EDIT 504: Introduction to Educational Technology
3 Credit Hours

Course Dates: June 29 - August 19, 2004
Course Time: Tuesday and Thursday, 4:30 - 7:10pm
Course Location: Robinson A350

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Methodology: This course examines the uses of and issues surrounding educational technology, focusing on computer related technologies and their application to educational tasks. Discussions (on-line and face-to face), readings, field experience, software evaluation, and class projects will be utilized in order to help students develop a working knowledge of instructional technologies.

Learning Outcomes: At the conclusion of this course, students will be able to:

1. Demonstrate facility in the use of basic applications software, including word-processing, databases, spreadsheets, desktop publishing, and hypermedia.
2. Demonstrate use of the Internet, specifically use of e-mail and the World Wide Web (WWW).
3. Evaluate appropriate instructional uses of software.
4. Describe how characteristics of particular technologies can be exploited for maximum educational benefit, based on the development of the learner.
5. Design Instructional Units that demonstrates age-appropriate applications of various educational technologies.
6. Locate information and resources on educational technology.

Educational Standards: This course addresses the following National and State Standards:

The Virginia State Technology Standards for Instructional Personnel,
http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/tech.html :

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
6. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the

use of technology.

International Society for Technology in Education (ISTE) National Educational Technology Standards,
http://cnets.iste.org/index.html :

I. TECHNOLOGY OPERATIONS AND CONCEPTS - Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES - Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
1. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
2. apply current research on teaching and learning with technology when planning learning environments and experiences.
3.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.
4. plan strategies to manage student learning in a technology-enhanced environment.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE - Teachers use technology to enhance their productivity and professional practice. Teachers:
1. use technology resources to engage in ongoing professional development and lifelong learning.
2. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
3. use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
4. apply technology to increase productivity.
5. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES - Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
1. model and teach legal and ethical practice related to technology use.
2. apply technology resources to enable and
empower learners with diverse backgrounds, characteristics, and abilities.
3. identify and use technology resources that
affirm diversity.
4. promote safe and healthy use of technology resources.
5. facilitate equitable access to technology resources for all students.

**IF YOU HAVE A DOCUMENTED DISABILITY AND WISH TO DISCUSS ACADEMIC ACCOMODATIONS,
PLEASE CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE.**

Readings and Materials: Students will need to obtain:

1. A copy of the book, Teaching with Technology by P. Norton & K. M. Wiburg (2003)

2. A copy of the book, Technology for Teaching by P. Norton & D. Sprague (2001)
3. Computer storage device (floppy, CD-R, or USB Flash Drive, as appropriate)
4. A GMU e-mail account
5. A portfolio website or notebook

Course Requirements:

1. Attendance in class is mandatory and discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings, assigned projects, and participate in on-line discussions.
3. Students missing a class are responsible for completing any assignments, readings, etc. before the start of the next class.
4. All written assignments must be completed on a word processor. Assignments are to be turned in at the
beginning of class on the date due. Late assignments will not be accepted without making arrangements with the instructor. Assignments may also be sent through e-mail.

Course Assignments:

1.**Software Reviews** (10%): Students will preview at least five educational technology software programs which focus on the subject matter discipline they plan to teach. Different technology areas (i.e. videodisks, hypermedia,computer software, and CD-ROM discs) will be previewed. Then, students will select two of the previewed pieces of software to complete a comprehensive software evaluation. Particular attention should be paid on ways to use the program within the classroom.

2.**Video Case Studies** (15%): Students will examine five video case studies/exhibits, to be chosen by the instructor. These video case studies will be chosen from either the Digital Edge or InTime Projects. Students will reflect on the lesson presented and will discuss the case studies on Blackboard.

3.**Unit Lesson Plans** (20% each, 40% total): Students will create two unit lesson plans (preparation for at least one week) which use technology as part of the instruction. In each lesson, students will specifically outline how they will use the technology they have selected to teach the subject matter. Each unit plan will be accompanied with an essay describing the design features which support the plan.

4.**Hypermedia Project** (10%): Students will create a hypermedia project of their own choosing. This may be done individually or in pairs.

5.**WebQuest Project** (10%): Working in pairs, students will design and create a WebQuest.

6.**Portfolio** (15%): Students will maintain a portfolio that shows what they have learned during the course. A portfolio is a reflection of what you have learned, not a collection of what you have done. Therefore, each item in the portfolio should be accompanied by a written reflection that explains why you included the item.

(Detailed information about all assignments and in-class activities will be discussed in class and available through the course's Blackboard site.)

Special Note: Although time will be provided in class to work on projects, it will be impossible to complete all projects in class. Therefore, it will be necessary for students to have access to computers outside of class. Students should note the CIET lab hours as well as the hours of other labs around campus.

Evaluation:
Since this is a graduate level course, high quality work is expected on all assignments and in class. Grades will be based on the completion of course requirement and on the scope, quality, and creativity of the assignments. All assignments will be graded. All assignments are due at the beginning of classes. Late assignments will not be accepted without making arrangements with the instructor. Assignments may also be sent through e-mail. All field experiences must be completed satisfactorily in order to pass this course.

In general, oral and written assignments and projects will be evaluated using an A, A-, B+, B, C or F. The following criteria will be used in the form of a grading criteria sheet or a rubric:

Is the required information presented?
Is the content of the submission accurate?
Does the paper cover the issues discussed in class and in the readings?
Are the ideas presented in a thoughtful,integrated manner?
Does the project show creativity and original thought?

STUDENTS ARE ASKED TO TURN OFF ALL CELL PHONES AND BEEPERS BEFORE THE START OF CLASS