



Professional Education Unit Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Professional Education Unit Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Syllabus

62-130-01 Educational Computing and Technology Department of Professional Education (Dual Credit)

Prerequisites: There are no prerequisites for this course.

Instructor:

Office
Office Hours

Phone:

Required Textbook

The required text for this course is

Shelly, G. B., Gunter, G. A., & Gunter, R. E. (2011). *Teachers discovering computers: Integrating technology in a connected world* (7th ed.). Cambridge, MA: Course Technology.

Additional reading materials will be uploaded to the Northwest Online web site accompanying this course.

Course Description

62-130 Educational Computing and Technology (3 hours): Introductory technology course required for all education majors that emphasizes application of contemporary technology in education. Students will learn to use technology as a tool to improve the teaching and learning processes. The methodologies and materials used in the course are updated each trimester according to current trends, practices, and research in the field of educational technology. In addition, technologies used in the course will be same as technologies that are used and available in K-6 classrooms. (F, S, SS)

Course Overview

The goals of this course include helping education students

- develop an understanding of and appreciation for educational technology resulting in the ability and desire to integrate technology in their personal and professional lives
- incorporate technological tools into the learning process

- develop basic skills leading to the integration of computer technology (and other technology) into the elementary curriculum
- acquire competence in educational technology based on the International Society for Technology in Education (ISTE®) National Educational Technology Standards (NETS) for the professional preparation of technology-literate elementary teachers
- develop and apply concepts of contemporary computer technology in solving problems and making informed decisions
- use computer applications to manage information, including word-processing, spreadsheets and databases, presentation, and publication software
- use appropriate methods to locate, manage, and evaluate electronic information

In this course we ask reflective questions such as:

- What does effective instructional technology look like in the classroom?
- What are the goals of instructional technology?
- What is a viable relationship between teaching, learning, and instructional technology?
- How do we construct classrooms that reflect best practices in instructional technology?
- How do we address the state curriculum standards while integrating instructional technology within the disciplines and with other areas of the elementary curriculum?

Education majors must be able to equip their students with the technological tools necessary to process information, think critically, and communicate their thoughts to others. This course introduces undergraduate education majors to the latest research and information available on pedagogy, curriculum, learning theory, and classroom management related to instructional technology and prepares them to integrate technology across the curriculum.

Course Outcomes: The Northwest student will:	Standards of Specialty Organizations: ISTE: The Northwest student	MoSTEP Standards: The Northwest student	Conceptual Framework and Key Quality Indicators	Assessment
Demonstrate knowledge of the basic features of educational computing and technology that foster students' effective citizenship in a culturally diverse, democratic society in an interdependent world.	I. Understands technology operations and concepts	1. Understands central concepts, creates meaningful learning experiences that integrate technology.	C&I-A. Facilitator of Metacognition	Final exams Completion of performance-based tasks demonstrating educational computing and technology that are appropriate for diverse students
Demonstrate proficiency in developing instructional activities for elementary students infused with global and multicultural perspectives that integrate technology.	II. Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional activities to support the diverse needs of learners. III. Applies technology to develop students' higher-order thinking and creativity.	2. Understands how students learn and develop and provides opportunities for intellectual, social and personal development for all students. 3. Understands how students differ; creates instructional opportunities that are adapted to diverse learners.	C&I-B. Integrator of Pedagogy C&I-B1. Integrator of Standards-based Curriculum and Materials C&I -B3. Integrator of Instructional Strategies and Technology C&I-C1. Promoter of Diversity	Threaded discussion/article reflection and final exams Completion of performance-based tasks demonstrating educational computing and technology Desktop publication of a weekly newsletter, including graphics

		5. Uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.		
Demonstrate knowledge of a variety of uses of instructional and technological resources to aid elementary students' understanding.	NCSS 4: understands various_methods for framing research questions; understands how to interpret, classify, analyze, and evaluate data; understands how to report findings to different audiences.	3. Understands how students differ; creates instructional opportunities that are adapted to diverse learners.	C&I-B3. Integrator of Instructional Strategies and Technology.	Prezi/Powtoon presentation WebQuest Website evaluation Operation of hardware: Use a personal computer, SmartBoard, document camera, assessment systems, digital camera, iPads and appropriate assistive devices
Course Outcomes: The Northwest student will:	Standards of Specialty Organizations:	MoSTEP Standards: The Northwest student	Conceptual Framework and Key Quality Indicators	Assessment
Differentiate instruction using educational computing and technology to meet the needs of diverse learners	ACEI/NCATE 3b. Understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.	1.2 presents the subject matter in multiple ways.	KQI 5b Human Relations Competencies within a Diverse Society	Six activity ideas from the Internet that incorporate technology Parallel lesson plan incorporating technology
Seek out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher, drawing upon professional colleagues as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking feedback.	ACEI/NCATE 5b. Be aware of and reflect on his/her practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. ACEI/NCATE 5d. Foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.		CF A3. Facilitator of Collaboration/ Partnerships	Weekly reflection threaded discussion Pair presentation
Develop an appreciation for the need and value of integrating technology into the curriculum.			CF C1. Promoter of Diversity	Reflection threaded discussion Final exam
Develop a sensitivity to and appreciation for culturally and	ACEI/NCATE 3b. Understand how elementary students differ in their		CF C1. Promoter of Diversity	Reflection threaded discussion

linguistically diverse learners.	development and approaches to learning and create instructional opportunities that are adapted to diverse students.			
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Course Schedule* (Note: This schedule is tentative and may change due to curricular needs of this class.)

62-130-01 Educational Computing and Technology Tentative Course Schedule –

Week	Topics		
	Assignments	Points	Due Date
1:	Welcome: Course Overview Icebreaker: BioPoem Email OneNote Microsoft Word		
	Threaded Discussion 1	5	Aug 31 in-class
	Microsoft Word Newsletter Quiz 1	30 5	Sept 7 @ midnight Sept 7 @ midnight
2:	Labor Day: No Class		
	Prezi or Powtoon	20	Sept 21 @ midnight
3:	Designing Webpages/Portfolio: Weebly Edmodo		
	Threaded Discussion 2	10	Sept 14 in-class
	Weebly Portfolio Quiz 2	5	Nov 30 @ 4 pm Sept 21 @ midnight
	Download SMART Notebook 11		Sept 21 @ 4 pm
4:	Excel, Pictographs, Timeline SMARTBoards/Notebook Introduction		
	Excel Gradebook	40	Sept 21 in-class
	Threaded Discussion 3	10	Sept 21 in-class
	Quiz 3	5	Sept 28 @ midnight
5:	Concept Mapping SmartNotebook (Creating)		
	Threaded Discussion 4	10	Sept 28 in-class
	Concept Map: bubbl.us or Popplet	5	Sept 28 in-class
	SMART Notebook	40	Oct 5 @ midnight
	Quiz 4	5	Oct 5 @ midnight
6:	Assessment: Kahoot, Plickers, Padlet, Poll Everywhere, Game Makers		
	Kahoot	20	Oct 12 @ midnight
	Quiz 5	5	Oct 12 @ midnight
7:	Google Drive iPads		
	Google Drive Form	5	Oct 12 in-class
	iPad App Evaluation (Google Form)	10	Oct 12 in-class
	Threaded Discussion 5	10	Oct 12 in-class
	Quiz 6	5	Oct 19 @ midnight

8:	Technology Presentations		
	Threaded Discussion 6	10	Oct 19 in-class
9:	Technology Presentations		
	Quiz 7	5	Nov 2 @ midnight
10:	Jing Microsoft Office Access		
	Threaded Discussion 7	10	Nov 2 in-class
	Jing Video	30	Nov 9 @ midnight
	Quiz 8	5	Nov 9 @ midnight
11:	Microsoft Office: Publisher Windows Movie Maker		
	Publisher eBook or Movie	30	Nov 16 @ midnight
	Quiz 9	5	Nov 16 @ midnight
12:	WebQuests Web Searching and Evaluation Evaluating Websites		
	Threaded Discussion 8	10	Nov 23 @ midnight
	WebQuest Evaluation	15	Nov 23 @ midnight
	Web Searching/Evaluation Worksheet	10	Nov 16 in-class
	Quiz 10	20	Nov 23 @ midnight
13:	Thanksgiving Recess: No Class		
	No assignments		
14:	Portfolio Presentations		
	Portfolio Presentation	20	Nov 30 or Dec 7 in-class
	Weebly Portfolio	40	Nov 30 @ 4 pm
15:	Portfolio Presentations		
	Online Final Discussion: Changes	20	Dec 7 in-class
16:	Online Final Exam (no class)		
	Philosophy Essay	30	Dec 15 @ 5 pm
	Integration Essay	50	Dec 15 @ 5 pm
A = 93 – 100% B = 85 – 92% C = 77 – 84% D = 70-76% F = 69 – 0%		555 Total Points	

Instructional Strategies

Topics will be covered through performance-based activities incorporating educational computing and technology, cooperative learning, online instructional modules in Northwest Online, peer tutoring, simulations, etc.

Evaluation

A scoring rubric will be provided for many assignments.

Come to class prepared! That means read and think about the material in the textbook and articles. Be ready to join in large and small group discussions and activities. The instructor will generally supply prompts or guiding questions.

Expect to participate and to learn from your peers. The topics, readings, and activities are designed to engage your interest, develop your critical thinking skills, and ensure scaffolding of new learning with previous experiences. You

are expected to contribute to class discussions and threaded discussions by expressing your thoughts, ideas, questions, and understandings orally and in writing in whole class, small group, and individual formats.

Grading Scale:

- A = 93 - 100%
- B = 85 - 92%
- C = 77 - 84%
- D = 70 - 76%
- F = 69 - 0

Scoring Guides:

1. A scoring guide (or rubric) will be provided for most activities. You will self-evaluate using the rubric provided for each assignment. The goal of this process is continuous quality improvement.
2. Before you submit the assignment, it is recommended that you meet with a peer to evaluate your work using the same components of the scoring rubric.
3. Once submitted, the instructor will then evaluate the assignment using the scoring rubric.

Academic Integrity

Academic honesty is essential to the integrity of the mission and success of the university and is expected of all students. It is the responsibility of every student to avoid dishonest practices. There are eight board areas of academic dishonesty:

- obtaining unauthorized aid or information
- giving unauthorized aid or information
- committing plagiarism from written, electronic, or Internet sources
- misrepresenting facts or data
- offering bribes
- using library resources unethically
- using computer resources unethically and
- knowingly assisting in any of the above practices.

A charge of academic dishonesty can be brought against a student by an instructor, a staff member, or another student in consultation with an instructor. The instructor or staff member, after having consulted the chairperson, will notify the student in writing of the formal charge. If the instructor involved is a chairperson, the instructor will consult with the dean of the appropriate college before moving forward with the process. While in standard cases the instructor will give the student an automatic "F" in the course, the instructor, in consultation with the chair or dean, has the discretion to alter sanctions as appropriate. If the student chooses to appeal the charge of the instructor, the student may stay in the class until the appeal process is completed. All cases of academic dishonesty will be reported by the chairperson to the academic dean, graduate dean and the provost.

University Policy Regarding Academic Integrity

The policy initiated by the University concerning academic integrity will be followed in these classes. Please refer to the "Academic Honesty" section in the *Academic Catalog*.

Plagiarism is one form of cheating. That all students must do their own work is basic to their learning experiences. To submit a paper that is in part or in whole the work of another un-credited person is plagiarism. Students found guilty of plagiarism may fail the course and be reported under the guidelines on academic honesty found in the current *Undergraduate Catalog* (47-8) and the *Northwest Student Handbook* (14, 52).

To avoid plagiarism, if you use words or ideas from another person's work, including material found on the World Wide Web (Internet), you must document the source. To document a direct quotation in APA (6th edition) style, you must

- A. include quotation marks around the material or indent it within the text to indicate your use of the source;
- B. provide parenthetical notation indicating the author's name (if available), or title of article or book if author's name is not available, year of publication, date of publication, and page where statement was originally found, for example, (Hays, 2002, p.203);
- C. include the paragraph number if the article is an online presentation and does not have page numbers, for example, (Hays, 2002, ¶ 5).

If, instead of quoting, you paraphrase the facts of ideas of others, you must fully digest the concepts, state them in your own words and sentence structure, and credit the source as in B and C above.

Statement of Non-Discrimination

Applicants for admission and employment, students, and employees of Northwest Missouri State University are hereby notified that this institution does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Northwest Missouri State University's compliance with the regulations implementing the Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities Act (ADA) guidelines is directed to contact the President's Office, Northwest Missouri State University, 800 University Drive, Maryville, MO 64468-6001, (660) 562-1110. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing EEOC and ADA guidelines.

Special Needs/ADA Compliance Policy

The instructor supports the intent underlying both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities (ADA) law. Students in this course who need disability accommodations/modifications should present a copy of their official Northwest accommodation letter from the LAP/S Committee to the instructor during private office hours as early in the term as possible. Additional information can be found online at <http://www.nwmissouri.edu/swd>.

Attendance

Every student is expected to attend every class session in this course. It is your responsibility to promptly notify the instructor (**via phone at 660-562-1393 or email**) **before** any time you are unable to attend class and obtain notes and copies of handouts from classmates or check with me as soon as possible for an update. You may make up class work without penalty if you are

- engaged in university activities endorsed by the provost,
- prevented from attending class by illness, validated by a medical excuse, or
- prevented from attending class by a documented family or legal situation, e.g., funeral or jury duty.

After the Add Period until the end of the Drop Period, your instructor may request the registrar to delete a student from the class roster due to non-attendance.

Assignments must be submitted on or before the due date. Many handouts and assignments will be posted on the Northwest Online web site.

All assignments must be completed in order to receive a grade for this course.

Electronic Devices

Cell phones and pagers that ring during class are disruptive. Please turn them off before class begins. If there is an emergency situation that requires that you be reached, set your phone or pager to vibrate. If it rings, leave the class to take the call.

Laptops and mobile devices may be used during class time if they are being used for a class activity class such as taking notes. Please do not prepare, read or send email, text messages, IM, surf the web, read social networking sites, or play games on any electronic device during class time. If you are using an electronic device during class, be prepared to share what you are doing with the professor.

Late Assignments and Examinations

Assignments should be turned in on or before the due date to receive full credit. Being absent does not excuse students from submitting assignments on time, since work may be submitted through the Northwest Online site. 10% of the total points will be deducted for each academic day late unless arrangements have been made with the professor prior to the absence. When late assignments have been submitted for grading, students will notify the professor via email with the name of the assignment. Threaded discussions and quizzes must be taken within the assigned date period, unless arrangements have been made with the professor for an extension.

Inclement Weather: In case of inclement weather, we will plan to have an online class. If internet access is available, I will post an announcement on the Northwest Online site and send each student an email to his/her university email address. Please check for that information before risking an accident on the way to the class site. Chapters/articles will be covered in the order listed in the Tentative Schedule and you will be responsible for posting a threaded discussion response and taking the quiz even if we are unable to meet. If you are concerned about weather or have to miss class due to illness or car trouble, be sure to follow our course schedule and try to keep up with the reading.