



Educational Technology
EDUC 4315C – INTERMEDIATE-SENIOR DIVISION
2011-12

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Course Overview:

The *Educational Technology* course is a 12-hour **component** experience embedded in the Schulich School of Education CURRICULUM METHODS program. It is designed to provide the educator with many functional educational technology related skills designed to enhance teaching practice and levels of student engagement. Due to the relatively short time span of this course, the emphasis will be placed on **quality** of time as opposed to **quantity**. The central focus of the course will be on the development of functional educational technology and leadership skills. Another key goal of the course is to foster a positive mindset that values educational technology within teaching practice as a medium to enhance teaching, learning & student success.

Course Expectations:

All pre-service teachers enrolled in the Educational Technology course are expected to engage and explore the areas of:

- ***Developing an Understanding of the ISTE NET Standards for Teachers***
 - acquiring an awareness of the content covered by the International Society for Technology in Education (ISTE) as prescribed by the National Educational Technology Standards
 - self-assessing these standards as they relate to the pre-service teacher candidate



□ ***Developing an Understanding of Role of Educational Technology in the Practicum Classroom****

- acquiring experience in the area of applying/integrating educational technology within the context of the practicum
- assessing the presence and accessibility of educational technology resources in the K-12 environment

□ ***Applying Technology as a Teacher and Learner***

- applying various educational technology resources within the context of class activities to enhance the learning experience (e.g., digital cameras, SMART Board, audio & video recording software, concept mapping software, document cameras, personal response systems – clickers, etc.)

□ ***Developing an Understanding of Educational Technology's Ability to be a Communication Medium***

- pre-service teacher candidates will explore various applications of software and hardware as they relate to the role of communicating information to others (e.g., compiling an All About Me profile; developing a teacher's website or Podcast to share information with other stakeholders in the school environment)

□ ***Developing a Skill Set in Applying Software as a Resource to Manage Class Information and Generate Report Card Comments***

- acquiring an ability to apply provincial standard software (e.g., MarkBook) to track student information (e.g., attendance, activity performance, report card comments)

* A major focus for the course will centre on acquiring experience in “*integrating*” educational technology during their Practice Teaching Placement. Students will inventory their placement school in October to discover what resources may be available for access and application. During the November/December Placement, students will plan and implement a minimum of one (1) lesson that features a component of educational technology. A reflection process will follow to allow the student teacher an opportunity to assess their experience and look for future growth opportunities. Schools and school administrators are looking to employ educators who possess “an open mind towards the topic of digital technology and 21st Century Education.” This course is designed to explore the attitudinal domain within the pre-service teacher with respect to how they feel about educational technology being a resource for the contemporary classroom.

Course Requirements:

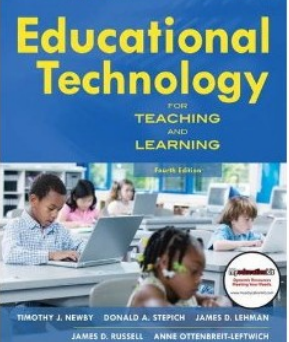
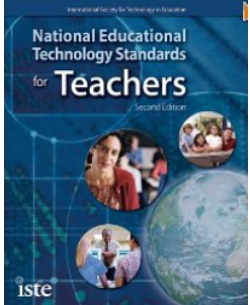
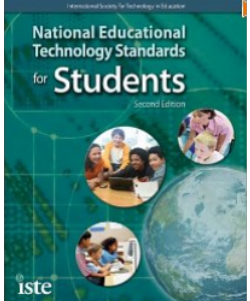
- Students must complete this Educational Technology course component, including all assignments. This is a requirement for successful completion of overall Curriculum Methods course EDUC 4315.
- Assignments have identified due dates. Late penalties of 5% per calendar day apply (including weekends & holidays) --- to a maximum of 5 days. Students must contact the professor and make arrangements for an extension. Any late acceptance is ultimately at the professor's discretion.
- Assignments must identify the assignment topic/title, course name, and number, section number, due date, professor's and teacher candidate's name and must be directly submitted to the Classroom Management professor (either in hard copy or electronic format).
- Please review the regulations outlined in the 2010-2011 Academic Calendar that refer to attendance, dishonesty, plagiarism, and grading.

Course Materials:

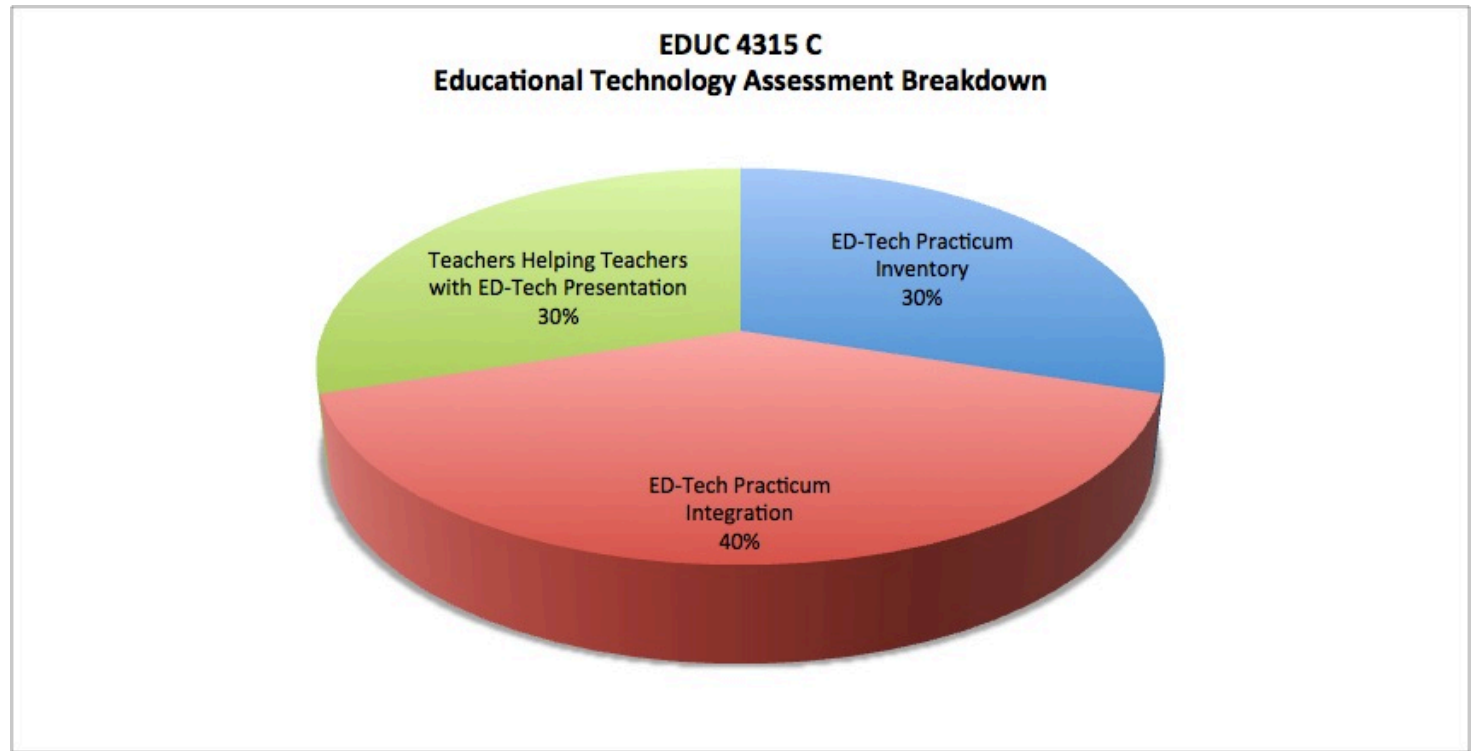
Students enrolled in the Educational Technology course will need the following:

- a. MacBook laptop computer and iTeach Advantage External Hard Drive
- b. Data Management Devices --- recommend having a USB Memory Stick
- c. Open Mind, desire to have FUN and a willingness to “test drive” technology in an experiential mode

Course Reference Texts: (not required to purchase)

<p>Newby, T. et al. (2011). <i>Educational Technology for Teaching & Learning</i> (4th Ed.) Pearson Prentice Hall. ISBN 978-0-130705159-5</p> <p>The fourth edition of <i>Educational Technology for Teaching and Learning</i> introduces current and future teachers to the approaches, methods, and procedures for integrating computers and other media into the curriculum using a systematic instructional design approach. This concise book provides the basics for becoming a knowledgeable educator in the 21st century: understanding the foundations of learning and technology and planning technology/media-supported learning experiences, integrating technology and media meaningfully into the curriculum, and ensuring the success of technology/media-supported lessons. The book is unique in the way it covers applications of technology and other media within a basic planning, implementation, and evaluation (PIE) framework.</p>	
<p>National Educational Technology Standards for Teachers (2008) International Society for Technology in Education ISBN 978-1-56484-243-5</p> <p>Don Knezek, ISTE's CEO, clarifies “the new standards are aimed at promoting teachers’ abilities to learn and educate effectively in an increasingly digital world. Teachers and students must be prepared for the challenges of a new digital world.”</p> <p>ISTE’s standards now advocate that every teacher understands the importance of technology and its ability to transform education, and moves forward to address what students should be learning.</p>	
<p>National Educational Technology Standards for Students (2007) International Society for Technology in Education ISBN 978-1-56484-237-4</p> <p>As technology, resources, practices, and assessments changed over time, it became necessary to review and refresh the standards. This full-color booklet includes the entire revised text of the National Educational Technology Standards for Students (NETS*S). Also included are a discussion of the need for technology standards, a project overview offering historical perspective on the NETS*S and a summary of the refresh process, student profiles and examples, and the results of a scenario survey.</p>	

Assessment & Evaluation:



Assignment Descriptions:

1. Teachers Helping Teachers Group Ed-Tech Presentation 30%

Teachers helping Teachers is an integral concept that educators must buy into in order to maximize on their potential to problem solve the many educational technology challenges that arise in the line of duty. This opportunity is a chance to work collaboratively with some of your section mates to facilitate a brief 'tutorial' skill lesson or discussion related to an educational topic (e.g., subject specific activity using the SMART Board, demonstration of a piece of educational software, etc.) will be presented in class (approximately 20 minutes). The resources will be posted on Professor Waller's website in the form of an accessible resource. Each presentation team will produce a short (1 to 2 page) PDF instruction document that will be shared with the section. Self Evaluation and Instructor assessment will be employed at the completion of the presentations. Due Date: Two Groups will present per class (Class # 2 through to #6).



2. Fall Practice Teaching Educational Technology Inventory/Survey 30%

The iTeach Laptop Learning Program at Nipissing University emphasizes the concept of 'integration' across the curriculum (e.g. technology for all subject areas). Students will be encouraged to make a concerted effort to find opportunities to mesh technology into their teaching to support/enhance teaching, learning and student success. During your October Practicum (practice teaching placement), an inventory will be taken to profile the educational technology materials available to support the students and teachers. A visual 'tour' of the school, combined with discussions with the associate teacher and other school personnel (e.g., site manager, principal, vice-principal, computer teacher) will provide the inventory information. This information will be entered into an on-line database. Complete the on-line inventory after your October placement at the following URL:

<http://www.nipissingu.ca/education/kenw/surveys.html>

Due Date: Completion during Class # 3 (after return from October Practicum)

This information will provide the pre-service teacher with an awareness of what technology resources are available to use during the Fall Practice Teaching (PT) Experience. Students can begin the thinking and planning process to decide what potential educational technology related activities or resources may be accessed during their practice teaching weeks 4,5, and 6. Keep in mind that "effective use of technology" is an area assessed by PT Advisors and Associate Teachers.

14*. Classroom Resource	Yes
Mobile Computer Cart (laptops for use in classroom)	<input type="checkbox"/>
SMART Board	<input type="checkbox"/>
Promethean Board	<input type="checkbox"/>
Wii-Mote Board System	<input type="checkbox"/>
Printer	<input type="checkbox"/>
Scanner	<input type="checkbox"/>
Data Projector	<input type="checkbox"/>
Digital Camera	<input type="checkbox"/>
Document Camera	<input type="checkbox"/>
Personal Response System (Clickers)	<input type="checkbox"/>
Wireless Slate (SMART Airliner)	<input type="checkbox"/>
iPod/iPod Touch/MP3 Player	<input type="checkbox"/>

3. Teaching with Technology (ICT Integration) Lesson Plan 40%

During your Practicum (practice teaching placement weeks 4,5, and 6) students will be asked to complete a lesson that involves some degree (component) of educational technology. Using the information from the technology inventory (e.g., what is available) and the anticipated teaching opportunity (e.g., dialogue with associate teacher), a 'plan' will be compiled to allow computer technology to be part of the teaching experience. Complete the standard Nipissing lesson plan provided by the School of Education and design your lesson.

Implementation of your lesson will probably take place during weeks 4,5, or 6 of your November/December practicum when your knowledge of the lesson planning process and comfort level with teaching in general is at a higher level. Your lesson will be self-assessed for its planning quality, relation to Ed-Tech Inventory and evidence of effort. In addition to the lesson plan, a brief report will be submitted to capture the integration experience (e.g., what worked? what did not work? why? what would you do differently next time?,etc.). You will evaluate yourself against National Educational Standards for Teachers (NETS) <http://www.tvdsb.on.ca/currcomptech/nets/>.

Items to Submit for Assessment (also see the course Quick Reference Guide):

- i. Completed Lesson Plan (the same one you used...nothing extra) which guided your technology "connected" lesson
- ii. Completed NETS Commentary regarding your lesson experience
- iii. Completed self-evaluation

Option: Alternative Assignment - Case Study

In the event you are unable to teach a lesson using technology during the November Practicum, you will have the option to complete a case study assignment based on the theme “Barriers to Integrating Technology in the Classroom.”. This assignment will be submitted for evaluation based upon a rubric that will be provided.

Due Date: Class # 5

Research Project Participation Opportunity

Teaching with Technology - The Integration Experience Profile (not graded)

A major component of a teacher's professional (and personal) growth involves "reflection" on teaching experiences. The integration experience was intended to be both exciting and challenging. Take time to think about how things turned out. Complete the on-line survey that will allow you an opportunity to share your integration experience highlights. Proceed to the online Experience Profile survey found at:

<http://www.nipissingu.ca/education/kenw/surveys.html>

Due Date: Class # 6

Details regarding assignment deadlines will be discussed in class and posted on-line at Professor Waller’s website. Refer to the course Quick Reference Guide for additional information.