned or digital camera picture
8. Format for both 1 and 2 column articles
9. Table and or a textbox
10. At least 2 different font styles
11. Proper use of justification
12. At least 2 articles per page
13. Aesthetically pleasing
14. Appropriate grammar and spelling
15. Hard copy and electronic copy saved to Flash drive
16. Document is relevant to your teaching

Odyssey Writer Project Rubric

CATEGORY	2	1
Instructions	Instructions are detailed with little room for misunderstanding.	Instructions are general.

Writing Framework	Writing Framework supports all students' needs.	Writing Framework supports most students' needs.
Web Links	Web links are present and support student topics.	Web links are present but do not necessarily support students' needs.
Note Cards	Note cards are present and scaffolded to meet students' needs.	Note cards are present but do not meet all students' needs.
Rubric	Rubric is present and measurable.	Rubric is present but not measurable.

Moviemaker/Photostory Rubric

Criteria	Low Performance 0 Points	Average 1 Point	High Performance 2 Points
Soundtrack - Emotion	Music is ok, and not distracting, but it does not add much to the story.	Music stirs a rich emotional response that somewhat matches the story line.	Music stirs a rich emotional response that matches the story line well.
Atmosphere	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.
Images	Number of images included, made for an inadequate story.	Number of images included, made for an adequate story.	Number of images included, made for a superior story.

Grammar and Point of View - Purpose	Grammar and usage were typically correct but errors detracted from story. There are a few lapses in focus, but the purpose is fairly clear.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. Establishes a purpose early on and maintains focus for most of the presentation.	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. Establishes a purpose early on and maintains a clear focus throughout.
Directions and Project Objective	Directions and purpose were not clear. Project vague and not aligned to the curriculum standards.	Directions with some clarity were given to the student on the creation of the Project. Project objective was vague, but aligned to the curriculum standards.	Flawless directions were given to the student on the creation of the Project. Project objective was stated clearly and aligned to the curriculum standards.
			Total Points

Webquest/Cyberhunt Rubric

	.5 Points	1.5 Points	2.5 Points
Required web page elements show up on WebQuest	3 of the 5 requirements for exemplary performance were accomplished.	4 of the 5 requirements for exemplary performance were accomplished.	1. Links are included and all of the links work. 2. Graphics are included in the document. 3. At least one graphic is a digital photo. 4. A special element such as sound, specially created graphic, made on line rubric, etc. is included. 5. Email address included in the document.

Webquest has been posted to WWW (School Fusion account).	1 of the 3 requirements for exemplary performance were accomplished.	2 of the 3 requirements for exemplary performance were accomplished.	1. Webquest is on line. 2. An appropriate title shows up as the referencing link on the School Fusion account. 3. The startup page of the teacher's School Fusion account has contact information on it.
Grammar and Spelling	The final body of work had 3 or more grammar or spelling errors.	The final body of work had 1 - 2 errors related to either grammar or spelling.	The final body of work was free of grammar and spelling errors.
Webquest Design Factors	3 of the 5 requirements for exemplary performance are accomplished.	4 of the 5 requirements for exemplary performance are accomplished.	1. The startup homepage is attractive, has strong eye appeal. 2. The user can tell immediately where they are (clear title, description, images, captions...) 3. There is an index, table of contents, or some other clear indicator of the contents of the site. 4. Date of site establishment and last update is easy to determine. 5. User is able to move around the site with ease.

PowerPoint Game Rubric

	1 Point	3 Points	5 Points	10 Points
Use of Student Created Game	Student-created game has no relationship to the content. Assessment is not logically constructed and does not make use of graphics/special	Student-created game has only a tangible relationship to the content as a whole. Information is mostly accurate, but lacks depth.	Student-created game clearly assesses student understanding of the content. Information is accurate and presented in somewhat logical form.	Student-created game clearly assesses student understanding of the content and requires students to demonstrate higher order thinking. The assessment plays

	effect. Learners gain nothing from assessment.	There are few graphics/special effects and/or they don't contribute to the overall content of the game. Learners are apathetic about assessment.	Graphics/special effects are used, but don't add much to the content understanding of the game. Somewhat engaging to learners.	an integral role in the instruction. Contains much accurate information, presented logically, judicious use of graphics/special effects. Very engaging for learners.

SMART Board Notebook Rubric

Objectives	Low Performance 0 Points	Average 1 Point	Exemplary Performance 2 Points
Standards/Learning Objective	Curriculum standards and learning objectives involve forced or superficial uses of technology.	Curriculum standards and learning objectives are identified but loosely connect to technology uses.	Curriculum standards and learning objectives are specific and focused, intentionally driving the use of technology.
Technology Justification	Technology use was the primary focus of the lesson or the technology selected was inappropriate to meet the standards. Technology used as "time filler" or for drill and practice and not related to specific learner outcomes.	Technology use was more emphasized than the curricular content of the lesson. The technology used was somewhat appropriate to meet the standards.	Technology use was not a separate curricular focus but was included as a means for supporting curricular objectives. The technology selected was appropriate to meet the standards.

The role of the teacher.	The teacher's role is alluded to via general "tips" or "ideas." The teacher's role is assumed to be implicit in the lesson outline.	Specific teacher's activities and how the teacher will support and assess student learning is included.	Specific teacher's activities and how the teacher will support and assess student learning is included. Potential challenges/problems with alternative instructional strategies are suggested.
Tools, Materials and Resources	Required tools, materials, and resources are limited. They are not defined or referenced in the lesson.	Most of the required tools, materials, and resources are listed, but not referenced or clearly defined in procedures.	Required tools, materials, and resources are listed, references in procedures and clearly defined as to how they are to be utilized.
Procedures	The description of procedures seems incomplete or sketchy. Teacher preparation and timeline is poorly or inadequately explained. Limited information on how the lesson preparation and implementation is provided.	The description of procedures is clear, but lacks specifics. The plan shows some instruction as to the preparation or implementation needed. Timeline and details and not fully clear.	The description of procedures is clearly stated and easy to understand. The plan clearly provides details on the preparation and implementation needed including teacher preparation and timeline.
Activity	Learning activities do not focus the attention of the student. Learning activities are trivial. Varied learning styles are not addressed. Using technology does little to enhance student learning.	Learning activities somewhat focus the attention of student. Varied learning styles are somewhat addressed. Students use technology as a supplement to learning.	Learning activities focus the attention of students. Learning activities are student centered, collaborative, and promote learning. Varied learning styles are addressed. It is evident technology is used to enhance student learning and matches the lesson.
Technology Integration	Technology use is not engaging, age appropriate, and does not enhance student learning. Student work produced primarily to practice technology skills not to enhance content learning.	Technology use is engaging and age appropriate but it is unclear how it enhances student learning. Content learning experiences are enhanced but possible without the use of technology.	Technology use is engaging, age appropriate, and beneficial to students. Content learning experiences would be impaired or impossible without the use of technology.
Assessment	There is some mention of educational objectives, but inadequate references to assessment. Student product does not match	There is adequate identification of educational objectives and assessment strategies.	Educational objectives are clear, obtainable, and measurable. Student product matches

	objective.	Student product somewhat matches objective.	objective.
ISTE/NET Standards	The plan contains inappropriate technology performance indicators.	The plan contains some technology performance indicators.	The plan contains appropriate technology performance indicators.
Discussion	Discussion questions are inadequately addressed.	Discussion question are somewhat addressed.	Discussion questions are fully addressed.
	Points	**points**	**points**