COURSE SYLLABUS

Course Number: EME 2040
Prerequisite(s): none
Course Title: Introduction to Educational Technology
Course Credit: 3
Course Hours: 3
College: College of Education
Department: Department of Secondary Education and Foundations

Supplies: USB drive/external storage device

Companion Website: Your textbook has an excellent website with resources you will need to complete course activities and assignments. Visit this dynamic site at: http://www.ablongman.com/lever-duffy4e

Faculty Name: Dr. Bernadette Kelley
Term and Year: Spring 2011
Place and Time: Old DRS Media Center
Office Location: DRS Bldg. 8 202
Telephone: 599-3692
Email: Bernadette.Kelley@famu.edu
Office Hours
Other hours by appointment
Email and online office hours on demand

Course Description

This course is an applications and theory course designed to familiarize participants with various technologies and their uses in education. This course is designed to enable students to use computers and related technology as tools both in their own work and in work they will do as teachers; and to make them aware of educational technology resources available to them and the impact of these resources on all aspects of education. Activities are designed to provide hands-on use of educational technology resources and to model how technology can make possible a non-traditional approach to teaching which stresses critical thinking, problem-solving, and cooperative work.

Course Purpose

\[ F= \text{Florida Educator Accomplished Practices Standards (FEAPS)} \]
\[ I= \text{International Society of Technology Education (ISTE)} \]
\[ I= \text{Interstate New Teacher Assessment and Support Consortium Standards (INTASC)} \]
\[ (K) \text{ Knowledge} \quad (S) \text{ Skill} \quad (D) \text{ Disposition} \]
\[ \text{Quality Enhancement Plan - "Enhancing Performance in Critical Thinking"} = \text{Q.E.P.-E.P.C.T.} \]

Approved/Revised 08/10/10
Upon completion of this course, the student will be familiar with a variety of instructional technologies and be able to apply them to the teaching/learning process.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

**DIVERSITY**

- **CF 1**

  Through this focal area, the FAMU professional education candidate will:


<table>
<thead>
<tr>
<th>CF:</th>
<th>1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**

  Through this focal area, the FAMU professional education candidate will:


<table>
<thead>
<tr>
<th>CF:</th>
<th>2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10 12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF:</td>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

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| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

### VALUES

**• CF3**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

### CRITICAL THINKING

**• CF4**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

### PROFESSIONALISM

**• CF 5**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: | Display appropriate code of conduct including dress, language. | |

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URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 6.1 (S)</th>
<th>Be able to work in school settings with varied levels of human and material resources.</th>
<th>F: 9,10,11</th>
<th>I: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2,3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 5,11</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

ESOL-INFUSION SYLLABI ADDENDUM

Teaching Strategies Used

<table>
<thead>
<tr>
<th>ESOL Performance Standards addressed in the course</th>
<th>Related Course Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
</table>

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(K) Knowledge (S) Skill (D) Disposition

F: 9  I: 5,9
F:5,10,12  I: 2,10

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<table>
<thead>
<tr>
<th>ESOL Performance Standards addressed in the course</th>
<th>Related Course Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
</table>
*Chapters 2, 7* |  |
| 15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary level. 40. Identify state-adopted ESOL curricular materials 44. Identify appropriate instructional equipment for ESOL lessons. 47. Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. | 3. The identification of educational resources (hardware and software) in the classroom. 4. Developing and using technology instructional aids. 6. The use of the internet to support teaching, learning, and research 7. The use of presentation software in teaching and learning | Textbook and website: Teaching and Learning with Technology, Fourth Edition (2011) Lever-Duffy, et. al. Boston: Allyn & Bacon  
The web site for the text: Chapters 4, 5, 6 |  |

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(S) Skill  
(D) Disposition  

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ESOL Performance Standards addressed in the course | Related Course Objectives | Related Readings, Class Activities, and Assignments | Related Assessments
---|---|---|---
17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school. | 3. The identification of educational resources (hardware and software) in the classroom. | Textbook and website: : Teaching and Learning with Technology, Fourth Ed; Lever-Duffy, et. al. Boston: Allyn & Bacon Chapter 2, 10,11,12,13,14,15 | Chapter exercises
37. Identify content-specific vocabulary. | 4. Developing and using technology instructional aids. | | Lesson plan(s) linking Sunshine State Standards and subject matter content. Instructional objectives and lesson plans that demonstrate linking knowledge from two or more disciplines.
38. Identify culture-specific feature of content curricula. | 73. Determine strategies for content area teachers to use with LEP students. |
73. Determine strategies for content area teachers to use with LEP students. |

**Overall Goals of the Course**

Upon completion of this course, the student will be familiar with a variety of instructional technologies and be able to apply them to the teaching/learning process.

**Specific Behavioral Objectives**

Upon completion of the course, the student will be able to:

1. Describe key learning theories and relate them to the use of technologies in teaching and learning.
2. Summarize the history of technology in education
3. Prepare an instructional design and lesson plan that demonstrates the effective use of technology in instruction
4. Identify and use the microcomputer hardware and software appropriate to an educational environment.
5. Evaluate the effectiveness of educational hardware and software
6. Describe and demonstrate the application of key Internet and World Wide Web resources in teaching and learning
7. Identify the types and describe the use of each of the major groups of educational technologies.
8. Describe the components of distance education and explain its impact on education
9. Demonstrate an understanding of the critical educational, ethical, and social issues relating to technology in instruction.
10. Identify and describe how key emerging technologies are likely to have impact on education.

**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Professional Organization/Learned Society Standards**

**Florida Educator Accomplished Practices (FEAPs)**

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**


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Topical Outline

Please see course calendar for topics covered.

Teaching Methods

This learning experience will include one-to-one sharing, group work, cooperative presentation, demonstration, lecture, peer tutoring, modeling and online distance learning.

Course Evaluation

Grading Policies:

This course is designed as a project-based course. For that reason, the majority of your grade will be determined by the quality of the projects that you turn in. In addition to the course projects, you will also have weekly quizzes, a midterm exam, a final exam, and a final required project. Together these are weighted as follows:

- 14 Quizzes @ 1 pt. each          14 points
- Midterm Exam                      10 points
- Final Exam                        15 points
- 5 Portfolio Grades                36 points
- Class Participation               5 points
- Final Project and Presentation    20 points

Course Total                                100 points

Unit Projects:

You must submit a variety of projects to demonstrate your competencies and complete the course requirements. These projects will be organized into and submitted in five course portfolios.

Portfolios:

A portfolio lets you professionally organize activities that evidence your mastery of course objectives. You have 5 portfolios for this class, each one covering different chapters. When you turn in a portfolio, you must include that portfolio's Evaluation Rubric with it. The rubric helps you to understand precisely how you will be graded and allows you to self-assess your work before turning it in. You should carefully examine the rubric to be sure you understand what is expected of you. The portfolios will be organized as follows:

- Portfolio 1 – Projects - Chapters 1 & 2    (6 points)
- Portfolio 2 – Projects - Chapters 3-5-4-9   (12 points)
- Portfolio 3 – Projects - Chapters 6-7-8     (6 points)
- Portfolio 4 – Projects - Chapters 10-11     (6 points)
- Portfolio 5 – Projects - Chapters 12-13-14  (6 points)

Before you turn in each Portfolio for grading, make sure you have followed the assignment's directions carefully. Then, organize your assignments in order by chapter, beginning with the Portfolio Rubric.

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Place the assignments into the digital drop box. Remember that the appearance of this Portfolio is important, too. You are turning in a collection of work that demonstrates your competencies and professionalism. Its appearance should be appropriate to that goal.

**Final Project and TaskStream Presentation:**
You will prepare a final project that demonstrates the instructional skills you have gained from this course. In addition to preparing a fully articulated instructional design based on the DID model, you will also give a 10-15 minute presentation of a single lesson component using the educational technology of your choice. Details are provided in separate handout Your Final TaskStream Presentation.

**EXAMS**

Textbook readings, classroom activities, lectures, and projects and examinations have been carefully prepared to complement each other. Therefore, students who attend class regularly, participate in discussions and complete the course activities in a timely manner are consistently successful in the course.

The exams will consist of 12 equally weighted parts, objective and hands-on questions. The objective section may include multiple choice, true and false, short answer, and matching questions. The material for the objective questions will come from class discussions and your readings. The hands-on questions will ask you to apply your knowledge of technology to education using specific technologies. You will be expected to demonstrate your technology skills as well as your understanding of how various technologies can be used in teaching and learning.

In addition, there are two major exams: Midterm and Final

**Grading**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 pts</td>
</tr>
<tr>
<td>B</td>
<td>80-89 pts</td>
</tr>
<tr>
<td>C</td>
<td>70-79 pts</td>
</tr>
<tr>
<td>D</td>
<td>60-69 pts</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69 pts</td>
</tr>
</tbody>
</table>

**Course Policies**

University's Non-discrimination Policy Statement: [www.famu.edu](http://www.famu.edu)

University's American with Disabilities Act (ADA) Policy Statement:

“Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076”

**ATTENDANCE AND OTHER COURSE RESPONSIBILITIES**

**Attendance:**
You are expected to attend each scheduled class meeting because material covered in the lecture may not be available in the text or readings. Attendance will be taken daily and considered in awarding the final grade.

**Catalog Policy**

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ATTENDANCE IS MANDATORY University rules permit three (3) unexcused absences. Students with more than the 3 unexcused absences may fail the course. Attendance and tardiness will be used to decide borderline grades.

**Course Drops/Incompletes:**
Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with this procedure may result in your receiving a letter grade of "F". A grade of Incomplete (I) will only be given under extreme circumstances. Students must complete a written request for Incomplete before any extensions will be considered.

**Participation:**
Because of the nature of the course, there will be considerable discussion of course topics. You are expected to voice opinions and ideas as well as participate in regular question and answer sessions.

**Activity Responsibilities:**
A variety of technologies will be used to present course material. Lecture notes may be distributed along with other supplementary material provided. You are responsible for all lecture content, readings that relate to the course objectives and for material discussed in class.

The Course Companion lists the classroom topics for each week, the reading assignments that support the classroom activities, as well as class assignment information. You are expected to keep up with the textbook readings and are encouraged to use a 3-ring binder for organizing class notes and handouts. You are welcome to audiotape classroom lectures.

**The Classroom Atmosphere & You:**
In a course such as this, discussion of educational technologies often becomes excited, so you are expected to treat everyone in the class with respect at all times. There will be ample opportunities for everyone to participate in discussions and activities, but you are expected to do so politely and with self control. Please turn off your pager cellular phone during class.

**Academic Honor Policy/Course Ethics:**
Cheating in any fashion will not be tolerated, including but not limited plagiarizing another’s words, work or ideas on individual class assignments, falsifying records or cheating on exams. However, you are encouraged to work and study together on specifically designated assignments. Accordingly, you are responsible for answering any questions about any test or class assignment.

**A Final Word About Responsibilities:**
Mine...
As your Instructor, I will always attempt to explain course material to you, will answer as many questions as possible, and keep your informed of your progress. It is my goal to help you harness technology in order to help you be the most effective teacher possible. Don't be afraid that your concerns or questions seem to be foolish - they are not! This course is the place to experiment and question, before you step foot in your own classroom. I will help you in every way possible to master the technologies you will need for teaching and learning.

and Yours...
As a future educator, you have made a decision to participate in a challenging and important course that will be of significant help in your chosen profession. You are responsible for successfully completing the course as directed in this Course Companion not only for yourself and your degree, but in preparation to teach your own students. Contact me immediately if you do not fully understand instructions or the topics that have been covered; don't wait to the day before an exam or assignment is due. Be sure to read the entire Companion carefully and ask for clarification of anything you do not completely understand. I expect you join me in an active and energetic learning experience!

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### Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Technologies for Teaching and Learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1-2     | 1. *Teaching, Technology, and You.*  
ISTE NETS Standards for Educational Technology for Teachers and Students. (F, I, ISTE) |
| 3-4     | 2. *Theoretical Foundations.*  
F, I  
*Portfolio #1* |
5. *Computers in the Learning Environment.* (F, I, ISTE) |
| II. APPLYING TECHNOLOGIES FOR EFFECTIVE INSTRUCTION |
| 7-8     | 4. *Technology for Diverse Learners.*  
9. *The Internet and the World Wide Web*  
(ISTE, I)  
*Portfolio #2* |
| 9-10    | 7. *Administrative Software*  
8. *Academic Software*  
6. *Digital Technologies in the Classroom.* (F, I, ISTE)  
*Portfolio #3* |
| III. TECHNOLOGY IN SCHOOLS: CHANGING TEACHING AND LEARNING.|
| 11-12   | 10. *Using the Web for Teaching and Learning.*  
(F, I, ISTE)  
*Portfolio #4* |
| 13-14   | 12. *Distance Education (ISTE, I)* |
| 13-15   | 13. *Issues in Implementing Technology in Schools* |
| 13-16   | 14. *Emerging Technologies*  
*Portfolio #5* |
| 15      | *EXAM REVIEW/Project completions* |
| 16      | *Final Presentations*  
All work must be submitted by:  
*Last day of Classes*  
*Final Examinations*  
*HOLIDAYS* |

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REFERENCES:


* For additional references and sources, see the instructor.

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