I. COURSE DESCRIPTION

Regarding this course as a foundation course, the course goal is to provide students with fundamental information of educational technology integration into education. Throughout the class sessions, covered are instructional technology skills, pedagogical knowledge, utilization of computer, Internet, software applications, & other types of electronic resources, and etc in order for us to enhance k-12 education outcomes in contemporary learning environment.

II. SCHOOL OF EDUCATION MODEL

CONCEPTUAL FRAMEWORK

This course supports the research-based conceptual framework that incorporates nine program outcomes. All of which are designed to prepare a Reflective Professional. The nine outcomes of this model are listed in summary form below. Of the nine program outcomes, this course emphasizes those in *bold face type*.

<table>
<thead>
<tr>
<th>Conceptual Framework Outcomes</th>
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<tbody>
<tr>
<td>1. Communication Skills</td>
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<td>2. Higher-Order Thinking Skills</td>
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<tr>
<td>3. Instructional Media and Technology</td>
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<tr>
<td>4. Learning and Development</td>
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<tr>
<td>5. School Culture &amp; Contest</td>
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<tr>
<td>6. Instructional Design and Delivery</td>
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<tr>
<td>7. Classroom Management</td>
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<td>8. Assessment and Evaluation</td>
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<td>9. Professional Development</td>
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COURSE OBJECTIVES*

Students will understand and meet the following:

I. Technology Operations And Concepts.
Teachers Demonstrate A Sound Understanding Of Technology Operations And Concepts.

II. Planning And Designing Learning Environments And Experiences.
Teachers Plan And Design Effective Learning Environments And Experiences Supported By Technology.

III. Teaching, Learning, And The Curriculum.
Teachers Implement Curriculum Plans That Include Methods And Strategies For Applying Technology To Maximize Student Learning.
IV. Assessment and Evaluation.
Teachers Apply Technology To Facilitate A Variety Of Effective Assessment And Evaluation Strategies.

V. Productivity And Professional Practice.
Teachers Use Technology To Enhance Their Productivity And Professional Practice.

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.

* Meeting these objectives is subject to vary, depending on individual student performance and class schedule. Also, these are based upon educational technology standards and performance indicators issued by International Society for Technology in Education (National Educational Technology Standards).

III. MATERIALS

TEXTBOOKS AND DEVICES

It is required for students to purchase the following book, as study reference/aid:


Currently, the campus book store has stored the used copies of this book. You may purchase this book through other venues, if desired. Also, please do not purchase a short version of this book.

Additional reference book (below; optional):


A jump drive (jump stick; memory stick; flash drive) for your data management. You may store data in a lab computer’s public folder, if needed, but are responsible for using this public folder.

Earphone or headphone for better sound quality.
IV. ASSIGNMENTS AND COURSE ACTIVITIES

Each assignment will be properly informed, in advance, by the instructor, based upon the classroom activities (see Classroom Activities).

Score range of an assignment will be properly informed, in advance, by the instructor; if the range (0 to 10 point) is allocated on assignment A, it indicates that maximum point on assignment A is 10.

Late submission is always accepted by the time a final grade is made, but it receives a penalty in order to be fair with the students who make the deadline; the penalty point is various, depending on how late submission is made.

The due date (assignment deadline) is effective until the designated date’s 11:55 pm: For example, if the deadline is March 9th, it may mean March 9th 11:55 pm. Carefully check the deadline date/time on e-mails and/or the Assignment Page of Oncourse, when necessary.

Assignments/course activities are the following: Chapter summary writing, opinion writing, event flyer production, e-Portfolio production, WebQuest (electronic learning activity) production, short lesson plan with e-resources, (tech-assisted activity plan), software evaluation, technical teaching practice, visual mapping, and/or etc.

NOTE: Your session activities including multiple assignments are the basis for artifact score form evaluation; for more detailed course rubric, refer to the course rubric provided in the course site of Oncourse. In addition, the artifact score form is different from the course rubric. You will be notified by the instructor, when your artifact score form is made and ready to pick up (typically, after final grade is made).

V. GRADING/EVALUATION SYSTEM

In order for you to receive a good grade, you need to demonstrate appropriate quantity and quality. Therefore, if you meet the criteria for each assignment and your work is submitted on time, you may earn all or most of the points; the assignments have various criteria, but general criteria is found in the course rubric.

The possible grade you get is A+, A, B+, B, C+, C, D+, D, F, or I (incomplete). The final grade is made, based upon the combined scores on class work, assignments, class participation, and other factors such as attendance and the required PRAXIS I exam info.

A+ 100-95 / A 94-90 / B+ 89-85 / B 84-80 / C+ 79–75 / C 74–70 / D+ 69-65 / D 64-60 / F 59–0

VI. Electronic Communication and Others

All students are required to have and maintain an active IUN E-MAIL account to communicate with the instructor. This account must be monitored regularly. Students are held accountable for any material or announcements distributed by the instructor via E-mail.

All students need to know how-to-utilize Oncourse course site. If you are not familiar with Oncourse, get trained through IT Help Desk or click here for self learning.

You may wish to explore the performance profiles for teachers through http://cnets.iste.org/Teachers/t_profile-gen.html
PLAGIARISM AND CHEATING

In the absence of any other agreement between the student and the instructor, it is assumed that when a student turns in an assignment or takes an examination, every word of the assignment or answer is the student’s own work. This means, for instance, that mathematical computations are performed by the student and not a friend. It means that the student studies for examinations and his/her answers reflect his/her understanding of the material. It means that the wording, ideas, and information in a student’s essay, exam, or paper are entirely the student’s own.

One form of academic cheating is plagiarism, defined by Hulon Willis as: The attempt to pass the ideas or language of someone else as your own. If you use information, speculation, a full sentence, or even a particularly vivid or unusual phrase that you found in your research, you are absolutely obligated to acknowledge it, normally in a citation or footnote, as clearly and specifically as possible. (Writing Term Papers, 2nd ed., rev. Alan Heineman [New York: Harcourt, Brace, Javanovich, 1983], p. 57). There are web sites which explain plagiarism and here are a couple of those:

How to recognize and avoid plagiarism: [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html)

Purdue’s OWL (Online Writing Lab): [http://owl.english.purdue.edu/handouts/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)


The most common instances of plagiarism include the following:

1. Failure to provide a citation for a paraphrase or summary.
2. Failure to paraphrase or summarize properly, even when a citation or footnote is provided.
3. Copying another source verbatim (word-for-word) without quotation marks or proper indentation, and citation.
4. Copying another source without acknowledgement.
5. Turning in another person’s paper or other work as one’s own - in other words, deliberate cheating.
6. Turning in work already submitted for credit to another class (all work for each class must be original)

VII. INTASC PRINCIPLES

The ten INTASC (Interstate New Teachers Assessment and Support Consortium) principles are addressed by the Conceptual Framework model that underlies all of the initial programs of the School of Education at IUN. The 10 principles are found with entirety at [http://cte.jhu.edu/PDS/Resources/INTASC_Principles.htm](http://cte.jhu.edu/PDS/Resources/INTASC_Principles.htm).

The following table indicates how the outcomes of this course are related to those selected developmental standards.

<table>
<thead>
<tr>
<th>Principle 1: Making content meaningful</th>
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<tbody>
<tr>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</td>
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</tbody>
</table>
Principle 3: **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 5: **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle 6: **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

VIII. IPSB DEVELOPMENTAL STANDARDS

The Indiana Professional Standards Board has established developmental standards for Teachers of Early childhood, Teachers of Middle childhood, Early Adolescence Generalist Teachers, and Teachers of Adolescence & Young Adults. Detailed info in this syllabus is under revision.

IX. SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Educational Technology</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Productivity Tools and Application Software</td>
</tr>
<tr>
<td>Week 3</td>
<td>Understanding World Wide Web/Assistive Technology Development</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>Week 4</td>
<td>Social, Ethical, Legal, and Human Issues / Fair Use of Copyrighted Electronic Materials</td>
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<tr>
<td>Week 5</td>
<td>Innovative Pedagogy with Technology in Teaching and Learning</td>
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<tr>
<td>Week 6</td>
<td>Assessing and Selecting Internet Resources / Educational Websites Review Guide</td>
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<tr>
<td>Week 7</td>
<td>Technology Integration in the Content Areas / Multidisciplinary Units (Service-Learning Project with Social Networking System)</td>
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<tr>
<td>Week 8</td>
<td>Educational Use of Electronic Games and Simulations (Raptivity)</td>
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<tr>
<td>Week 9</td>
<td>Production of E-Portfolio (Epsilen.com) and VoiceThread Production</td>
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<tr>
<td>Week 10</td>
<td>Interactive Quiz with PowerPoint tool</td>
</tr>
<tr>
<td>Week 11</td>
<td>Web Quest Revision with Lesson Plan and Learning Activity Plan</td>
</tr>
<tr>
<td>Week 12</td>
<td>Teaching Demo of Technical Skills</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Recap of the Topics Covered and Sessions of Project Preparation and Finalizing</td>
</tr>
</tbody>
</table>

**Special Note**

(a) The instructor reserves the right to modify the syllabus; any change will be informed to the students in timely fashion.
(b) It is strongly recommended that you inform the instructor of any issues regarding the course.
(c) Any topic/issue not stated on this syllabus may be discussed/specified/solved by the instructor with the student and/or the related people at the School of Education, depending on the topic/issue.