TUSCULUM COLLEGE GRADUATE AND PROFESSIONAL STUDIES

EDUC515: Innovative Instructional Technology
Course Syllabus

Instructor: Dr. Raymond Hatfield
Phone:
E-mail: rhatfield@tusculum.edu
Course Dates: This is a Hybrid online Course - *first and last meeting dates in classroom. (All other dates are online)
Class Meeting Time:
Location:
Group Number:
Office Hours: The instructor will be available to meet with candidates, if requested, one hour before class, and can meet with candidates at other times by request. Please call or e-mail to arrange time/date.
Note: Calls are acceptable (10:00 a.m. - 9:00 p.m. Monday through Friday and 11:00 a.m. - 5:00 p.m. on Saturday). The instructor's goal is to return e-mails and phone messages within 24 hours, except after 5:00 p.m. on Saturdays or all day on Sundays. In case of an emergency, please call 423-863-0999.

Course Description:
This online course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the learner with essential skills through the development and use of instructional applications, educational software, and computers. (3 hours)

Course Resources

Required Textbook:
McKenzie, Walter (2005). *Multiple intelligences and instructional technology 2nd edition*. Eugene, Oregon: ISTE.

Other Required Resources:
American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Journal Article Required Reading:

In accordance with MAED C&I, MAT and Post Baccalaureate program requirements, students are required to read six journal articles, related to instructional technology, and complete a critique for each of them.

- The journal article must be related to instructional technology.
- Prior approval for each of the journal articles should be obtained from the instructor.
- Provide a full copy of the Journal article when submitting for a grade.
- The written critique should include the following:
    1. Article overview
    2. Description of the research problem
    3. A brief explanation of the research method used for the article
    4. A brief summary of the conclusion/recommendation from the author(s) viewpoint
    5. A brief summary of the article from your perspective.

The length of the critique may vary according to the article. A minimum standard would be 2 pages and a maximum of 4 typed (double spaced) pages. Journal article critiques must follow the guidelines contained within the American Psychological Association (APA). Articles are required to have a cover page (same as research papers) using the APA format.

Course Advanced Competencies, Goals, and Objectives

Advanced Competencies:
Critical Thinking – Candidates will demonstrate critical thinking by completing critical thinking exercises and developing creative solutions to problems in homework assignments. Analyzing information from literature (part of the group project) will also demonstrate critical thinking as will completing the final exam.
Synthesis of Information – Candidates will demonstrate synthesis by using information garnered from the building block sequence used in teaching the course (in that each lesson builds on subsequent lessons and requires combining independent bits of information into a cohesive whole).

Problem Solving - Candidates will demonstrate problem solving by applying information learned in class to their projects and homework assignments.

Ethical Decision Making – In their projects candidates must apply the standards related to plagiarism and fabrication of data. Fair use and copyright doctrines must also be examined and applied.

Data Analysis and Interpretation – Candidates will demonstrate data analysis and interpretation skills by reviewing literature for their group project and incorporating it into their papers and presentations.

Course Goals and Objectives:

Communication

1. Understand effective verbal and non-verbal and media communication techniques.
2. Use media communication in the design of lessons to support all student learning.
3. Understand how cultural and gender differences can affect communication in the classroom.

Technology

1. Apply computers and related technologies to support instruction.
2. Integrate instructional technology into the classroom to facilitate teaching and learning, supplement instructional strategies, design instructional materials, and enhance hands-on experiences and problem solving.
3. Apply technology tools to enhance professional growth and productivity; use technology in communicating, collaborating, conducting research and solving problems; promote equitable, ethical, and legal use of technology resources.
4. Use access to the Internet for capturing and incorporating information.
5. Use databases and spreadsheets to obtain, transfer, and manage data and manage files for educational purposes.
6. Use computer-based tools to create presentations.
7. Use computers to run programs; access, generate and manipulate data; and publish results.
8. Perform basic operating system tasks, software functions, and minor software troubleshooting.

9. Work with software program menus to load and install programs, open and close application programs, and create and edit documents.

Teacher Licensure Standards Addressed within this course-

Standard 3 Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates understand and identify differences in student approaches to learning and performance. They design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs. Candidates create a learning community which is inclusive and in which individual differences are respected.

Standard 4 Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students. They organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers. Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas. Using a wide variety of ROCC-10-01-01 resources and methods, including technology and assessment data, candidates learning. Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content. They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.

Standard 6 Communication

Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom. They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students

express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media. ROCC-10-01-01

Standard 7 Planning

Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Supporting Explanation

Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students. They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching. They are able to help students connect learning to real life and future careers. Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives. Candidates effectively integrate a variety of resources, including teacher-created materials, textbooks, technology, community and business resources, to promote student learning. Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

Standard 9 Primary—006 & 002 Secondary—001, 003, 004, and 005

Reflective Practitioner ROCC-10-01-01

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students. They monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly. Candidates continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements. Using their data-based reflections, candidates engage in actions that consistently support and promote the achievement of students with disabilities. Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development. To guide professional behavior, candidates draw upon a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.

Standard 11 Technology

11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning. *Supporting Explanation* Candidates use technology resources to guide classroom decisions regarding student learning. They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement ROCC-10-01-01 instructional strategies, to design instructional materials, and to enhance hands-on experiences and

problem solving activities for all students. Candidates select and use grade- level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum. They apply technology to analyze assessment data and to target individual student learning needs.

11.b. Candidates use technology to enhance their professional growth and productivity.

Supporting Explanation

Candidates use technology in their own learning process and to change their current educational practice. They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals. Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources. They use presentation tools in a networked environment for sharing information in multiple professional formats.

11.c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

Supporting Explanation

Candidates design effective environments for using and managing technology in the classroom. They are able to perform minor trouble-shooting operations. When planning units of instruction, candidates address software purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources. Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications. They model the legal and ethical use of technology resources. ROCC-10-01-01

Course Policies and Procedures

Attendance Policy: As attending class is essential for candidates to be successful learners in graduate level courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of "F" be automatically assigned to any candidate who misses more than one-third of the total class meeting time. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed. Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi.

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

Greeneville: Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at ljohnson@tusculum.edu
The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.
Knoxville: Mr. Ryan Otto at (865)-693-1177; 800-729-0116; or at rotto@tusculum.edu

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at ljohnson@tusculum.edu

Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Mr. Ryan Otto at (865)-693-1177; 800-729-0116; or at rotto@tusculum.edu

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: http://library.tusculum.edu. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Anne Reever Osborne, Asst. Library Director for Distance Learning,

(423) 636-7320; 1-800-729-0256, extension 5801, aosborne@tusculum.edu

Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177;

1-(800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency.

As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog,* plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies:

Candidates in EDUC515 are required to read, analyze, and review at least six professional journal articles. Articles are embedded within this course work and may be found on the website- http://www.dr-hatfield.com/Reading.htm. These articles are included within the weekly assignments.

As EDUC515 is a graduate level course, Master's level quality work is expected of all candidates. Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical and/or spelling errors.

ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:

http://www.stylewizard.com/apa6index.html
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf

Cell Phones:
Please place cell phones to vibrate. I understand the importance of communication and that emergencies may occur at any moment. If you receive a phone call during class time, please step out of the room to answer the call.

Laptops:
Laptops may be used during class time.

Course Requirements and Grading

Grading Scale:

The Tusculum College grading scale will be used and is as follows:

A = 95-100	C+= 77-79
A-= 90-94	C = 73-76
B+= 87-89	C = 70-72
B = 83-86	F = 0-69
B-= 80-82	

Assignments (Listed Below):

Note: A departmental policy is that the maximum value of total grade for learning team assignments is 20%.

Name _____ ME_____ **EDUC515 Assignment Checklist**

	Assignment	Points	Completion Date
FIRST WEEK	Thomas Friedman, The World is Flat	2	
	Constructivist Learning Theory/Constructivist Theory	2	
	The Administrator's Role in Technology Integration	2	
	What Every Teacher Should Know About Technology	2	
	A New Way to Teach: Begin with the End	2	
	Teachers Support Differentiated Learning Through Professional Development and Collaboration	2	
	A Commitment to High Tech Education	2	
	Learning Team	2	
SECOND WEEK	Chapter 1- New Theory of Learning	2	
	Chapter 2- Instructional Design and Multiple Intelligences	2	
	Chapter 3- Technology and Multiple Intelligences	2	
	An Educator's Journey Toward Multiple Intelligences	2	
	The Key Learning Community: Cultivating Multiple Intelligences	2	
	An Introduction to Project-Based Learning	2	
	Staff Development: Your Most Important Role	2	
	Ten Steps to Effective Technology Staff Development	2	
	Tech-Fueled Differentiated Instruction Engages Elementary School Students	2	
	Learning Team	2	
THIRD WEEK	Chapter 4- Media Selection	2	
	Chapter 5- Software	2	
	Integrating Technology into Instruction	2	
	An Introduction to Technology Integration	2	
	Managing Your Classroom Computer Center	2	
	Computers and their Effect on the Brain (4 Articles)	4	
	Learning Team	2	
FOURTH WEEK	Chapter 6- Modifying Existing Lessons	2	
	Chapter 7- Building New Instruction	2	
	What's the Point of PowerPoint?	2	
	Influences and Barriers to the Adoption of Instructional Technology	2	
	Integrating Technology Into the Classroom	2	
	Learning Team	2	
FIFTH WEEK	Chapter 8- Becoming a Techno Constructivist	2	
	Chapter 9- Internet-Based Instruction	2	
	Chapter 10- Assessment	2	
	An Introduction to Comprehensive Assessment	2	
	Alternative Assessment	2	
	Learning Team	2	
SIXTH WEEK	Freedom of Speech	2	
	Districts Grapple with Web Bullying	2	
	Kids Outsmart Web Filters	2	
	HighSchool.com	2	
	The Changing Face of Classroom Technology	2	
	Learning Team	2	
	Technology Project	12	
	TOTAL		

Portfolio Artifact for Course:

Thinking, Meaning-Centered, Technology Integration Curriculum Project should be included in the electronic TC portfolio. This project will be discussed during the first class meeting.

Course Topics

The course is organized around 16 lessons organized into five units. Each unit includes materials presented on web pages, study guides, assignments, and class discussions. Topics for study include:

Week 1

A Technology Integration Project will be Discussed during this meeting.

Read- "Thomas Friedman, The World is Flat" at http://www.wikisummaries.org/The_World_Is_Flat

Discuss the impact that Friedman's viewpoint may have had on education. Based on Friedman's ideas, try to determine if any of his predictions came to fruition and determine if his thoughts/ideas might still impact the future of education. Send reflection via e-mail.

Read- the "Constructivist Learning Theory" at- http://en.wikipedia.org/wiki/Constructivism_(learning_theory)

Read the **Constructivist Theory** at- http://www.associatedcontent.com/pop_print.shtml?content_type=article&content_type_id=1492972

Discussion- After reading the Constructivist Learning Theory, and the Constructivist Theory articles, why is it recommended for educators to consider this theory when integrating technology within the classroom? Send reflection via e-mail.

Read- "The Administrator's Role in Technology Integration" at http://www.educationworld.com/a_tech/tech087.shtml

Discussion- What impact does a school administrator have on the success or failure for the implementation of technology within his/her school? Send reflection via e-mail.

Read- "What Every Teacher Should Know About Technology**"** at http://www.educationworld.com/a_tech/tech/tech227.shtml.

Discussion- What should every teacher know about technology? Send reflection via e-mail.

View- "A New Way to Teach: Begin with the End" at http://www.edutopia.org/begin-end.

(Running time: 7:37) How three high school teachers discovered a new way to teach. *8/19/2004*

Discussion- After viewing the video, would it be possible for you to integrate some of these ideas within your classroom? If you think that you could integrate some of these ideas, please defend your position. Also, if you disagree with this idea please defend your position. Send reflection via e-mail.

View- "Teachers Support Differentiated Learning Through Professional Development and Collaboration" at- http://www.edutopia.org/stw-differentiated-instruction-teacher-development-support-video.

(Video: Running time: 4:38) In order to keep up with the latest technology and successfully personalize learning for each student, teachers at Forest Lake Elementary plan lessons together, build a strong support network, and collaborate on professional development.

http://www.edutopia.org/stw-differentiated-instruction-teacher-development-technology. (Please read this associated website)

Discussion- Is it possible to integrate technology within your lessons? Is there a limit to technology and how it should be used in the classroom? What are some common limiting factors to the integration of technology within your classroom? Send reflection via e-mail.

View- "A Commitment to High Tech Education" at- http://www.edutopia.org/harrison-high-school-technology-integration-video.

(Running time 8:55) Sophisticated electronic gadgets such as probes and global-positioning-system devices catch students' interest at Harrison Central High School. *Read a short introductory article* at- http://www.edutopia.org/technology-integration-introduction, *and watch a brief introductory video* at- . http://www.edutopia.org/technology-integration-introduction-video.

Please read this associated website- http://www.edutopia.org/technology-integration-introduction

Discussion- Are you currently using advanced technology within your content area? Please give a brief description of the type(s) of technology that you are using. Send reflection via e-mail.

Download- "Welliver's Instructional Transformation Model" at http://www.dr-hatfield.com/educ515/Welliver.pdf.

Discussion- Look at Welliver's Instructional Model to determine where you stand with using technology. Please provide a brief statement as to where that you think you fit within this model. Send reflection via e-mail.

Week 2

Chapter 1- New Theory of Learning (pp. 3-9) (Read for reflection/discussion)

Chapter 2- Instructional Design and Multiple Intelligences (pp. 11-30) (Read for reflection/discussion)

Chapter 3- Technology and Multiple Intelligences (pp. 31-43) (Read for reflection/ discussion)

McKenzie, Walter. Multiple Intelligences and Instructional Technology 2nd Edition (2005). Eugene, Oregon: ISTE. (ISBN 1-56484-188-X)

After reading chapters 1-3, answer/reflect on the following questions. Submit reflection notes via e-mail.

Chapter 1

1. What is the difference between viewing multiple intelligences as a theory of intelligence and as a theory of learning?

How does the typical classroom of today differ from the classroom of the Industrial Age?

2. In what ways do you teach the way you were taught? In what ways do you teach the way children learn?

3. In the Multiple Intelligences and Instructional Technology Cycle diagram (Figure 1, p. 7), why does the teacher come between multiple intelligences and instructional technology? Why does the student come between instructional technology and multiple intelligences?

Chapter 2

1. Review your state standards and determine whether they target the intelligences in compartmentalized subject areas or across the curriculum. How can you implement these standards utilizing all the intelligences?

2. How are the different intelligences distributed in your classroom based on the MI survey?

3. How can the information you gathered from the MI survey be used in future instruction?

4. When is it most appropriate to develop lesson plans that target the same domain o the MI wheel? When is it most appropriate to develop lesson plans that target the same domain on the MI wheel? When is it most appropriate to plan using intelligences from different domain? Why?

Chapter 3 1. How can the ISTE NETS for Students help you to develop well-grounded, technology-based instruction?

2. Which industrial technologies have you used in instruction? Which digital technologies have you used? Do you feel that you need to know more about these technologies than your students before you make them available in your classroom? Why or why not?

3. How does the instructional context help you to determine the intelligences a technology will stimulate?

4. Which domains on the MI wheel did Tronie emphasize in her lesson?

View- "An Educator's Journey Toward Multiple Intelligences" at http://www.edutopia.org/multiple-intelligences-theory-teacher.

Discussion- Is it possible to include Gardner's 8 Multiple Intelligences (MI) within your daily lesson plans? Please defend your answers. Do you think that it is a good idea to identify a child's strongest MI and avoid his/her weakest MI? Send reflection via e-mail.

Determine your learning style- Please take the online quiz "What's Your Learning Style?" at http://www.edutopia.org/multiple-intelligences-learning-styles-quiz.

Discussion- After taking the "What's Your Learning Style?" quiz, would you agree with the results? In what way might you alter your self-directed learning behaviors to improve your personal growth within the educational process? Send reflection via e-mail.

View- "The Key Learning Community: Cultivating Multiple Intelligences" at http://www.edutopia.org/key-learning-community.

(Running time 9:00) Swimming against the tide, this K-12 Indianapolis school emphasizes exploration and deep understanding over rote memorization. View a *2009 update on the school* (http://www.edutopia.org/multiple-intelligences-key-learning-community-video), or read more about this story at (http://www.edutopia.org/multiple-intelligences-key-learning-community).

Discussion- Do you agree or disagree with this methodology? Please justify your conclusions. Send reflection via e-mail.

View- "An Introduction to Project-Based Learning" **at** (http://www.edutopia.org/project-learning-introduction-video) (Please watch the Video for discussion)

(Running time 3:04) In this hands-on approach to teaching, students create schoolwork that demonstrates core subject knowledge. *Read a short introductory article* (http://www.edutopia.org/project-learning-introduction) *or watch an in-depth video* (http://www.edutopia.org/project-learning-overview-video).

Discussion- Please give a brief assessment (from your point of view) of Project Based Learning. Send reflection via e-mail.

View- "Staff Development: Your Most Important Role" at http://www.infotoday.com/MMSchools/jan00/anderson.htm) (Read for discussion)

Discussion- What are differences in teaching "how to" and integration when using technology? Is there a need for more staff development? Do you agree that "Schools Are Wired, Teachers Are Not?" Do you think that it is important to have a media/integration specialist on staff? What is the role of the media/integration specialist? Send reflection via e-mail.

Read- "Ten Steps to Effective Technology Staff Development" at (http://www.edutopia.org/ten-steps-effective-technology-staff-development) (Read for class discussion) Send reflection via e-mail.

Discussion- What are some tools that may be used during technology planning? What are scientifically based strategies that might be used while planning staff development? Watch the video- Turning the Table --- Students Teach Teachers at (http://www.edutopia.org/php/article.php?id=Art_797&key=239). Watch the video- Invigorating Science Teaching with a High-Tech, Low-Cost Tool at (http://www.edutopia.org/php/article.php?id=Art_942&key=239). Send reflection via e-mail.

View- "Tech-Fueled Differentiated Instruction Engages Elementary School Students" at (http://www.edutopia.org/stw-differentiated-instruction-technology-elementary-video).

(Running time 5:13) At Forest Lake Elementary School, in Columbia, South Carolina, achievement has soared since educators started using new technology to personalize the learning experience for each student. *More to this story* at. http://www.edutopia.org/stw-differentiated-instruction-technology-elementary.

Discussion- In your opinion, is a technology driven classroom environment the right direction for you? Please Explain. What are some important factors to consider while planning, implementing, or evaluating a tech-fueled classroom? Send reflection via e-mail.

Week 3

The following reading assignments are from the book Multiple Intelligences and Instructional Technology 2nd Edition.

Chapter 4- Media Selection

Chapter 5- Software

The Following Reflective Questions will be used for Discussion

Chapter 4

1. Do you agree that objectives and learners need to be considered before the intelligences and technologies? Why or why not.

2. How can ineffective media selection interfere with accommodation of the intelligences in instruction?

3. Conduct a learning material inventory in your building. Which intelligences are best supported by the technologies you own?

Chapter 5

1. "A forced connection is self-defeating, as students will be unlikely to see it or benefit from it, and you'll eventually have to revisit the entire skill or concept." Do

you agree with this statement, which appeared earlier in this chapter? Why or why not? What has your experience been in making connections for students?

2. What titles would you add to the recommended software list presented in this chapter?

3. Take an inventory of your school software library. Which categories of software does your collection emphasize? Which categories are not well represented? Which intelligences are best addressed by the titles in your software collection?

4. What would Susan Massas' PEP chart look like for the lesson presented in Table 14 (p. 70)?

Read- "Integrating Technology into Instruction" at (http://t4.jordan.k12.ut.us/professional_development/strategie/).

Discussion- Be able to discuss planning methods for the development of curriculum that may be used for Project Based Learning. What are key components to consider during the planning stages? Send reflection via e-mail.

View- "An Introduction to Technology Integration" at http://www.edutopia.org/technology-integration-introduction-video.

(Running time 2:00) Using technology, students monitor their own musical and athletic activities and analyze the data and feedback to improve their performance. Read a short introductory article at http://www.edutopia.org/technology-integration-introduction or watch an in-depth video at http://www.edutopia.org/technology-integration-overview-video.

Discussion- At what level would you categorize this school using Welliver's Instructional Transformation Model (download at http://www.dr-hatfield.com/educ515/Welliver.pdf) as a guide? Please explain. Send reflection via e-mail.

Read- "Managing Your Classroom Computer Center" at http://www2.scholastic.com/browse/article.jsp?id=6752. Send reflection via e-mail.

Discussion- What is a computer center and how do you make it work in a classroom? Please provide examples. Send reflection via e-mail.

The next four articles discuss- **Computers and their Effect on the Brain**.

Read- "Computers and Student Learning" may be downloaded at http://www.dr-hatfield.com/Download/third/Computers_and_student_learning.pdf (You do not have to read this research paper in its entirety.) Send reflection via e-mail.

Read- "Computer Games Stunt Teen Brains" may be downloaded at http://www.guardian.co.uk/world/2001/aug/19/games.schools. Send reflection via e-mail.

Read- "Gaming for Good" may be downloaded at http://www.dr-hatfield.com/Download/third/Gaming%20for%20Good.pdf. Send reflection via e-mail.

Read- "Brain Exercise with Dr. Kawashima" may be downloaded at http://www.smh.com.au/news/games/brainwave-booster/2006/04/04/1143916529653.html. Send reflection via e-mail.

Discussion- After reading the above 4 articles, provide your opinion on gaming, the use of computers, and the effect that they may have on student learning. Differing opinions are welcome, and should promote discourse among everyone within this cohort.

Week 4

The following reading assignments are from the book *Multiple Intelligences and Instructional Technology* 2nd Edition

Chapter 6- Modifying Existing Lessons

Chapter 7- Building New Instruction

The Following Questions will be used for Reflection (Send reflections via e-mail.)

Chapter 6

1. Can intelligences influence your instructional approach just as they influence student approaches to learning?

2. Which intelligences are easiest for you to accommodate in your classroom? Why?

3. Which technologies do you use most frequently? Which intelligences do they best accommodate?

4. How can the POMAT method help you maximize the potential of existing lessons for incorporating multiple intelligences and technology?

Chapter 7

1. How do you determine what is a reasonable number of intelligences for a lesson to accommodate?

2. Should a unit of instruction be designed to stimulate all the intelligences? Why or why not?

3. When is it more beneficial to accommodate the intelligences using industrial technologies? When is it more beneficial to use digital technologies? Why do you think so?

4. The two lesson examples in this chapter focus on content, with technology use incidental to the lesson. Other examples have taught technology for technology's sake. Is one approach more valid than the other? Why?

Read- "Classroom Planning Template" (http://www.dr-hatfield.com/Download/other/classroom%20plan.doc)

Read- "What's the Point of PowerPoint?" At http://www.educationworld.com/a_tech/tech/tech204.shtml

Discussion- How do we create an effective PowerPoint presentation? What methods, tips, and specific styles should students use when developing PowerPoint presentations? How would you grade a PowerPoint presentation? (Send reflection via e-mail.)

Read- "Influences and Barriers to the Adoption of Instructional Technology" at

http://www.dr-hatfield.com/educ515/whoami.pdf

Discussion- What are barriers and advantages for using technology? (Send reflection via e-mail.)

Read- "Integrating Technology Into the Classroom" at http://t4.jordan.k12.ut.us/professional_development/strategies/

Discussion- What can teachers do to do, using technology, to improve instruction? What are some strategies that may be used for the implementation and assessment of technology? What is the concept of "research based" and the importance of using this information when developing classroom strategies? (Send reflection via e-mail.)

Week 5

The following reading assignments are from the book *Multiple Intelligences and Instructional Technology* 2nd Edition

Chapter 8- Becoming a Techno Constructivist

Chapter 9- Internet-Based Instruction

Chapter 10- Assessment

The Following Reflective Questions will be used for Discussion

Chapter 8

1. Where would you place yourself in Noon's model of teacher technology use?

2. How can a techno traditionalist accommodate the intelligences through technology? What limits or assists this?

3. Can you still keep your lessons compact and manageable as a technoconstructivist? Defend your answer.

4. What kind of support do you need to become a technoconstructivist?

Chapter 9

1. Which forms of synchronous and asynchronous communication would work well with your learners and curriculum?

2. Identify the eIditarod project's level of technology integrations on Noon's scale ad explain your reasoning.

3. Which topics in your curriculum could you develop into a Web-based project?

4. Which is more desirable: a Web-based project designed for a one-computer classroom or a similar project designed for a computer lab? Defend your answer.

Chapter 10

1. How does your assessment strategies dictate the kinds of instructional strategies you choose?

2. Create a rubric for a lesson presented earlier in the text using the template provided on the accompanying CD-ROM. What did you find difficult?

3. Would digital student portfolios encourage you to include technology more frequently

in your instruction?

4. How do you envision technoconstructivist assessment formats?

View- "An Introduction to Comprehensive Assessment" at http://www.edutopia.org/comprehensive-assessment-introduction-video.

(Running time 3:12) Performance-based evaluation is a real-world improvement on the artificial measures of paper-and-pencil testing. *Read a short introductory article at* (http://www.edutopia.org/comprehensive-assessment-introduction*) or watch an in-depth video* (http://www.edutopia.org/comprehensive-assessment-overview-video).

Discussion- Do you think it is important to "teach to the test"? Which is the most important, teaching skills, or teaching to the test? Do you think testing promotes insecurity among students? Please explain your answers.

View- "Alternative Assessment" at (http://www.edutopia.org/assessment-overview-video).

(Running time 8:11) Performance assessments offer a richer, more holistic approach to evaluating what students know and can do. *Read a short introductory article* at http://www.edutopia.org/comprehensive-assessment-introduction *or watch a brief introductory video* at http://www.edutopia.org/comprehensive-assessment-introduction-video.

Discussion- What is your opinion of "alternative assessment"? What is meant by the statement, "Our children are over tested and under examined?"

Sixth Week

Technology Integration Projects are Due

LEGAL ISSUES

Read- "Freedom of Speech" at http://www.dr-hatfield.com/Download/fifth/The%20Blog%20Bog.pdf

Discussion- What does this article tell us about the First Amendment rights of students? After reading this article, what is your opinion on the outcome of the lawsuit? Do you consider the First Amendment when you prepare your lesson plans? Do you think that administrators should have the power to regulate student blogs written at home. What are the legal implications "Dos & Don'ts?"

Read- "Districts Grapple with Web Bullying" at http://www.dr-hatfield.com/Download/fifth/Web%20Bullying.htm. (Read for discussion)

Discussion- After reading the "Freedom of Speech" article (above), what measures can a school district employ to prevent Cyber Bullying?

Read- "Kids Outsmart Web Filters" at http://www.dr-hatfield.com/Download/Second/Kids%20outsmart%20Web%20filters.htm.

Discussion- What is a Web proxy? What steps should a teacher take to prevent students from accessing a Web proxy?

Read- "HighSchool.com" at http://www.edutopia.org/online-education-virtual-classrooms. (Read for class discussion)

View- "HIGHSCHOOL.COM" at http://www.edutopia.org/online-learning-video (View for class discussion)

(Running time: 11:00)
Virtual schools make available a world of new courses -- from obscure electives to advanced-placement classes -- that challenge students intellectually and open up new doors.

Read- "The Changing Face of Classroom Technology" at http://www.education-world.com/a_tech/tech/tech192.shtml. (Read for class discussion)

Discussion- How have the technology needs of teachers changed during the past few years? What tech support do teachers need now compared to what they needed a few years ago? How has the job of technology coordinator changed?

Learning Team Assignments:

Meet and discuss the topics (during the week in which they were assigned) listed above and discuss their implications for the educational process. Please use the Tusculum Sakai "chat room" website to discuss these topics online. The weekly learning team assignments may be found at http://www.dr-hatfield.com/Reading.

NOTE: This syllabus may be changed, without notice, if the instructor deems it necessary.

Name _____ ME_____

EDUC515 Assignment Checklist --- Dr. Raymond Hatfield

Assignment	Points	Completion Date
FIRST WEEK		
Thomas Friedman, The World is Flat	2	
Constructivist Learning Theory/Constructivist Theory	2	
The Administrator's Role in Technology Integration	2	
What Every Teacher Should Know About Technology	2	
A New Way to Teach: Begin with the End	2	
Teachers Support Differentiated Learning Through Professional Development and Collaboration	2	
A Commitment to High Tech Education	2	
Learning Team	2	
SECOND WEEK		
Chapter 1- New Theory of Learning	2	
Chapter 2- Instructional Design and Multiple Intelligences	2	
Chapter 3- Technology and Multiple Intelligences	2	
An Educator's Journey Toward Multiple Intelligences	2	
The Key Learning Community: Cultivating Multiple Intelligences	2	
An Introduction to Project-Based Learning	2	
Staff Development: Your Most Important Role	2	
Ten Steps to Effective Technology Staff Development	2	
Tech-Fueled Differentiated Instruction Engages Elementary School Students	2	
Learning Team	2	
THIRD WEEK		
Chapter 4- Media Selection	2	
Chapter 5- Software	2	
Integrating Technology into Instruction	2	
An Introduction to Technology Integration	2	
Managing Your Classroom Computer Center	2	
Computers and their Effect on the Brain (4 Articles)	4	
Learning Team	2	
FOURTH WEEK		
Chapter 6- Modifying Existing Lessons	2	
Chapter 7- Building New Instruction	2	
What's the Point of PowerPoint?	2	
Influences and Barriers to the Adoption of Instructional Technology	2	
Integrating Technology Into the Classroom	2	
Learning Team	2	
FIFTH WEEK		
Chapter 8- Becoming a Techno Constructivist	2	
Chapter 9- Internet-Based Instruction	2	
Chapter 10- Assessment	2	
An Introduction to Comprehensive Assessment	2	
Alternative Assessment	2	
Learning Team	2	
SIXTH WEEK		
Freedom of Speech	2	
Districts Grapple with Web Bullying	2	
Kids Outsmart Web Filters	2	
HighSchool.com	2	
The Changing Face of Classroom Technology	2	
Learning Team	2	
Technology Project	12	