IT371 Advanced Instructional Technology for Educators Spring 2011

Note: Changes to this web page are likely to occur throughout the semester. Please refer to this page often. The online version supersedes all printed versions.

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Course Web Sites: http://www.emporia.edu/~hollandj/it371sp11/index.html
Blackboard: http://elearning.emporia.edu/
ESU Syllabus: http://www.emporia.edu/regist/enroll/syll.htm or Download (.pdf) Syllabus
FA 09-10

Optional Textbook:

Textbook Resources:
ESU Bookstore or http://www.mbsdirect.net/ or http://www.amazon.com/

Required: USB Storage Device - Flash Drives, also known as, Thumb Drive, Jump Drive, Flash Drive, etc.
Required: Few CD-R Disk with cases
ESU Web Server Space "My Files"
ESU E-mail Account

* See Expected Use of Internet Technologies below

Course Goal
By actively participating in this course, you will improve your abilities and desire to use traditional media as well as interactive "new" media to support the learning of worthwhile outcomes.

Copyright:
Students must use only copyright free materials (text and images) and cite the sources when appropriate. Students are expected to create your own original materials and not Edit>Copy and Edit>Paste or save materials from websites belonging to others. If I see a copyright or trademark holder I require a written document stating approval from the author or company.

Assignments and Grade Weighting

<table>
<thead>
<tr>
<th>Complete</th>
<th>%</th>
<th>Assignment, Quiz, Present, Exam</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
<td>E-Mail Goal</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
<td>Blackboard Introduction</td>
<td>1</td>
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<tr>
<td>3.</td>
<td>5</td>
<td>Keynote About Me</td>
<td>1-2</td>
</tr>
<tr>
<td>4.</td>
<td>10</td>
<td>Chapter Class Presentations Each Week (Ch. 1)</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>Website Structure (Top Navigation Pages Completed)</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Ch. 2 Class Presentation</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>5</td>
<td>Instructor Image Editing</td>
<td>4-5</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Ch. 3 Class Presentation</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Ch. 4 Class Presentation</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>5</td>
<td>Science Animation Processes</td>
<td>6</td>
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<tr>
<td>11.</td>
<td></td>
<td>Ch. 5 Class Presentation</td>
<td>6</td>
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<tr>
<td>12.</td>
<td></td>
<td>Ch. 6 Class Presentation</td>
<td>7</td>
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<tr>
<td>13.</td>
<td>5</td>
<td>Technology Hardware/Software (Image Maps &amp; Rollover Images)</td>
<td>7</td>
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</tbody>
</table>
14. Ch. 7 Class Presentation | 8
15. 5 Science Probes | 8
16. Ch. 8 Class Presentation | 9
17. 5 Health & Nutrition (Digital Dance Pads & Wii Sports) | 9
18. Spring Break | 10
19. Ch. 9 Class Presentation | 11
20. 5 Student Drawing/Painting Art Lesson | 11
21. Ch. 10 Class Presentation | 12
22. 10 Social Studies Digital Storytelling (iMovie) | 12-13
23. 10 Podcasting (Music, Reading, Writing, Math) | 14-15
24. 5 Themes (Digital Scrapbooks, Cards, Collage, Calendar) | 16
25. 5 Panoramic Learning Objects | 17
26. 5 Post Reflection on learning in Blackboard | 17
27. 10 Final Presentation | 18

**Book Chapter Presentations:** All students in class will be divided into groups to present the chapter reading material to the class using a Keynote/PowerPoint with the presentations approximately 5 minutes in length.

**Course Evaluation:**
There are 100 points possible for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The final grade will be based on the following percentage scale:

<table>
<thead>
<tr>
<th>Undergraduate Grading Scale</th>
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<tbody>
<tr>
<td>94-100 = A</td>
</tr>
<tr>
<td>91-93 = A-</td>
</tr>
<tr>
<td>87-90 = B+</td>
</tr>
<tr>
<td>84-86 = B</td>
</tr>
<tr>
<td>81-83 = B-</td>
</tr>
<tr>
<td>77-80 = C+</td>
</tr>
<tr>
<td>74-76 = C</td>
</tr>
<tr>
<td>71-73 = C-</td>
</tr>
<tr>
<td>61-70 = D</td>
</tr>
<tr>
<td>&lt;61 = F</td>
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</tbody>
</table>

**Other Items:**

**Expected Use of Internet Technologies**
The use of email and other Internet Technologies is an integral part of this course. The use of these technologies is required on a regular basis for class communication and file distribution. Regular use will ensure that students will be comfortable enough to use these technologies in their future classroom.

Free Email Accounts are available from the following:
- Yahoo (http://www.yahoo.com)
- Hotmail (http://www.hotmail.com)
- Netscape (http://www.netscape.com)
- Opera (http://operamail.com)

Free Web Server Space (with FTP access) is available from the following:
- Topcities (http://www.topcities.com)

FTP Software
- Click here to Download WS-FTP.
- Once installed, make sure you specify that you are using it for educational purposes.
**Expectations:**
Extensive lab hours will be required outside the normal lecture period. Since other professors may request the lab for their classes, check the open lab hours. You may work on assignments at home/work if you have the same software.

**Internet at Home:**
Emporia State University has dialup access available 24 hours per day. This gives a full Internet connection including the WWW and e-mail. The cost is modest for the entire year (@$50.00). This setup requires either a Macintosh or Windows computer and a modem.

**Academic Dishonesty**
Academic dishonesty, such as cheating, copying, and/or plagiarism, will not be condoned. Policies of the Instructional Design & Technology Department, The Teachers College, and Emporia State University will be adhered to by the professor. See the ESU web page below:
http://www.emporia.edu/soa/ja/code.html

**Americans With Disabilities Act:**
"Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential." Student requiring special adaptations or accommodations should inform the professor. See the ESU web page below:
http://www.emporia.edu/disability/

**Attendance Policy**
Attendance will be taken at the beginning of each class session. Participation/attendance points are recorded and are a part of the student's course grade. There are not excused/unexcused absences. **IMPORTANT** - After nine (9) absences the student's grade will be an automatic F. It is suggested that with this many absences the student should drop the course.

**Classroom Environment**
There is no eating or drinking allowed in the computer laboratory. However, food is allowed in the Atrium, which is just outside the door.

**Course Changes**
I reserve the right to make modifications/changes in the course as necessary for the purposes of instruction.

**Drop/Add & Withdrawal**
Students who may wish to change courses or withdraw should be aware of the appropriate dates.

**Late Work**
Late work will NOT be accepted for points as a general rule. Consult with the instructor if you believe there may be extenuating circumstances.

**Extra Credit**
No individual extra credit assignments are available. Only whole group extra credit assignments may be provided when the meet the goals of the courses. (These are extremely infrequent.) Generally, there is not extra credit given in the course.
**Reading Assignments**
The student is expected to have read all assigned textbook-related readings. Normally this is to be completed prior to the class sessions.

**Writing Standards**
Class participants are university students and most, if not all, will be teachers. Effective communication skills are demanded in today's world. Thus, high standards for written and oral communication are expected and the quality of such will be graded. Papers, including sources, must be cited in a consistent format. The American Psychological Association, APA, style is required. Plagiarism is not condoned.

**World Wide Web Addiction**
Although the Internet, and specifically the World Wide Web, is a valuable tool for educators, it is NOT education itself. A recent study showed a positive correlation between students who failed college and those who spent long hours surfing the Internet. Students are advised to be moderate in their use of WWW and complete all assignments in a timely manner.

**Technology Standards**
The International Society for Technology in Education (ISTE) developed the standards for technology and teacher education [http://www.iste.org]. These standards are called the National Educational Technology Standards (NETS). These standards may be used by the accrediting agency known as National Council for Accreditation of Teacher Education (NCATE) [http://www.ncate.org]. There are six broad standards with a variety of performance indicators for each standard. The performance indicators are listed below.

1. **Facilitate and Inspire Student Learning and Creativity**
   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   a. promote, support, and model creative and innovative thinking and inventiveness.
   b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
   c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
   d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. **Design and Develop Digital-Age Learning Experiences and Assessments**
   Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:
   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
   d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. **Model Digital-Age Work and Learning**
   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
Adopted November 4, 2009

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Outcomes for Teacher Candidates and Other School-Based Professionals

Knowledge

Candidates exhibit knowledge of:

1. characteristics of diverse learners.

2. legal issues and ethical standards that apply to sound educational practices.

3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

**Conceptual Framework Model**

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.
Proficiency 1: Provides Service to Society. The Professional Educator provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. Candidates exhibit knowledge of
1) characteristics of diverse learners.
2) legal issues and ethical standards that apply to sound educational practices.
3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to
1) integrate and use concepts from their general, content, and professional studies in their educational environment.
2) demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3) implement non-biased techniques for meeting needs of diverse learners.

C. Candidates exhibit dispositions that exemplify
1) professionalism and ethical standards.
2) respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge. The Professional Educator utilizes a body of interdisciplinary, scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. Candidates exhibit knowledge of
1) general education within an intellectual framework.
2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
3) philosophical, historical, social, and theoretical foundations of education.

B. Candidates demonstrate practical ability to
1) integrate knowledge across and within disciplines.
2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
3) determine and assess what students need to know and be able to do in order to succeed.

C. Candidates exhibit dispositions that exemplify
1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
2) the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Practical Action. The Professional Educator engages in theory-based, practical action and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

A. Candidates exhibit knowledge of
1) on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
2) teaching and learning as a dynamic, constructive, and metacognitive process.
3) a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. Candidates demonstrate practical ability to
1) utilize creative planning and curriculum integration to promote learning of all students.
2) create learning experiences commensurate with a student’s level of readiness.
3) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. Candidates exhibit dispositions that exemplify
1) a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
2) a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change. The Professional Educator responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

A. Candidates exhibit knowledge of
1) ever changing educational needs of students living in a global society.
2) appropriate technology and how it may be used to enhance teaching and learning.
3) various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to
1) use and support effective communication techniques in order to develop a positive learning environment.
2) make use of appropriate technology to support student learning.
3) integrate effective behavior management into all interactions with students.

C. Candidates exhibit dispositions that exemplify
1) a commitment to challenge all students to learn and to help every child to succeed.
2) an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Participates in Self-Reflection. The Professional Educator recognizes the importance of experience and the ability to reflect on one’s practice and its outcomes. Self-reflection includes such things as problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

A. Candidates exhibit knowledge of
1) theories of human physical, cognitive, social, and emotional development.
2) appropriate techniques for teaching and using self-reflection strategies.
3) a variety of assessment strategies to diagnose and respond to individual learning needs.

B. Candidates demonstrate practical ability to
1) apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
2) employ appropriate assessment techniques in order to measure student performance and growth.
3) develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. Candidates exhibit dispositions that exemplify
1) a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
2) a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community. The Professional Educator is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

A. Candidates exhibit knowledge of
1) professional ethics and standards for practice.
2) teamwork and practices for creating healthy environments for learning and teaching.
3) effective communication techniques in order to develop a positive learning environment.

B. Candidates demonstrate practical ability to
1) respond respectfully to ideas and views of others.
2) recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
3) utilize student learning standards to promote student learning and achievement.

C. Candidates exhibit dispositions that exemplify
1) a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
2) a willingness to learn from other professionals in the field.

STUDENT ACADEMIC DISHONESTY POLICY
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

SPECIAL ACCOMMODATIONS
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Contact information for the Office of