

EDIT 4150/6150: Building Technology Bridges in Education Course Syllabus

Ag. Ed.

Spring Semester, 2007
Educational Technology Training Center
River's Crossing Annex
(706) 542-0240 – ttc@uga.edu

Instructors

Dr. John Wiggins
jwig@uga.edu

Mrs. Julie Davis
julidavi@uga.edu

Mr. Zachary Summerlin
zsummerl@uga.edu

Mrs. Emily Hodge
emhodge@uga.edu

Technical Support Staff

Mr. David Millians
millia@uga.edu

Mr. Kiung Ryu
kryu@uga.edu

Graduate Assistant

Miss Kellie Thompson
kelibell@uga.edu

Office hours: Call for an appointment during weekday hours, 8 am – 5 pm. We will usually be available before class and briefly afterwards. Please feel free to talk with us privately and at your convenience. Phone conversations, emails, and face-to-face visits are all welcome. Scheduled phone appointments work well, too. We strive to answer email within 48 hours with the exception of weekends and when out of town.

Course Description: This course introduces ideas, concepts and strategies for integrating modern technology into classroom teaching. The focus of the course is on building technology bridges between content and methods. This is accomplished through 1) participation in technology connected lessons that model a variety of methods and technology management strategies 2) the development and implementation of appropriate learner-centered technology lessons 3) constant analysis and reflection on how technology can improve the teaching and learning process, and 4) development of a collegial support network with other pre-service teachers. This course is designed to meet the Georgia Technology Standards for Educators as mandated by the Georgia Professional Standards Commission (<http://www.gapsc.com/>).

Course Topics: Technology as a bridge that connects teaching methods, context, and content; Using technology to teach new content, review, and assess; Classroom management; Lesson Planning – Understanding by Design; One Computer Classroom Strategies; Collaborative Learning

Special Needs: If you have a disability and would like to request accommodations, please contact the instructor.

Assignment Descriptions and Point Values

6 Distinct Uses of Technology

This semester, you will be required to use technology in the classroom at least 6 different times: 3 Technology-Connected Activities using the ELMO, the Classroom Performance System (CPS), and the wireless slate and 3 Technology-Connected Lesson Plans using three *different* technologies of your choosing from the list on the following page. The activities and lesson plans must be six different unique experiences and points in time; thus, you may not turn in the same experience as both a lesson and an activity. Also, an activity cannot be a sub-component of a lesson plan.

3 Technology-Connected Activities (30 pts)

During this semester, there are three technologies that you are required to use: the ELMO, the CPS, and the wireless slate. These “activities” are meant to be simple opportunities that you find to use these technologies – to show to your mentor teacher as well as enhance some classroom activity. There is no lesson plan that needs to be turned in with these activities and the mentor teacher can be the lead teacher for these activities while you assist with the technology.

Each activity has its own, *distinct* implementation form (found in your desktop resources folder) that must be completed by you and signed by your mentor teacher. Each activity must be implemented and the implementation form turned in by the listed due dates.

** Your mentor teacher must observe you in all three activities, as he/she must sign and write reflection comments on your activity implementation forms.

3 Technology-Connected Lesson Plans (45 pts)

Throughout this semester you will be required to write and implement three different technology-connected lesson plans. Each lesson plan must be turned in by the listed due date, must be typed using the required form, and must be accompanied by a completed implementation form. Lessons will not be graded without an implementation form.

** Your mentor teacher must observe you teaching all three lessons, as he/she must sign and write reflection comments on your lesson plan implementation forms.

Lesson Plan Drafts

You will have class time to work on your lesson plans, so please come to class each day prepared with ideas and resources so this time is productive for you. On days 2, 3, and 4 you will write the drafts of the lesson plans that you will implement and turn in. Technology Bridges instructors must see and approve of your lesson plan drafts **BEFORE** you teach the lessons. If drafts are not completed in class, or if the lesson plans change drastically, participants must submit the final drafts **BEFORE** the lessons are taught. Failure to do so could result in an implemented lesson plan not being accepted.

- Each lesson must incorporate a different technology, as you will learn about many technologies throughout the course.
- You and a partner may turn in the same lesson plan; however, it must be implemented by each of you.

- You may use lessons that you obtain from other sources as long as you cite on the lesson plans where you obtained them. While you may use a lesson from your mentor, please do not do so for all three lesson plans.
- Students must be actively involved in your lessons – preferably hands-on with the technology

** We understand that emergencies and other unplanned conflicts may arise. Please approach us about these on an individual basis.

For each lesson plan, choose at least one technology from the list below. Remember, you must use different technologies for each of your 3 lesson plans.

PowerPoint (other than lecture)	The Farming Game
Movie Maker	Garden Composer
Timeliner	Decisions, Decisions
Encarta	Laser Range Finders
United Streaming	GPSs
SMART Board and/or Notebook Software	Digital Camera
ACTIV Board and/or ACTIVstudio	Hot Potatoes
Inspiration	Google Earth
Excel	Calculators and/or Probes
Access	Audacity/other recording software
Publisher	Online Assessment System (OAS)
Small Engine Repair	Dreamweaver/Nvu/Other web design software
Wiring Schematic	

Technology Service Project (10 pts)

For this assignment you will complete a technology-related service project for your mentor teacher to leave something useful and meaningful, show gratitude, and share technology. Ideas include making a website, a movie, CPS tests, SMART Notebooks, etc. You should create the project in such a way that your mentor teacher can adapt it for other uses and leave him/her with step-by-steps and instructions for using what you created. You will turn in a 5W report (template provided) signed by your mentor and an electronic copy of the project. More detailed instructions will be given in class.

In-Class Assignments (70 pts total)

The following assignments will be completed in class throughout the various days. They should be saved on your desktop with your first initial, last name, and very brief assignment description (ex. jdoe-chicken movie). A copy of the file should then be uploaded using the Dropbox in WebCT. All In-Class assignments are due on the day on which they were assigned BEFORE you leave.

PowerPoint Introduction

You will complete the PowerPoint Introduction template and introduce yourself to the class.

Movie

You will make a short movie using Movie Maker.

All About Me: Completed Template

You will complete the All About Me template in Inspiration.

4 Reflections

Given a topic, you will write a total of 4 journal entries (one per day, days 2-5) using a Word template that you create.

SMART Notebook

You will create an interactive SMART Notebook using techniques learned in class. Come prepared with what curriculum is coming up in your classroom to make this assignment especially meaningful.

Podcast

Using Audacity, you and a partner will create two Podcasts about technology you are using in the classroom.

T3 Presentation – Group (10 pts)

T³ means “Teachers Teaching Teachers.” You will work in groups to prepare a presentation about a certain technology (will be assigned) and teach each other how to use that technology – both technically and educationally. More detailed instructions will be provided in class.

Reflective Web Project – Group (10 pts)

Working with your school group, you will create a web site using Nvu. More detailed instructions will be provided in class.

Professionalism (10 pts)

You will be expected to uphold a professional attitude throughout the semester. Examples of professionalism include: Staying on task, following along with instruction, participating in class discussions, working ahead if you finish an assignment early, returning from breaks and lunch on time, addressing the class in a respectful manner, taking assignments seriously, etc.

Grading Scale Summary

3 Technology-Connected Activities	30
3 Technology-Connected Lesson Plans	45
Service Project	10
In-Class Assignments	70
T ³ Presentation – Group	10
Reflective Web Project – Group	10
Professionalism	10
Total.....	185

Schedule and Assignment Due Dates

Athens Cluster	Tifton Cluster	Assignments Due
Day 1 (A)– 01/12/07 8:00 – 4:00		No Assignments Due
Day 2 (A) – 01/26/07 8:00 – 4:00		No Assignments Due
Day 3 (A) – 02/14/07 8:00 – 4:00	Day 3 (T) – 02/16/07 8:00 – 4:00	LP1, Activity
Day 4 (A) – 03/13/07 8:00 – 4:00	Day 4 (T) – 03/12/07 8:00 – 4:00	LP2, Activity
Day 5 (A) – 04/10/07 8:00 – 4:00	Day 5 (T) – 04/09/07 8:00 – 4:00	LP3, Activity
Day 6 (A) – 05/01/07 8:00 – 4:00		ePortfolio

Turn-in Procedures

On the days that lesson plans and activities are due:

Activities – place the activity’s implementation form in your manila folder

Lesson Plans - place the lesson plan’s implementation in your manila folder. The final draft of your lesson plan must be uploaded to WebCT

We will collect the folders from you. Please do not remove any previously graded lesson plans. All of your graded work should remain in your folder at all times.

Standards-based Instructional Objectives (taken from the Georgia Professional Standards Commission)

- Demonstrate introductory knowledge, skills and understanding of concepts related to technology.
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Plan strategies to manage student learning in a technology-enhanced environment.
- Facilitate technology-enhanced experiences that address content standards and student technology standards.
- Use technology to support learner-centered strategies that address the diverse needs of students.
- Apply technology to develop students' higher order skills and creativity.
- Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning

Texts and Supplies

There is no required printed textbook for this course. You will be provided with printed materials, and a CD for electronic materials.

You will also receive a laptop computer with educational software for use during the student teaching semester. Each group of teachers at a school will share an LCD projector and digital camera. This allows for access to the technology necessary for lesson implementation. The laptops that you will be provided this semester do not have floppy drives. Therefore, you should be prepared to provide extra CDs or have a USB flash drive for file storage and transfer.

A \$75 materials fee is charged for this class. This covers the use and maintenance of a modern laptop with instructional software installed, access to 2 laser printers, photocopier, cost of shipping materials, and other resources available through the ETTC.

All of these materials may be used for your classroom needs during your student teaching.

We will depend heavily upon the Internet in this class for communication, resources, and information inquiry. It is essential that you have access to a reliable computer and Internet connection and check your email on a daily basis.

Grading Policy

1. A lot of thought goes into pacing assignments and arranging deadlines to be reasonable both for you to complete the assignments and for us to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact us if you have an extreme circumstance.
2. Communication and writing skills are essential for teachers. Therefore, all writing should look professional in a visual sense and should be checked for spelling and grammar. Please use a word processor and laser or inkjet printer.
3. As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. List these in a reference list near the end of each lesson plan.
4. We believe in a learning model in which students continue to work on assignments until mastery is demonstrated. If you do not receive full credit on any assignment, you are expected to correct the problem(s) and resubmit.
5. All policies of the University of Georgia regarding academic honesty, online activity, copyright, and ethics apply to this class. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Attendance: Attendance will be taken each day. Any day or part of a day that is missed must be made up with another class that is working on that exact same day.

As in many classes, a major benefit is interacting with your peers, thus, in order to participate, **attending each session is mandatory**. Because of the length of each session, missing one is the equivalent of missing two consecutive weeks of a traditional college class. Therefore, your absence seriously compromises your learning and minimizes your ability to effectively complete performance tasks. You are expected to have a professional attitude, giving this class high priority in your plans. If you fail to make up a missed class, you will receive a course grade of *Incomplete*.

Ground Rules

- Participants must comply with all computer lab policies established by UGA.
- Please do not hesitate to take comfort breaks as needed. Several breaks will be provided.

- Cell phones: please turn the ringer off during class and leave the room if you must take a call.
- There are NO stupid questions. As teachers, one of your jobs is to empower students to find their own answers. First: explore on your own, using the research skills and resources available to you. Second: ask your professional peers. Finally, if you're still not satisfied, ask a member of the instructional team.
- As a student in the class, it is your responsibility to help other students as much as you can. We need an atmosphere of mutual learning and inquiry. Also, troubleshooting and teaching another person to do something are very effective ways of bolstering your own understanding.
- We will not criticize people we know who are working in the field. Instead, we will criticize ineffective practices and strive to discover more effective ones.

Organization: The following procedures will help us all manage our resources and time:

- Folder system: each student will have a folder that will be stored in the file cabinet in the lab. Pick it up at the beginning of class, and return it at the end. Graded work will be distributed through these folders, and you should place any printed assignments in the folder. **Please leave all graded work and remove any handouts you receive through the folders.**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.