**Technology Course Syllabi ED 105 and 512**

**Mississippi Valley State University**



EDUCATION COMPUTING (ED105)

**Syllabus**

**Mississippi Valley State University**

*Holistic Transformer: Transforming and developing scholars, reflective thinkers, and responsible professionals who in turn will change and transform the Delta and the society beyond.*

**Instructor**: **Class Meetings- Location/Time**:

**Office Location**: Computer Lab – Room 180

**Office Phone**: Time: 6:00-8:40 PM

**E-mail Address**: Day: Monday

**Office Hours**:

**I. Course Description**:

Educational Computing (ED 105) is designed to prepare pre-service teachers to use technology in the classroom to support teaching and learning. Aspiring candidates will participate in various instructional tasks including online assignments, small-group activities, group projects and individual assignments.

**II. Credit Hours:** 3 Hours

1. **Course Content**

The Educational Computing (ED 105) course content focuses on candidates preparation to learn to identify, apply, and asses the use of existing and available hardware, software, and web based resources as instructional tools.

 **Required Text:**

Roblyer M. D. and J. E. Hughes (2019). Integrating Educational Technology into Teaching. Pearson (8th Edition)

 Supplemental Digital Resources will be posted on the ED 105 Blackboard Course site.

ED 105 is a face-to-face class taught on campus. Students will also participate in online learning through the Blackboard Learning Management System (LMS) platform.

**III. Purpose**

Due to the perpetual changes in technological research and development, Educational Computing strives to facilitate the preparation of professional educators that are committed to lifelong learning. It is essential that teachers are competent and confident users of a broad spectrum of technological hardware, software, Apps and peripheral devices in both educational and non-educational settings. Teacher candidates have an opportunity to acquire the knowledge, develop the essential skills, and examine their personal dispositions toward the integration of technology. Technology related issues are not taught as a separate, add-on aspect of preparing to become a teacher. The course’s objectives are designed to facilitate the teacher candidate’s ability to infuse technology throughout all of the education program’s required curriculum. Prospective teachers learn to create documents, presentations, assessments, and instructional materials for coursework, professional purposes, and personal use.

ED 105 enables pre-service teachers to be immersed in experiential learning . . Emphasis is given to the premise that learning to teach with technology requires extensive first-hand, personal experience using instructional technology. Candidates have an opportunity to identify, plan, and evaluate the integration of instructional technology as a vital component that significantly shapes the design of the learning environment, the development of the curriculum, and has the potential to impact student achievement.

. **Course Rationale**

This course will examine the continued evolution and growth of the use educational technology. Through a series of hands-on, experiential tasks, the students will acquire the knowledge, develop the skills, and reflect on their personal dispositions towards issues related to the integration of instructional technology into the classroom instruction.

. **Course Overview**

In this course, students will learn how instructional technology has evolved into a significant resource and tool for designing classroom learning environments. Teacher candidates will examine and learn how to plan for the development of technology infused instruction. This course guides and supports candidates’ opportunities to learn how to access, evaluate and integrate digital instructional resources. Various projects are assigned to prepare the candidate’s to teach using new and emerging instructional technology.

**IV. General Course Goals:**

* 1. Educational Computing prepares students to be able to identify and evaluate appropriate technology for use in the learning process.
	2. Throughout the course, teacher candidates have an opportunity to develop skills to successfully integrate instructional technology into standards-based curriculum lessons.
	3. Candidates identify ways to use educational technology as a means to differentiate instruction to best meet the individual needs of diverse learners.
	4. Opportunities are embedded throughout the course to ensure that students understand the social, ethical, legal, and human issues related to the use of educational technology.
	5. Through multiple experiential tasks, students explore, demonstrate, and evaluate the hands-on experience with currently available digital resources. The experiential learning strengthens the candidates’ confidence in their ability to continually learn and implement new and emerging instructional technology.
1. **Matrix: Linkage of the Holistic Transformer Model (HTM) and General Course Goals**

Through the broad-based curriculum consisting of performance-based assessment, research-based instruction and strategic field experiences, Mississippi Valley State University’s teacher education programs provide content, professional, pedagogical knowledge, skills, and dispositions to enable and assist students reach their full potential. The following matrix of represents the linkage between MVSU’s conceptual framework and the ED 105 course goals:

**MATRIX: LINKAGE OF THE HTM AND GENERAL ED 105 COURSE GOALS**:

|  |  |  |  |
| --- | --- | --- | --- |
| Course Goas | HTM - KnowledgeScholar | HTM – SkillsFacilitator/Reflective Thinker | HTM-DispositionsResponsible Professional |
| 1 | 1.2 | 2.1 |  |
| 2 | 1.2 | 2.2 |  |
| 3 | 1.2 | 2.2 | 3.2 |
| 4 | 1.4 |  | 3.4 |
| 5 |  | 2.2 | 3.2 |

**Holistic Transformer Competencies/Outcome: Knowledge (Scholar)**

Candidate Proficiencies- Knowledge (Scholar)

* 1.1 Candidate synthesizes in-depth knowledge of content in specific discipline with research based best practices in the teaching and learning process.
* 1.2 Candidate plans instruction and integrates technology appropriately based on best practices.
* 1.3 Candidate selects reliable and valid assessments to measure student performance.
* 1.4 Candidate knows the theoretical, historical, and philosophical foundation of diversity and equity.

**Holistic Transformer Competencies/Outcome: Skills (Facilitator/ Reflective Thinker)**

Candidate Proficiencies- Skills

* 2.1 Candidate regularly reflects on the state, national, and professional standards as a basis for continuously improving teaching and learning.
* 2.2 Candidate designs and implements unit and daily lesson plans that incorporate rigorous instructional strategies and infuse technology appropriately to enhance student learning.
* 2.3 Candidate administers formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction
* 2.4 Candidate develops adaptive instructional plans to meet the educational and social needs of all studentsin collaboration with community and parental support.

**Holistic Transformer Competencies Outcome: Dispositions (Responsible Professional)**

 **Candidate Proficiencies- Dispositions**

* 3.1 Candidate actively collaborates with relevant P-20 learning communities and professional education associations as evidence of a professional commitment to professional learning and development
* 3.2 Candidate values, respects, and promotes learning for all students and incorporates instructional technology.
* 3.3 Candidate systematically analyzes individual student outcomes and makes appropriate decisions for student learning.
* 3.4 Candidate models professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**Course Objectives:**

1. Compare and contrast the design elements of selected school districts’ websites which

provide a digital interface to continuously inform and involve students, family, and the community. (HTM 1.2, 2.1, 3.1) (CAEP 1.1, 1.2, 1.5) (InTASC 7, 10) (TIAI 1, 6, 25 ) (TGR 1, 6, 9) (CAEP-K6 4.a, 5.a )(ISTE/Educator 2.a, 4.a,5.c)

1. Critique teacher-created lesson plans to identify and analyze the methods of digital content integration. (HTM 1.2, 1.3, 2.2, 3.4) (CAEP 1.1, 1.3, 1.5) (InTASC 3, 6, 7, 8) (TIAI 4, 5, 6, 13, 15, 21, 22, 23, 24) (TGR 2, 3, 4, 5, 7, 6) (CAEP-K6 1.b,3.a, 3.e, 4.a) (ISTE/Educator 3.b,5.c, 6.b, 7.b)
2. Using the SAMR Model of Technology Integration, students will self-assess their personal dispositions towards a commitment of maximizing technology to engage and support student learning. (HTM 1.2, 3.2) (CAEP 1.1, 1.4, 1.5) (InTASC 2, 3, 5, 7) (TIAI 6, 11, 12, 15, 17) (TGR 2, 4, 6, 7) (CAEP-K6 1.b, 3.f, 4.a, 4.c)(ISTE/Educator 1.a, 2.b,5.c, 6.a, 6.c)
3. Using PBS Teacher Resources, students will use PBS’s Lesson Builder Teacher Tool to design a content specific lesson plan. (HTM 1.2, 3.2) (CAEP 1.1, 1.3, 1.4, 1.5) (InTASC 2, 3, 5, 7) (TIAI 6, 11,12, 17 )(TGR 2, 4, 6, 7) (CAEP-K6 1.b, 3.f, 4.a, 4.c) (ISTE 2.b, 5.c, 6.a, 6.c)
4. Select and modify a lesson plan available from an online curriculum designed to prepare K-12 students to assume their responsibilities as digital citizens. Examples of chosen lesson plans will be presented by small groups to the class. (HTM 1.2, 2.2) (CAEP 1.1, 1.3, 1.5) (InTASC 3,7, 8) (TIAI 6, 13, 15) (TGR 4, 5, 6) (CAEP-K6 4.a,) (ISTE/Educator 3.b, 3.c, 3.d, 4.c, 5.c, 6.a )
5. Explain how ISTE’s technology standards for students/educators impacts the successful integration of digital instruction. Each student will prepare a Power Point presentation which highlights the ISTE standards for students. The Power Point demonstrates advanced skills (embedded internal/external hyperlinks, Menu Slide with internal hyperlinks, multiple slide formats, imported Images, Slide number, Slide transition, set-up slide show to loop and run with timings). (HTM 2.1, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3, 1.4) (InTASC 2, 3, 5, 7, 8) (TIAI 1, 11, 12, 15, 17) (TGR 1, 2, 4, 7) (CAEP-K6 1.a, 1.b, 3.f, 4.a, 4.c) (ISTE/Educator 2.b,5.c, 6.a, 6.c, 7.c)
6. Present a demonstration instructional activity using the choice of interactive whiteboard equipment/software (SMART or Promethean Board). Teams of two students will present a lesson activity to classmates using either SMART Notebook software or Promethean Flip Chart’s application. (HTM 1.2, 2.2) (CAEP 1.1, 1.5) (InTASC 7) (TIAI 6, 24) (TGR 6) (CAEP-K6 3.c, 4.a) (ISTE/Educator 5.c)
7. Curate a collection of six content specific online instructional websites. Use the interactive whiteboard during the class power point presentation of the six chosen websites. (HTM 1.2) (CAEP 1.5) (InTASC 7) (TIAI 6) (TGR 6) (CAEP-K6 4.a) (ISTE 5.c)

**Additional Course Resources**

Mississippi State Department of Education

Website:<https://www.mdek12.org/>

MDE Mississippi College and Career Readiness Standards (MS CCRS)

**Website:** <https://www.mdek12.org/OAE/college-and-career-readiness-standards>

**Mississippi Educational Computing Association (MECA)**

**Website:** <http://www.ms-meca.org/>

**National Standards:**

International Society for Technology in Education (ISTE)

Website: <https://www.iste.org/>

Website: ISTE Standards for Educators <https://www.iste.org/standards/for-educators>

Website: ISTE Standards for Students <https://www.iste.org/standards/for-students>

 **VIII. Technology Infusion**

 Teacher candidates have an opportunity to acquire the knowledge, develop the essential skills, and examine their personal dispositions toward the integration of technology based instruction throughout the curriculum.

**IX Major Student Activities**

Sample School Site Webpage Analysis

 SAMR Technology Integration Model

 Teaching Channel Videos (Continuous Professional Development)

PBS Learning Media Lesson Builder with Assessment

 Flipped Learning

 Digital Citizenship Curriculum Study

 ISTE Standards for Students Power Point

 SMART Board Hands-on Demonstration

Power Point: Instructional Website Presentation

**X. Instructional Strategies**

Instructional strategies include demonstrations of software/hardware, online websites, student presentations, and lecture.

**XI. Student Evaluations**

1. School Website Analysis (Sept. 2)\* 20 Points \_\_\_\_\_
2. Lesson Plan Analysis based on SAMR Model (Sept. 16)\* 20 Points \_\_\_\_\_
3. Teaching Channel Videos (Sept. 30)\* 20 Points \_\_\_\_\_
4. Mid-Term PBS Learning Media Lesson Builder (Oct. 7)\* 100 Points \_\_\_\_\_
5. Flipped Learning Project (Oct. 14) 20 Points \_\_\_\_\_
6. Digital Citizenship (Oct. 21 Class) 50 Points \_\_\_\_\_
7. ISTE National Technology Standards for Student (Nov. 11) 50 Points \_\_\_\_\_

 Advanced Power Point Skills

1. Interactive White Board Skills (Nov. 18 Class) 20 Points \_\_\_\_\_

(9) Website Digital Portfolio **Power Point** (Dec 9) 100 Points \_\_\_\_\_

Final-Exam Project

**Total Course Possible Points 400 Points Final Grade \_\_\_\_\_\_Points**

 360-400 Points A (90-100%)

 320-359 Points B (80-89%)

 280-319 Points C (70-79%)

 240-279 Points D (60-69%)

 239 or less Points F **Below 60%**

**ADA/STUDENTS WITH SPECIAL NEEDS:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

**PLAGIARISM/ACADEMIC INTEGRITY:**

Cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another’s words, work, or ideas on class assignments. All work is intended to be your own. All submissions to this course must be your own work. Plagiarism will result in at least a “0” on the paper and possible failure in the class. Policies as stated in MVSU Undergraduate Catalog pages 88-89.

**ED 105 Community of Learners**

Mutual respect for all class members is an essential element to establishing a learning community. During class, please turn off your Cell Phone, unless required for a class activity. To be a contributing member in the learning community requires your presence/attendance and participation. Excused absence documentation can be obtained through the MVSU Office of Student Affairs. Student Athletes need to provide a copy of the **Travel Schedule Report** from MVSU Athletics identifying game dates/locations. Students are advised to carefully read assignment handouts for details and additional information. In the event that you miss a class, it is your responsibility to check with another student in the class or schedule a time to meet with the instructor to request missed assignment information.

**University Dates to Know Fall 2019 Semester**

\*\*NOTE: Calendar is subject to modification as necessary. Students are advised to regularly go online ED105 Course Blackboard Site

August 26 Class Begins

Sept. 2 Labor Day Holiday

Sept. 16 Last Day to Add/Drop Class Registration Closes

Sept. 17 Financial Clearance

Sept. 20 Report of Non-Attendance

Oct. 7-11 Mid-Term Exam Week (ED 105 Mid-Term Exam on October 7, 2019)

Oct. 14-16 Academic Advisement

Oct. 17 Online Registration Begins for Spring 2020 Semester

Nov. 8 Last Day to Withdraw from Course

Nov. 16 Last Day to Withdraw from University

Nov. 25-26 Fall Break

Nov. 27-29 Thanksgiving Holiday

Dec. 2 Classes Resume

Dec. 9-13 Final Exam Week (ED 105 Final Exam on December 9, 2019)

**TECHNOLOGY INFUSION**: **Class Assignment and Additional Online Teacher Resources**:

**Module 1: Getting to Know You-School District Online Identify**

**School Website Analysis Links:**

**1st Impressions: A Schools Website**

<https://www.thoughtco.com/schools-website-first-impression-7655>

The Seven Best School Web Designs and How they Did It

<https://morweb.org/Post-Test/best-school-websites#sci-high>

**School Website Examples**

1. New Orleans Science & Math <https://noscihigh.org/>
2. Bronx Charter School for Children <https://tbcsc.org/>
3. Times2 STEM Academy <https://times2.org/Home>
4. Round Rock Independent <https://roundrockisd.org/>
5. Poundre School District <https://www.psdschools.org/>
6. Hope Academy <https://hopeacademyct.com/>
7. Ross School <https://www.ross.org/>

National Educational Technology Plan (2017) <https://tech.ed.gov/netp/>

Reimagine the Role of Technology in Learning (2017 National Education Technology Plan Update) <https://tech.ed.gov/files/2017/01/NETP17.pdf>

MECA (Mississippi Education Computing Association)

Website: <http://www.ms-meca.org>

Bloom’s Digital Taxonomy

<https://d1pmarobgdhgjx.cloudfront.net/education/ED_Blooms_Taxonomy_RB2016.mp4>'

Textbook Chapter 4: Technology Devices and Software Resources for Classroom Productivity

**Module 2: Infusing Technology into the Lesson**

**Introduction to the SAMR Model**

<https://d1pmarobgdhgjx.cloudfront.net/education/Intro_to_SAMR_model_RB2016.mp4>

**The SAMR Model Explained**

<https://www.youtube.com/watch?v=F4BaHIEza_w>

<https://www.youtube.com/watch?v=OBce25r8vto>

<https://www.youtube.com/watch?v=SC5ARwUkVQg>

**TIMS - Technology Integration Matrix**

Website: <https://fcit.usf.edu/matrix/>

**Florida Center for Instructional Technology**

Website: <https://fcit.usf.edu/>

Teaching Channel

Website: <https://www.teachingchannel.org/>

Common Sense – Teacher Created Lessons

<https://www.commonsense.org/education/search?contentType=flows>

Common Sense – Teacher Created Lessons

<https://www.commonsense.org/education/search?contentType=flows>

AASL (American Association of School Librarians

Best APPS for Teaching and Learning 2019 <https://standards.aasl.org/project/ba19/>

Best Websites for Teaching and Learning 2019 <https://standards.aasl.org/project/bw19/>

Archive <http://www.ala.org/aasl/awards/best>

CPALMS

Website: <http://www.cpalms.org/Public/>

Description of CPALMS <http://www.cpalms.org/CPALMS/about_us.aspx>

PBS Learning Media <https://mpb.pbslearningmedia.org/>

Teacher Tools

 Lesson Builder <https://mpb.pbslearningmedia.org/tools/lessonbuilder/>

 Story Board <https://mpb.pbslearningmedia.org/tools/lessonbuilder/>

**Module 3: Digital Citizenship Curriculum**

**Common Sense Education (Lesson Plan and Digital Citizen Project Resource)**

Website: [www.commonsense.org/education](http://www.commonsense.org/education)

**\*\*ED 105 Students will need to create their own Teacher Account**

Digital Citizenship <https://www.commonsense.org/education/digital-citizenship>

**Textbook Chapter 5: Instructional Software for Student Learning**

**Module 4: ISTE Standards for Students (Power Point Advanced Skills)**

**ISTE (International Society of Technology in Education)**

**Website:** <https://iste.org/>

ISTE Standards for Students

Website: <https://iste.org/standards/for-students>

ISTE Standards for Educators

Website: <https://www.iste.org/standards/for-educators>

 **Textbook Chapter 6: Web-Based Resources for Blended and Online Learning**

**Module 5: Interactive WhiteBoard**

SMART Technologies <https://www.smarttech.com/>

Promethean <https://www.prometheanworld.com/>

**Module 6: Curation of Online Instructional Websites**

1. Common Sense – Teacher Created Lessons

<https://www.commonsense.org/education/search?contentType=flows>

1. AASL (American Association of School Librarians)

Best APPS for Teaching and Learning 2019 <https://standards.aasl.org/project/ba19/>

**Best Websites for Teaching and Learning 2019** <https://standards.aasl.org/project/bw19/>

**Archive**  <http://www.ala.org/aasl/awards/best>

1. CPALMS

Website: <http://www.cpalms.org/Public/>

Description of CPALMS <http://www.cpalms.org/CPALMS/about_us.aspx>

1. Eleven Qualities of Good Digital Content (ISTE)

<https://www.iste.org/explore/ISTE-Standards-in-Action/11-qualities-of-good-digital-content>

**Textbook Chapter 8: Blended and Online Learning**

**Additional Web Resources**

**Flipped Learning**

**Flipped Learning Network**

**Website:** <https://flippedlearning.org/>

What is Flipped Learning (PDF Handout)

Website: <https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf>

Flipped Classroom: What to Know in 2019

<https://www.schoology.com/blog/flipped-classroom>

Flipped Learning 2.0 Rethinking the Flipped Learning Model

Website: <https://www.gettingsmart.com/2018/07/flipped-learning-2-0-rethinking-the-flipped-classroom-model/>

Flipped Learning Simplified

Website: <http://www.jonbergmann.com/>

CAST (The Center for Applied Special Technology)

Website: <http://www.cast.org>