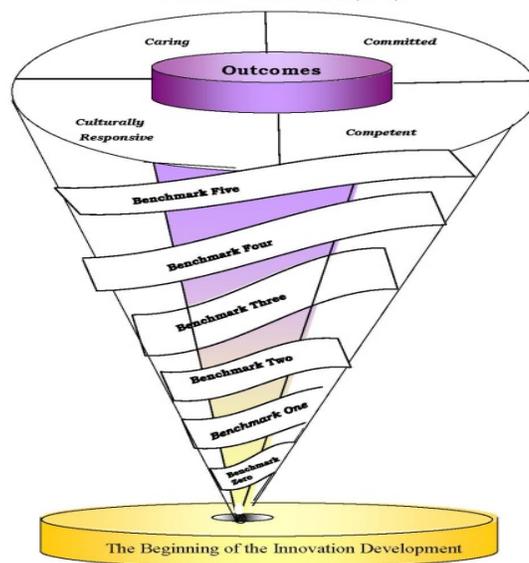


LANE COLLEGE

JACKSON, TENNESSEE 38301

COURSE SYLLABUS

Technology for Educators EDU 231



Department of Education

Instructor:

Office Location:
Office Hours:
Email:
Credit hours: 3

Course Meeting Days:
Course Location: Berry Hall
Phone:

Course Description:

Focuses on media and specific technologies appropriate to teachers in the educational setting, both for instructional purposes and administrative tasks. It includes exposure to and use of various equipment, materials, and software, including Internet and Microsoft Office. Computer-assisted instruction and management techniques are presented.

Required Textbook(s)/Resources**Vision Statement**

The Department of Education is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

Student Learning Outcomes for EDU 231

1. Student will facilitate and inspire student learning and creativity (Critical Thinking Skills)
2. Students will design and develop digital age learning experiences and assessments (Communication Skills)
3. Student will model digital age work and learning (Personal Responsibility)
4. Student will promote and model digital citizenship and responsibility (Personal Responsibility)

Extended Student Learning Outcomes for EDU 231

Upon the completion of course requirements, student will be able to:

1. Identify hardware components, software programs, and their connections
2. Demonstrate data input skills appropriate to the task
3. Understand laws and issues regarding the use of technology in society
4. Demonstrate a variety of strategies for acquiring information from electronic resources
5. Demonstrate how to evaluate acquired electronic information
6. Identify and address equity issues related to the use of technology gender, ethnicity, language, disabilities, and student access to technology

7. Follow guidelines for the legal and ethical use of technology resources;
8. Use productivity tools, such as slide shows, posters, multimedia presentations, newsletter, brochure, or report, to create effective document files for culturally diverse students
9. Evaluate appropriately students' projects and portfolios using formal and informal assessment methods
10. Conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications.

OVERARCHING UNIT GOALS

Unit Operations Goals

- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.

Unit Candidate Goals

- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

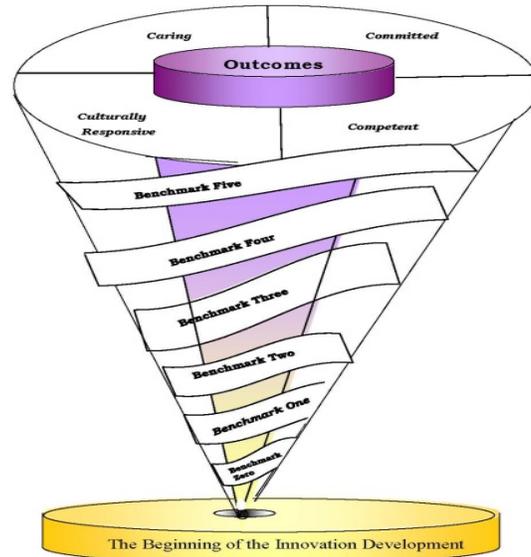
CONCEPTUAL FRAMEWORK

Description of the Conceptual Framework

A graphic schema was constructed to incorporate the department of education's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model.

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)



21 DOE Proficiencies

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**

6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

A committed and culturally responsive educator:

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

A caring educator (dispositions)

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

Standards

After completion of this course, teacher candidates will be able to demonstrate proficiency in the following: Interstate New Teacher Assessment and Support Consortium (InTASC) standards, Lane Department of Education (SOE) Conceptual Framework standards, Tennessee Literacy Standards and CAEP K-5 standards:

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
Standard #5, Standard #6: Assessment, **Standard #8:** Instructional Strategies, and **Standard #9:** Professional Learning & Ethical Practice

CAEP K-6 Standards:

- STANDARD 3—Assessing, Planning, and Designing Contexts for Learning

Tennessee Literacy Standards K-5

- 2.4. Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students' existing knowledge, interests, and cultural diversity.
- 2.7. Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.
- 2.10. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy

Standard 4: Assessment and Evaluation

- Educator candidates must understand the different purposes for assessment (e.g., to understand a student's strengths and needs, plan instruction, evaluate learning) as they relate to a range of assessment tools and practice.

Literacy Standards for Middle and Secondary Educator Preparation – Academic as well as Career and Technical Education (Includes all 6-8, 6-12, 9-12, PreK-12, and K-12 endorsements; excluding 6-8 and 6-12 English/Language Arts, Special Populations, and Instructional Leader endorsements)

Candidates will attain and demonstrate a deep understanding of the essential role literacy plays in equipping students to acquire, comprehend, and communicate content-specific information, as represented in the Tennessee Student Academic Standards. The Tennessee Student Academic Standards should be used in conjunction with these educator preparation literacy standards to best support candidates in non-ELA middle and secondary educator preparation programs.

Candidate Focus:

Standard 1 - Candidates will attain and demonstrate a deep understanding of content-specific literacy skills and strategies, and how they apply to content-specific instruction and learning for K-12 students.

Standard 2 - Candidates will understand content-specific academic vocabulary and demonstrate the ability to communicate using vocabulary accurately and effectively.

K-12 Student Focus:

Standard 3 - Candidates will demonstrate the ability to prepare K-12 students to acquire and comprehend information through reading, viewing, listening, speaking, and writing connected to content-specific sources.

Standard 4 - Candidates will demonstrate the ability to prepare K-12 students to effectively engage in communication of content-specific information through reading, viewing, listening, speaking, and writing.

Curriculum Alignment to Department, CAEP, InTASC, and Tennessee Standards Literacy Standards

| Course Objectives | DOE Proficiencies | InTASC | Literacy Standards | CAEP K-6 | Assessment Artifacts |
|---|--|---------------|---------------------------|-----------------|--|
| <p>Identify hardware components, software programs, and their connections;</p> <p>Demonstrate data input skills appropriate to the task;</p> <p>Understand laws and issues regarding the use of technology in society.</p> | <p>A caring and committed educator uses technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.</p> | 5,6,8,9 | 2.4, 2.7, 2.10, 4 | 3 | Oral demonstration and assignments |
| <p>Demonstrate a variety of strategies for acquiring information from electronic resources;</p> <p>Demonstrate how to evaluate acquired electronic information.</p> | <p>A competent educator identifies task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.</p> | 5,6,8,9 | 2.4, 2.7, 2.10, 4 | 3 | Oral presentation, demonstration, quizzes, and assignments |
| <p>Identify and address equity issues related to the use of technology gender, ethnicity, language, disabilities, and student access to technology;</p> <p>Follow guidelines for the legal and ethical use of technology resources.</p> | <p>A culturally responsive educator uses task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.</p> | 5,6,8,9 | 2.4, 2.7, 2.10, 4 | 3 | Oral presentation, quizzes, and assignments |

| Course Objectives | DOE Proficiencies | InTASC | Literacy Standards | CAEP K-6 | Assessment Artifacts |
|--|---|---------|--------------------|----------|----------------------|
| Use productivity tools, such as slide shows, posters, multimedia presentations, newsletter, brochure, or report, to create effective document files for culturally diverse students. | A culturally responsive educator communicates information in different formats and for diverse audiences. | 5,6,8,9 | 2.4, 2.7, 2.10, 4 | 3 | Assignments |
| Evaluate appropriately students' projects and portfolios using formal and informal assessment methods; Conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications. | A competent educator knows how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum. | 5,6,8,9 | 2.4, 2.7, 2.10, 4 | 3 | Evaluation Rubric |

Digital Storytelling Assignment

For this assignment, you will work in groups of 3 to create a short video telling a story about a topic discussed in this course. Topics must be approved by the instructor.

Digital Storytelling

Your goal in this assignment is to create a compelling narrative that inspires viewers to think differently about your topic. You may choose to tackle a theme that has not received much attention in public education in the urban and rural systems. Or you might take a prominent issue and examine it from a new angle. Either way, your goal is to provoke thought, reflection, and discussion.

Digital Storytelling Rubric

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|---|---|--|---|
| Point of View - Awareness of Audience | Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience. | Limited awareness of the needs and interests of the target audience. |
| Dramatic Question | Realization is dramatically different from expectation. | Realization differs noticeably from expectation. | Realization barely differs from the expectation. | Realization and expectation do not differ. |
| Voice - Consistency | Voice quality is clear and consistently audible throughout the presentation. | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. | Voice quality is clear and consistently audible through some (70-84%) of the presentation. | Voice quality needs more attention. |
| Voice - Conversational Style | Uses a conversational style throughout. | Uses a conversational style the majority (85-95%) of the time | Uses a conversational style most (70-84%) of the time. | Presentation style is primarily monologue. |
| Voice - Pacing | The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story. | Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. | Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently | No attempt to match the pace of the storytelling to the story line or the audience. |

| | | | | |
|--------------------------|---|--|--|--|
| | | | engaged. | |
| Soundtrack - Emotion | Music stirs a rich emotional response that matches the story line well. | Music stirs a rich emotional response that somewhat matches the story line. | Music is ok, and not distracting, but it does not add much to the story. | Music is distracting, inappropriate, OR was not used. |
| Images | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. | Little or no attempt to use images to create an appropriate atmosphere/tone. |
| Duration of Presentation | Length of presentation was 4 minutes. | Length of presentation was 3 minutes. | Length of presentation was 2 minutes. | Presentation was less than 2 minutes long OR more than 4 minutes. |
| Grammar | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. | Grammar and usage were typically correct but errors detracted from story. | Repeated errors in grammar and usage distracted greatly from the story. |
| Point of View - Purpose | Establishes a purpose early on and maintains a clear focus throughout. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |

Total: _____

COURSE POLICES, PROCEDURES, AND EXPECTATIONS

Attendance, Participation, and Professionalism: You must demonstrate the dedication, preparation, and professionalism shown by effective teachers. Class attendance, promptness to class, meeting assignment deadlines, preparation for class, group and class participation, and effective use of class time are examples of teacher professionalism. **Attendance is not an option; it is a requirement!** Notification of absence is required.

- ✓ Only approved absences are considered excused. To be considered an excused absence, students will need to provide documentation to the instructor by the end of the second working day following the absence.
- ✓ If a student misses more than one fifth of the class time, it will be counted as an absence.
- ✓ Submit all assignments on due dates. Late assignments will not be accepted or grades. If a student is ill and cannot attend class on the day an assignment is due, the assignment will be accepted and graded if submitted to the instructor no later than two days after the due date.
- ✓ All assignments are required for successful completion of this course.
- ✓ If an absence is excused, any quiz, exam or other work (with the exception to the Teaching Demonstration) that contributes to the final grade may be made up through communication with instructor.
- ✓ All requirements including reading should be completed before class
- ✓ All papers must be typed and double-spaced using 12-point font. Place your name, date, course, and number at the top of the first page.
- ✓ All assignments must be turned in on or before the due date. Late assignments will be accepted only if approved by the instructor.
- ✓ Cell phone use is not permitted during class instructional time.

Cell Phones: Be Courteous/Considerate. **All cell phones must be set to silent during class hours** (e.g., No phone calls or text messaging should be conducted during class). If you need to make or receive an urgent phone call or text message during class, then please place your phone on vibrate and quietly step outside of the classroom to complete your call and/or text.

AMERICANS WITH DISABILITIES ACT STATEMENT

Lane College complies with the Americans with Disabilities Act. Students requesting academic accommodations should contact Dr. Michelle Stewart, (Bray Hall Room 306, mcurtain@lanecollege.edu, 731-426-7552), in the office of academic affairs. In order to provide accommodations in a timely manner, students are encouraged to contact Dr. Stewart as early in the term as possible.

