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

http://ttc.coe.uga.edu/syllabus

Fall Semester, 2005
Educational Technology Training Center
River's Crossing Annex
(706) 542-0240

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Instructors

Dr. John Wiggins	Ms. Julie Davis	Mr. Zachary Summerlin	Mrs. Emily Hodge
jwig@uga.edu	julidavi@uga.edu	zsummerl@uga.edu	emhunter@uga.edu

Technical Support Staff

Mr. David Millians	Mr. Kiung Ryu
millia@uga.edu	kryu@uga.edu

***Office hours**:* Call for an appointment during weekday hours. 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/).

Preservice teachers 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.

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

Schedule and Assignments

We will provide detailed instructions in class for completing each assignment.

Cluster C Dates & Times	Cluster D Dates & Times	Assignment Due Dates
Day 1 – 08/16/05 8:00 – 4:00	Day 1 – 08/16/05 8:00 – 4:00	All about Me Kidspiration
Day 2 – 08/17/05 8:00 – 4:00	Day 2 – 08/17/05 8:00 – 4:00	Draft of Lesson Plan 1
Day 3 – 09/09/05 8:00 – 4:00	Day 3 – 09/08/05 8:00 – 4:00	Lesson Plan 1 (taught during the first 2 weeks)
Day 4 – 09/27/05 8:00 – 4:00	Day 4 – 09/28/05 8:00 – 4:00	Lesson Plan 2 (taught during full time teaching)
Day 5 – 10/18/05 8:00 – 4:00	Day 5 – 10/17/05 8:00 – 4:00	Lesson Plans 3 (taught after full time teaching) Lesson Plan 4 (taught anytime during student teaching)
Day 6 – 11/07/05 8:00 – 4:00	Day 6 – 11/08/05 8:00 – 4:00	Final Project

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.
- Apply current research on teaching and learning with technology when planning learning environments and experiences.
- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Plan for the management of technology resources within the context of learning activities.
- 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.
- Manage student learning activities in a technology-enhanced environment.
- 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.
- Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.
- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning
- Model and teach legal and ethical practice related to technology use.
- Apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
- Identify and use technology resources that affirm diversity.
- Promote safe and healthy use of technology resources.
- Facilitate equitable access to technology resources for all students.

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 be provided with a 3 ring binder and tab dividers.

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.

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.

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. All lesson plans must use the templates provided on your laptop and CD.
4. 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.

5. We believe in mastery learning, a learning model in which students continue to work on assignments until mastery is demonstrated. If you do not receive credit on any assignment, you are expected to correct the problem(s) and resubmit. It is our philosophy that every student can achieve an A with sufficient effort.
6. All policies of the University of Georgia regarding academic honesty, online activity, copyright, and ethics apply to this class.

Attendance: In this class, attending each session is mandatory. As in many classes, a major benefit is interacting with your peers. To miss any class seriously compromises your learning. You are expected to have a professional attitude of wanting to participate and to contribute fully in this class, and to give it a high priority in your plans. Because of the length of each session, missing one session is the equivalent of missing 2 weeks of a traditional college class.

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.
- 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.