

## EDCT 501 Technology Applications in Education

**As a Unit, we prepare leader-educators and practitioners who share in our commitment to lifelong learning and serving society responsibly as change agents in meeting diverse human and social needs.**

**Spring 09-10**

**Call # 81038**

**Section: Lancaster**

**Credit Hours 4**

**Instructor: David Richard Moore**

**Email: [moored3@ohio.edu](mailto:moored3@ohio.edu) (best way to contact me)**

**Skype: moored3**

**Office Hours: Tuesday (before and after class)**

**Face-to-face Tuesday 5:10 pm - 9:00 pm (March 30, May 4th and June 1)**

**Office: McCracken Hall Room 250**

**Phone: (740 597 1322)**

**Course site: <https://bb7pilot.ohio.edu/>**

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### Course Description

The purpose of this course is to acquaint candidates with technology applications commonly found in educational settings. It encompasses effectively identifying, locating, evaluating, designing, preparing and efficiently using educational technology as instructional resources in the classroom as related to principles of learning and teaching. Candidates will develop increased classroom communication abilities through lectures, discussions, modeling, computer lab experiences and completion of a comprehensive portfolio project.

Candidates will learn to use a variety of **open source technology** to develop and enhance classroom instruction including hardware and software to develop skills in word processing, using spreadsheets, use of the Web, evaluating educational software and evaluating web pages, use multimedia and create a Web page. Candidates will use low, medium and high technology to enhance classroom instruction, communication and classroom management. EDCT 501 is designed to meet the requirements of the International Society for Technology in Education NETS Standards for Teachers ([http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)).

This course is very demanding and it is expected that appropriate amount of time will be given to the completion of projects. (OU policy for undergraduate study suggests that for every classroom contact hour a candidate should expect to work 2 hours outside of class therefore this course requires at least 8 hours of preparation outside of class).

## How EDCT 501 Works

### Class Policies

All forms of academic misconduct are prohibited by the Student Code of Conduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism), or knowingly furnishing false information to the university by forgery, alteration, or misuse of university documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from your work, submitting an academic exercise (written work, printing, sculpture, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip

Please realize that a search may be performed on your documents if there is a suspicion that the work has been copied (plagiarized) from the Internet or from a past student's work. **Should a match be found the student would receive an "F" for the final grade in the course and the documents and course materials of the student sent to judiciaries for review and expulsion from Ohio University.**

### Attendance Policy

It is mandatory that students attend each scheduled class unless otherwise indicated by the instructor.

**If any student has a known and recognized disability by the University, it is their responsibility to notify the Instructor to receive the needed assistance.**

### Required Text:

Meaningful Learning with Technology, 3rd Edition, Jonassen, Howland, Marra, and Crismond ISBN: 978-0-13-239395-9

This text may be purchased on the web or from the college bookstores. However, I suggest that you check the deliver time if you order from the web.

### Required Software:

LiveText Software – is a portfolio and assessment software that is now required by the College of Education for all students. The software may be purchased at <http://www.livetext.com>.

### Schedule

Week	Activities	Readings (date readings should be completed)	Assignments	Exams
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March 30 <sup>th</sup> face-to-face	- Course Introduction - Open source review - Software introduction (download and install)			
April 6 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 1: What is meaningful learning? Chapter 2 Investigating with technologies?	- 3 questions - Webquests - web 2.0 tool	
April 13 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 3 Experimenting with technologies	3 questions - Google surveys - web 2.0 tool	
April 20 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 4 Supporting writing with technology	3 questions - Wikis - web 2.0 tool	
April 27 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 5 Modeling with Technologies	3 questions - Spreadsheets - web 2.0 tool	
May 4 <sup>th</sup> face-to-face	Review and exam Course review	Chapter 6 Community Building with Technologies	3 questions - Digital storytelling (moviemaker, voicethread) - web 2.0 tool	Midterm
May 11 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 7 Communicating with technologies	3 questions - Podcasting - web 2.0 tool	
May 18 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 8 Designing with technologies	3 questions - Concept maps - web 2.0 tool	

May 25 <sup>th</sup> Online	Adobe connect session Student presentation Readings discussion Software demo	Chapter 9 Visualizing with Technologies Chapter	3 questions - Photo editing / website evaluation - web 2.0 tool	
June 1 <sup>st</sup> face-to-face	Review and exam Student presentation	Chapter 10 Assessing meaningful learning with technology Epilogue Implications of learning with technology	3 questions - Rubrics - web 2.0 tool	Final Livetext due Class project due

### Grades

Questions and participation	20%
Assignments	50%
Presentations	10%
Midterm	10%
Final	10%

### Required Materials:

- Broadband connection
- Computer conference capable computer

### Grading Policies

It is the **responsibility** of the student to complete all assignments and to give the work to the instructor for grading. All work becomes part of the Final Electronic Portfolio in LiveText.

Concerning participants who do not finish the course in the allotted quarter time frame and ask for an 'I', the **highest grade that may be earned is a B**. Participants not finishing on time are automatically penalized 1 letter grade for all projects. The only exceptions are a death in the family or severe illness in which case a doctor's excuse or a copy of a funeral program is required.

If there are unusual circumstances as approved by the instructor, an "I" or incomplete will be given. It is the **responsibility** of the student to complete all work within the requirements of an "I". The "I" will automatically turn to an "F" if the work is not completed in 5 weeks. A complete list of requirements for the final electronic portfolio may be found in at <http://www.livetext.com> site under the EDCT 501 Technology Portfolio 2008 Standards.

### Grading of Assignments

1. All work is submitted to the Digital Dropbox in Blackboard. There are NO exceptions unless noted in the assignment. The Digital Dropbox records the date and time so that we all know when you have submitted your work! Any work that is 1 week late receives a "0" for the grade with no opportunity to make up the assignment.
2. Your final grade will be computed from as follows:

- a. Attendance 10% + Assignments 35% + Readings/Quizzes 35% + Final Portfolio 20%
3. See Grade Scale below:

### Grade Scale Used:

Grade A is 95 to 100	Grade C is 74 to 76
Grade A- is 90 to 94	Grade C- is 70 to 73
Grade B+ is 87 to 89	Grade D+ is 67 to 69
Grade B is 84 to 86	Grade D is 64 to 66
Grade B- is 80 to 83	Grade D- is 60 to 63
Grade C+ is 77 to 79	Below 60 is an F

4. The assignments will be graded on their **instructional value** and **visual layout** as well as on your **demonstration of technical proficiency**. You are **expected to read the assigned readings**, and **participate in online Blackboard discussions, chats, and or blogs**.
5. Grading Rubrics will be provided for all assignments and can be examined for the requirements of the assignment. Please note that on the rubric there are 4 categories: Target, Acceptable, Approaching, Unacceptable. In this course Target is closely aligned to an A and **the work found in the assignment is expected to exceed the requirements** of the assignment.
6. **Assignment Submission** All assignments sent to the instructor are to be saved as follows: lastnameassignment# (eg. Franklin1)
- Access Blackboard 7 → Click **Tools** → Choose **Digital Dropbox** → Click **Send File**
  - In **Name** box: Type your last name and assignment# (eg. Franklin1)
  - In **File** box: Click **Browse** to locate and open your assignment which will have your last name as the file name and a number for the assignment
  - Click **Submit**
  - It is the student's responsibility to correctly drop assignments to the digital dropbox. The dropbox identifies the time and date in which files are placed in the dropbox. Assignments not dropped at the requested date will be counted as late and a 10% penalty will be assessed for each day late.

Standards
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### EDCT 501 meets the following Transfer Assurance Guidelines (TAG) for Ohio.

#### Candidates are expected to:

1. Develop basic technology competencies through the effective use of multiple operating systems.
2. Develop the basic understanding of productivity and utility software applications.
3. Develop basic understanding of using existing and emergent educational technologies in achieving curricular goals including classroom management, curricular design, and instructional strategies.
4. Develop an understanding of copyright law, use of copyrighted materials, software licensing, and other ethical issues.
5. Develop the ability to align curricular goals, instructional objectives, and the capabilities of electronic media through the principles of effective visual design, specification of clear

instructional objectives and the production of electronic media in various digital and non-digital formats.

## **EDCT 501 Demonstrates Mastery of the NETS-T National Educational Technology Standards for Teachers**

**Candidates are expected to:**

### **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.  
  
Develop technology-enriched learning environments that enable all students to pursue
- b. 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.  
  
Provide students with multiple and varied formative and summative assessments
- d. 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.

### **Professional Dispositions**

**Candidates are expected to:**

**Commitment to Social Justice** (i.e., ideal of fairness & the belief that all students can learn)

- Professional practice incorporates multicultural and international perspectives.
- Professional practice respects the dignity of all stakeholders in the education environment.
- Professional practice attends to issues of social, economic and political equity for individuals and groups that differ by gender, race, social class, disability, and sexual orientation.
- Professional practice entails creation of a challenging, student-centered learning environment

that makes use of multiple approaches.

### **Commitment to Ethics**

- Professional practice attends to codes of ethical conduct relevant to the candidates' respective education specialties.
- Professional practice demonstrates responsible, principled behavior.
- Professional practice respects the human dignity of all members of the school community.

### **Commitment to the Well-being of Students, Families, and Communities**

- Professional practice promotes the development and welfare of all students.
- Professional practice attends to students' health and safety.
- Professional practice models caring and empathy.
- Professional practice initiates productive relationships with peer candidates, students, families, communities, and colleagues.

### **Commitment to Professional Competence and Ongoing Professional Development**

- Professional practice involves decision making and problem solving based on reflection, critical thinking, and self-awareness relating to intra/interpersonal functioning.
- Professional practice demonstrates proficiency in the ethical use of technology.
- Professional practice demonstrates engagement with continuing education relating to both content and pedagogy.

### **Conceptual Core Knowledge-Bases**

- **Leader-Educators and Practitioners:** the Unit prepares expert, ethical and reflective leader-educators and practitioners and decision-makers who are committed to holistic learning, and engage in collaborative and professional service to society
- **Diversity:** Is the conscious awareness in lived experiences. It includes: Understanding and respecting interdependence of humanity, cultures, and natural environment; practicing mutual admiration for different qualities and experiences; understanding other ways of being and ways of knowing; understanding that individual and cultural discrimination maintains privileges for particular groups while creating disadvantages for others; and eradicating all types of discrimination while empowering school culture (LAS definition of diversity, 2004).
- **Change Agent:** Individuals within organizations recognize the need for change. Few are able to sustain successful change efforts alone. People are inherently resistant to change; avoiding or resisting it is human nature. At Ohio University, change is recognizable in the processes and development within the college of education.
- **Life-long Learning:** leader-educators and practitioners who engage in self reflection and professional development for continuous personal growth, and who inspire such practices in those whom they serve.

