EED 324: INSTRUCTIONAL TECHNOLOGY

INSTRUCTOR: Dr. Katie Kinney
OFFICE: 256.765.4623
EMAIL: kckinney@una.edu

OFFICE HOURS (In Kilby Laboratory School Library): Monday/Wednesday 9:30-11:30, Tuesday/Thursday: 8:00AM-9:30AM, Friday: by appointment

LIVETEXT NAME: kckinney

Course Prerequisite: Admission to Teacher Education

Number of Field Experience Hours: the entire course is field-based at Kilby Laboratory School (covering D, H, N)

Textbook
College LiveText edu solutions membership (can be purchased through the University Bookstore or on line at www.LiveText.com)

Course Description
This course is a methods course with a focus on embedding technology in the elementary classroom as a tool for learning. It is not a computer course. Activities are designed to provide practice in a practical, effective approach to integrating content areas while teaching in the elementary classroom. It involves production, assessment, and discriminative use of current technology in learning and teaching settings. An emphasis is placed on computer and Internet resources use to support university candidates’ and elementary teaching in the elementary classroom. It involves production, assessment, and discriminative use of current technology in learning and teaching settings. An emphasis is placed on computer and Internet resources use to support university candidates’ and elementary students’ learning of content and developing communication products. It includes activities for developing and using appropriate rubrics as tools of assessment. Professional growth activities using web-based technology are included.

Course Objectives
The EED 324 Candidate will develop the:
1. ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. 290-3-3-.03(2)(c)2.(v)
2. ability to plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles. 290-3-3-.03(2)(c)4.(iii)(l)
3. ability to plan teaching and learning experiences that are congruent with the Alabama Courses of Study and appropriate for diverse learners. 290-3-3-.03(2)(c)2.(vi)
4. knowledge of media communication technologies that enrich learning opportunities. 290-3-3-.03(3)(c)1.(iii)
5. knowledge of available and emerging technologies that support the learning of all students. 290-3-3-.03(3)(c)4.(i)
6. knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities. 290-3-3-.03(3)(c)4.(ii)
7. knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. 290-3-3-.03(5)(c)5.(ii)
8. ability to use technology, including:
   a. operating technology systems. 290-3-3-.06(2)(b)2.(ii)(V)
   b. conducting research using digital tools. 290-3-3-.06(2)(b)2.(ii)(V)II
   c. solving real-world problems with digital tools. 290-3-3-.06(2)(b)2.(ii)(VIII)
   d. collaborating digitally with others. 290-3-3-.06(2)(b)2.(ii)(V)IV
   e. creating digital simulations. 290-3-3-.06(2)(b)2.(ii)(V)IV
9. ability to plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles. 290-3-3-.06(2)(c)4.(iii)(II)
10. knowledge of the connections among concepts, procedures, and applications from content areas, including interdisciplinary instruction. 290-3-3-.06(2)(c)1.(i)(ii)
11. knowledge of a variety of teaching strategies that encourage elementary students’ development of critical thinking, and problem solving. 290-3-3-.06(2)(c)3.(ii)
12. knowledge of and ability to use techniques for using manipulative materials, technology, and student interaction as instruments for enhancing development and learning. 290-3-3-.06(2)(c)4.(ii), 290-3-3-.06(2)(c)4.(iii)(I)
13. apply learning through field experiences with elementary students, and
14. provide documentation of selected activities in an electronic portfolio.

COURSE POLICIES
1. Due to the hands-on nature of this field-based course at Kilby Laboratory School, attendance is expected; therefore, missing class will result in the lowering of your participation points grade. After two absences (excused or unexcused), your grade is subject to being lowered one letter grade. Upon the fourth absence, no credit may be earned for the course. Two tardies equals one absence. Leaving class early or coming to class late constitutes a tardy.

Revised 10-1-2013
2. If you must be absent, it is your responsibility to notify your cooperating teacher and me via email PRIOR to class. Your absence must be made up on your own time.
3. Because teachers and students are depending on your preparation for class, if you come to class unprepared one time, grades will be deducted from your participation grade and professionalism concerns will be addressed individually. If you come to class unprepared again, you will receive a grade of WF and will not be allowed to complete the course during this semester.
4. Use of Facebook, texting, and other useful, yet distracting tools during class time reflect a lack of professionalism and will be addressed with the student.
5. Use of derogatory terms for people who are different than you will not be tolerated and will be addressed with the student individually.
6. I recommend keeping all assignments for the semester in online storage area such as Dropbox as a backup to your normal means of saving your work.
7. Assignments must be turned in on time. I do not accept late work.
8. The use of USB drives in labs on campus is not recommended due to the prevalence of viruses. You don’t want to take the chance of putting your USB storage device, which may be virus-free into a machine that has been infected, and then placing your newly infected USB drive into your machine at home.
9. A professional subjective evaluation of the COE professional dispositions will be given based on the quality of all work and behavior exhibited in the class. Your grade may be lowered for unacceptable dispositions.
10. All acts of dishonesty in any work constitute academic misconduct and will be reported to the VPAA’s office for disciplinary action. Please see http://www2.una.edu/library/plagiarismstudentguide.htm for more information. Please see the University catalog for more information on academic dishonesty.
11. If you are a person with a disability and desire accommodations to complete course requirements, please notify the course instructor in writing as soon as possible to discuss your request.
12. All requirements of the course must be satisfactorily completed to receive credit for the course.
13. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Blog</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

Your grade is determined by dividing the number of points earned by the points possible and multiplying by 100. For example, if your total number of points earned for the semester is 1202, then you calculate 1202/1300 = 0.924 x 100 = 92.4%, or a B.

**Assignment Details**

The following is a short description of the course requirements. More details and corresponding rubrics will be provided as requirements are assigned.

**Reflective Blog #1, #3, #4, #5, #6**

You will maintain a weekly blog for use in reflecting on class discussions, topics, and ideas you observe in the classroom.

**Technology Integration Menu Activities 290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iiii), 290-3-3-.03(3)c4.(iii), 290-3-3-.03(3)c4.(iv), 290-3-3-.03(3)c4.(v), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii)(V)I, 290-3-3-.06(2)b2.(ii)(V)II, 290-3-3-.06(2)b2.(ii)(V)III, 290-3-3-.06(2)b2.(ii)(V)IV, 290-3-3-.06(2)b2.(ii)(V)V, 290-3-3-.06(2)b2.(ii)(V)VI, 290-3-3-.06(2)b2.(ii)(V)VII, 290-3-3-.06(2)b2.(ii)(V)VIII, 290-3-3-.06(2)b2.(ii)(V)IX, 290-3-3-.06(2)b2.(ii)(V)X, 290-3-3-.06(2)c4.(iii)(II), 290-3-3-.06(2)c4.(iii)(III), 290-3-3-.06(2)c4.(iii)(IV), 290-3-3-.06(2)c4.(iii)(V), 290-3-3-.06(2)c4.(iii)(VI), 290-3-3-.06(2)c4.(iii)(VII), 290-3-3-.06(2)c4.(iii)(VIII), 290-3-3-.06(2)c4.(iii)(IX), 290-3-3-.06(2)c4.(iii)(X), Conceptual Framework #1, #2, #3, #4, #5, #6**

You will work with your cooperating teacher to plan and implement technology-enhanced activities that supplement the curriculum.

**Electronic Portfolio 290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iiii), 290-3-3-.03(3)c4.(iii), 290-3-3-.03(3)c4.(iv), 290-3-3-.03(3)c4.(v), 290-3-3-.03(3)c5.(iiii), 290-3-3-.06(2)b2.(ii)(V)I, 290-3-3-.06(2)b2.(ii)(V)II, 290-3-3-.06(2)b2.(ii)(V)III, 290-3-3-.06(2)b2.(ii)(V)IV, 290-3-3-.06(2)b2.(ii)(V)V, 290-3-3-.06(2)b2.(ii)(V)VI, 290-3-3-.06(2)b2.(ii)(V)VII, 290-3-3-.06(2)b2.(ii)(V)VIII, 290-3-3-.06(2)b2.(ii)(V)IX, 290-3-3-.06(2)b2.(ii)(V)X, 290-3-3-.06(2)c4.(iii)(II), 290-3-3-.06(2)c4.(iii)(III), 290-3-3-.06(2)c4.(iii)(IV), 290-3-3-.06(2)c4.(iii)(V), 290-3-3-.06(2)c4.(iii)(VI), 290-3-3-.06(2)c4.(iii)(VII), 290-3-3-.06(2)c4.(iii)(VIII), 290-3-3-.06(2)c4.(iii)(IX), 290-3-3-.06(2)c4.(iii)(X), Conceptual Framework #1, #2, #3, #4, #5, #6**

You will create an electronic portfolio based on the National Educational Technology Standards for Teachers. This portfolio will be a collection of work completed in this class from your Technology Integration Menu, including, but not limited to, projects such as:
SMART P-12 Collaborative Project 290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

You will work with a colleague to develop a SMART board activity in collaboration with a teacher at Kilby Laboratory School. The activity will vary according to developmental parameters and will be based on state standards. This project will include observing in elementary classrooms to find out how SMART boards are currently being used as an instructional tool.

Lesson Plan* 290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

You will develop a lesson plan that will integrate SMARTboards, will vary according to developmental parameters, and will be based on state standards. Integration of content is required.

Digital Storytelling Project 290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

You will use Photostory to create a digital storytelling project. Your project will serve as a model for a project you would expect your students to create in an elementary classroom and will be submitted via LiveText.

* Denotes an assessment (in LiveText) used for programmatic data

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92% – 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% – 75%</td>
<td>C</td>
</tr>
<tr>
<td>74% – 65%</td>
<td>D</td>
</tr>
<tr>
<td>64% – 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE TOPICS

I. Introduction to Instructional Technology
   A. Role of the Library Media Specialist in Classroom Technology Integration
   B. Tech Tools and Classroom Applications (290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

II. Computer use in SMART Board/SMART Notebook

III. SMART Boards (290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

Project-Based Learning (290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

Electronic Portfolios (290-3-3-.03(2)c2.(v), 290-3-3-.03(2)c2.(vi), 290-3-3-.03(3)c1.(iii), 290-3-3-.03(3)c4.(i), 290-3-3-.03(3)c4.(ii), 290-3-3-.03(3)c5.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii), 290-3-3-.06(2)b2.(ii)

Changes in the course schedule may be required, including adding or eliminating assignments, as needed.

Revised 10-1-2013
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Revised 10-1-2013