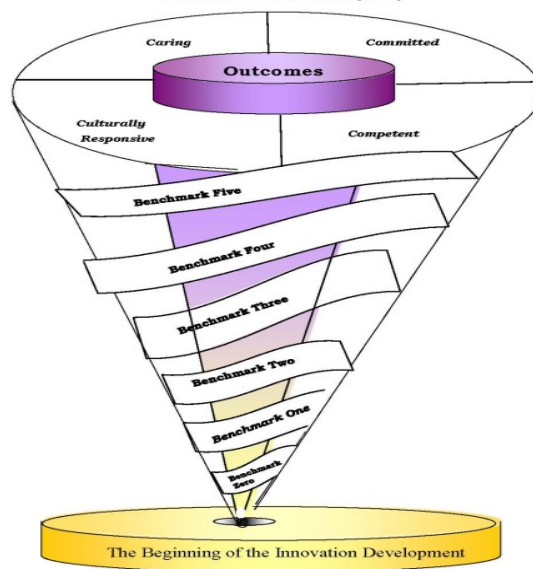


LANE COLLEGE

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.

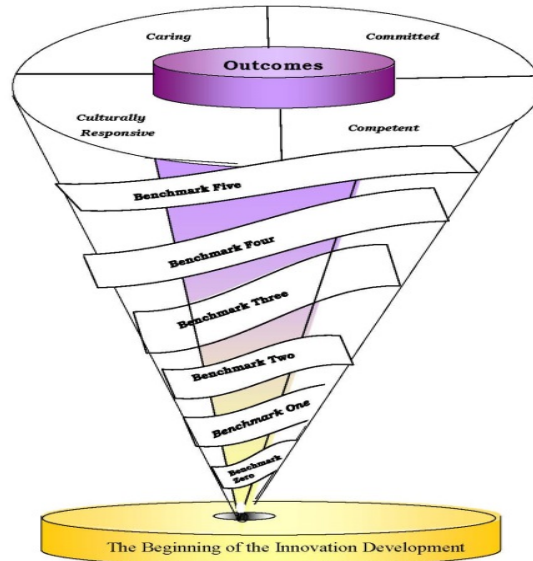
CONCEPTUAL FRAMEWORK

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.