TUSCULUM COLLEGE GRADUATE AND PROFESSIONAL STUDIES
EDUC 216-60: Innovative Instructional Technology
Course Syllabus

Instructor: Dr. Ray Hatfield
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Course Dates: **ONLINE**
Class Meeting Time: 8:30 - 11:30
Location: Greeneville
Group Number: Block 6 - BA60 (3027)

Office Hours: The instructor will be available to meet with candidates, if requested, after class, and can meet with candidates at other times by request. Please call or email to arrange time/date.
Note: Calls are acceptable 8:00 a.m. - 9:00 p.m. Monday through Friday and 10:00 a.m. - 5:00 p.m. on Saturday. The instructor's goal is to return e-mails and phone messages within 24 hours, except after 5:00 p.m. on Saturdays or all day on Sundays. In case of an emergency, please call 423-636-7337.

Course Description: This course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the learner with essential skills through the development and use of instructional applications, educational software, and computers. (3 hours)

Innovative Instructional Technologies is intended for use in a one-quarter or one-semester undergraduate or graduate-level introductory computer course for educators. Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the World Wide Web, and how to integrate computers and educational technology into classroom curriculum. The objectives of this course are to:
- Present practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices
- Provide students with an understanding of the concepts and skills outlined in the new National Educational Technology Standards for Students (NETS-S) and the National Educational Technology Standards for Teachers (NETS-T)
- Present the fundamentals of computers and educational technology in an easy-to-understand format
- Make use of the Web as a repository of the latest information and as an educational resource and learning tool for K-12 education
- Give students an in-depth understanding of why computers are essential to society, the business world, and K-12 education
- Provide students with the knowledge of how to use educational technology with diverse K-12 student populations
- Offer numerous examples of how to use educational technology in various subject areas and with K-12 students who have special needs
- Provide students with knowledge of responsible, ethical, and legal uses of technology, information, and software resources
- Provide students with knowledge of technology to enhance their personal and professional productivity

Teaching Methods:
1. *Active learning-* A learning environment that allows students to reflect through reading and then writing about what they have read. Active learning also includes cooperative group activities that include problem solving, role playing, simulations, and many other interactive activities.
2. *Inquiry-based learning-* "Tell me and I forget, show me and I remember, involve me and I understand." Inquiry-based learning is student centered learning that requires the development of attitudes and problem solving skills to construct new knowledge.

3. *Collaborative learning-* Very similar to cooperative learning; however, it is a broader pedagogical strategy that includes group activities such as the development of electronic communication, the creation of student/faculty discussions, and the development of community learning environments.
4. *Project-Based learning-* May be described as- "…a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks..." (Buck Institute for Education, 2003).
5. *Authentic Assessment-* Rubrics will be used to assess the product (authentic assessment) created by the student.
6. *Participation-* Student participation will be graded by the level of class participation and attendance.
7. *Grading-* Dabu (2011) states three things that make a great teacher. The first is mastery learning. "You don't get 80 percent? You rewrite until you do! Not optional..." The second item includes a "no zero policy." Simply stated, an 80% is the lowest grade that may be accepted. The third thing that a great teacher does is to "Be there for your students --- care."

Farr (2010), in his book *Teaching as leadership : the highly effective teacher's guide to closing the achievement gap,* recommends three classroom strategies to improve student performance: 1) make certain every student is keeping up; 2) continually assess and adjust instruction as needed; and 3)establish high expectations by setting high goals for students.

Because of my classroom practices described above, I generally have very successful students. If you are a student in one of my classes, failure is not an option.

Course Resources

Textbook(s):

Please wait until our first class meeting before purchasing a textbook for this class.
216 Textbook:
Pitler, H, Hubbel, E.R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 1416605703)

Other Required Resources:
American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Course Learning Outcomes, Goals, and Objectives

*Learning Outcome***:** Information Literacy

Determines the nature and extent of information needed.
Articulates an important research objective and retrieves information from primary and secondary sources in a wide variety of formats.

Accesses needed information effectively and efficiently.
Adopts a scholarly investigative approach(s); develops a professional-quality research plan and efficiently executes the plan.

Evaluates information and its sources critically.
Demonstrates a scholarly appreciation for the relevant literature; synthesizes ideas to construct new concepts and compares new knowledge to prior learning.

Uses information to successfully complete an assignment.
Skillfully and creatively uses information in response to an assignment.

Accesses and uses information ethically and legally.
Understands and employs all of the conventions of proper citation and demonstrates an understanding of what constitutes an ethical and legal use of borrowed information

Course Goals:
1. Understand effective verbal and non-verbal and media communication techniques.
2. Apply computers and related technologies to support instruction.

Course Objectives:
1. Use media communication in the design of lessons to support all student learning (Prof Ed St 6; TC Cand Prof 4.1).
2. Understand how cultural and gender differences can affect communication in the classroom (Prof Ed St 3).
3. Integrate instructional technology into the classroom to facilitate teaching and learning, supplement instructional strategies, design instructional materials, and enhance hands-on experiences and problem solving (Prof Ed St 7; ; TC Cand Prof 4.1).
4. Apply technology tools to enhance professional growth and productivity; use technology in communicating, collaborating, conducting research and solving problems; promote equitable, ethical, and legal use of technology resources (Prof Ed St 4 and 11; ; TC Cand Prof 9.1, 9.2, 9.3, 9.4, and 9.5).
5. Use access to the Internet for capturing and incorporating information. (Prof Ed St 11)
6. Use databases and spreadsheets to obtain, transfer, and manage data and manage files for educational purposes (Prof Ed St 11).
7. Use computer-based tools to create presentations (Prof Ed St 11).
8. Use computers to run programs; access, generate and manipulate data; and publish results. (Prof Ed St 11).
9. Work with software program menus to load and install programs, open and close application programs, and create and edit documents (Prof Ed St 11).
10. Perform basic operating system tasks, software functions, and minor software troubleshooting. (Prof Ed St11).

    Topics include: Website Creation, Interactive Whiteboard, Classroom Response Technology E- Mail, Copyright Laws, Data Collection/Management, Excel/PowerPoint/Word, Multimedia, and Technology Integration in the Classroom.

*Teaching Methods***:**
1. Lectures: Important material from outside sources will be covered in class. Students should plan to take careful notes as not all material can be found in the assigned readings. Discussion is encouraged as is student-procured outside material relevant to the topics being covered.
2. Assignments: End of chapter activities and online activities will be assigned weekly to reinforce material in the text. These assignments may require the application of various software packages.
3. Quizzes: Occasional unannounced quizzes will be given to help ensure students stay up with assigned material.
4. Exams: Three exams will be given. The exams will be closed book/notes and will test assigned readings and material discussed in class. Review sheets will be provided prior to the exam day. The final exam will not be comprehensive in nature. However, the instructor reserves the right to retest on material that was not appropriately comprehended. These items will be noted on exam review sheets.
5. Participation: Student participation will be graded by the level of class participation and attendance.

Advanced Competencies

Critical Thinking: Candidates will demonstrate critical thinking by completing critical thinking exercises and developing creative solutions to problems in homework assignments. Analyzing information from literature (part of the group project) will also demonstrate critical thinking as will completing the final exam.

Synthesis of Information: Candidates will demonstrate synthesis by using information garnered from the building block sequence used in teaching the course (in that each lesson builds on subsequent lessons and requires combining independent bits of information into a cohesive whole).

Problem Solving: Candidates will demonstrate problem solving by applying information learned in class to their projects and homework assignments.

Ethical Decision Making: In their projects candidates must apply the standards related to plagiarism and fabrication of data. Fair use and copyright doctrines must also be examined and applied.

Data Analysis and Interpretation: Candidates will demonstrate data analysis and interpretation skills by reviewing literature for their group project and incorporating it into their papers and presentations.

Teacher Licensure Standards Addressed within this course:
ROCC-10-01-01; Standard 3 Diverse Learners; Standard 4 Teaching Strategies; Standard 6 Communication; Standard 7 Planning; Standard 9 Primary 006, 002, and Secondary 001, 003, 004, and 005 Reflective Practitioner; Technology Standard 11.a, 11.b, and 11.c

Course Policies and Procedures

Attendance Policy: Class attendance is mandatory and is recorded by each faculty member, who submits attendance to the administrative office. A grade of "F" is automatically assigned to any student who misses more than one- third of the total class meeting time. Total missed class time includes absence from scheduled class time, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly stringent grading practices relating to attendance as detailed in syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. Failure to attend class results in a grade *reduction* of one (1) point from a candidate's final average for each hour of class missed.

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

Greeneville: Mrs. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu. The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.
Knoxville: Ms. Stephanie Langley at (865)-693-1177 ext. 5907; 1-800-729-0116; or at slangley@tusculum.edu.

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu
Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932
To make arrangements, please contact Stephanie Langley at (865)-693-1177;800-729-0116 ext. 5907; or at slangley@tsucululm.edu

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: http://library.tusculum.edu.   Librarians are available to candidates in their research. Several

of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Crystal Johnson, Asst. Library Director for Distance Learning, (423) 636-7320; 1-800-729-0256, extension 5123, cjohnson@tusculum.edu
Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177;
1 (800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency.
As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog,* plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

    See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies: <u>Professional writing is required for ALL materials submitted in this course.</u> Points will be deducted from work for grammatical and/or spelling errors.
ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:
http://www.stylewizard.com/apa6index.html
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf

Cell Phones: Please turn cell phones to vibrate; if accepting calls during class time, please step outside of the classroom.

Laptops: If you have a laptop or Smartphone please bring them to class; however, please refrain from using them during class instruction/discussion.

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Course Requirements and Grading
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Grading Scale:

The Tusculum College grading scale will be used and is as follows:

A = 93-100	B-=80-82	D+= 67-69
A-= 90-92	C+= 77-79	D = 63-66
B+= 87-89	C = 73-76	F = 0-69
B = 83-86	C-= 70-72	

Assignments (100):

Assignment	Percent
Reflections	*26%*
Methods	*56%*
Integration	*8%*
Classroom Participation	*10%*

<div align="center">References</div>

Dabu, Christl (2011). Retrieved from: http://www.dialogueonline.ca/three-things-that-make-a-great-teacher/4630/.
November 29, 2012.

Farr, S. (2010). *Teaching as leadership: the highly effective teacher's guide to closing the achievement gap.* San Francisco: Jossey-Bass.

NOTE: This syllabus may be changed, without notice, if the instructor deems it necessary.

<div align="center">EDUC-216 Daily Topics/Assignments</div>

EDUC216 Day 1
1. Syllabus Overview
2. Methods (assignments)
3. Classroom Data Management
4. Introduce Project Based Learning (PBL)
5. Tabletop Movie Making
6. Reflections
7. Critical/Reflective Practice
8. Please read prior to coming to class- How Handwriting Trains the Brain
9. Please read prior to coming to class- The Secret to Raising Smart Kids

EDUC216 Day 2
1. Conclusion/Clarification of Day 1 topics/assignments
2. Rigor
2. Guided Inquiry - Dewey, Piaget, and Vygotsky
3. Domains of Learning
3. Reflection Discussion- Constructivism and the Five E's

EDUC216 Day 3
1. Finish establishing PBL groups.
2. Project Based Learning
3. Introduce Classroom Response Technology (CRT) *Hot Topics*
4. Introduce NVU
5. Group Activity, Describe focus of Tabletop Movie
6. Reflection Discussion- Teacher Reflection on Tabletop Moviemaking in a Language Arts Classroom

EDUC216 Day 4
1. Cell Phone Policy
2. NVU (creating Intranet)
3. Excel - How to Create a Simple Grade Book
4. Marzano
5. Reflection Discussion- Inquiry Learning

EDUC216 Day 5
1. Multiple Intelligences
2. With-it-ness
3. Students work on CRT, Websites
4. Video Download using Freecorder or Firefox
5. PowerPoint/Word - Lesson Plans
6. Reflection Discussion- The Administrators Role in Technology Integration

EDUC216 Day 6
1. Reticular Activating System (RAS)
2. Classroom Response Technology
3. Interactive Whiteboard
4. Reflection Discussion- What Every Teacher Should Know about Technology

EDUC216 Day 7
1. Cultivating Multiple Intelligences - Gardner
2. Differentiated Instruction Ignites Elementary School Learning
3. A Day in the Life of PBL
4. Will Common Core Pay Off
5. Classroom Response Technology
6. Interactive Whiteboard
7. Reflection Discussion- Banning Laptops in Class

EDUC216 Day 8
1. The Vision of the Common Core
2. The Forces Behind Common Core Standards
3. Silicon Valley - No Computers in Classrooms
4. Reflection Discussion- Why Integrate Technology into the Curriculum?: The Reasons Are Many

EDUC216 Day 9
1. Teaching Strategies
2. Modalities
3. Multiple Intelligences - Gardner
4. I Am...
5. Interactive Whiteboard
6. Reflection Discussion- Managing Your Classroom Computer Center

EDUC216 Day 10
1. Begin filming videos
2. CRT / Interactive Whiteboard
3. Website Creation
4. Excel - Behavior Data Sheet
5. Reflection Discussion- Computer Games Stunt Teen Brains

EDUC216 Day 11
1. CRT / Interactive Whiteboard
2. Website Creation
3. Focus on Downloading PowerPoint presentations
4. Integrate Excel and Behavior Management spreadsheet
5. Reflection Discussion- Gaming for Good

EDUC216 Day 12
1. Child Internet Protection Act (CIPA)
2. N2H2
3. Website Creation

4. CRT / Interactive Whiteboard
5. ELMO
6. Reflection Discussion- Kids Outsmart Web Filters

EDUC216 Day 13
1. Online Programs
2. Reading Renaissance / Accelerated Reader
3. CRT / Interactive Whiteboard
4. ELMO
5. Reflection Discussion- Brain Exercise with Dr. Kawashima

EDUC216 Day 14
1. Bullying
2. Tabletop Movie Making
3. CIPA
4. K12.com
5. Reflection Discussion- Districts Grapple with Web Bullying

EDUC216 Day 15
1. The Amygdala Hijack
2. The Virtual Classroom - k12.com
3. Classroom Work
4. Practical Exams
5. Reflection Discussion- Freedom of Speech

EDUC216 Day 16
1. Networks
2. Movie Preparation
3. Make up
4. Practical Exams
5. Skype
6. Reflection Discussion- Do Cell Phones Belong in the Classroom?

EDUC216 Day 17
1. Filter Bypass
2. Movie Preparation
3. Positive Comments
4. Practical Exams
5. All assignments DUE

EDUC216 Day 18
1. Final Exam
2. Movie Premiere

Student Name _____ EDUC _____ Cohort _____

Week	Assignment	Available Points	Earned Points	Completion Date
Reflection 1	Constructivism and the Five E's	2		
Reflection 2	Teacher Reflection on Tabletop Moviemaking in a Language Arts Classroom	2		
Reflection 3	Inquiry Learning	2		
Reflection 4	The Administrators Role in Technology Integration	2		
Reflection 5	What Every Teacher Should Know about Technology	2		
Reflection 6	Banning Laptops in Class	2		
Reflection 7	Why Integrate Technology into the Curriculum?: The Reasons Are Many	2		
Reflection 8	Managing Your Classroom Computer Center	2		
Reflection 9	Computer Games Stunt Teen Brains	2		
Reflection 10	Gaming for Good	2		
Reflection 11	Kids Outsmart Web Filters	2		
Reflection 12	Brain Exercise with Dr. Kawashima	2		
Reflection 13	Districts Grapple with Web Bullying	2		
Reflection 14	Freedom of Speech	2		
Reflection 15	Do Cell Phones Belong in the Classroom?	2		
Methods	Website Creation / Classroom Management Techniques	10		
Methods	Interactive Whiteboard	8		
Methods	Classroom Response Technology	8		
Methods	E-Mail	1		
Methods	Copyright Laws	3		
Methods	Data Collection / Management	2		
Methods	Excel/PowerPoint/Word	10		
Methods	Multimedia	10		
Integration	3 Technology Integration Lesson Plans	8		
	Classroom Participation	10		
TOTAL	**TOTAL Points Earned**			