EDTECH 541: *Integrating Technology into the Classroom Curriculum*
Course Syllabus

Semester:	Spring, 2011
Dates:	January 17, 2011 to May 8, 2011
Credits:	3 Credit Online Course
EDTECH Website:	http://edtech.boisestate.edu

Instructor Information

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Course Description

You will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. You will also identify relative advantages for choosing technology integration strategies and resources for you to draw upon in developing your own technology integration activities.

Course Objectives

At the end of the course, students will be able to:

1. Demonstrate knowledge of hardware function, installation, selection and maintenance by developing a networking/hardware lesson or conducting a field trip.
2. Locate and evaluate current research on teaching and learning with technology and generate a personal rationale for using technology in education based on findings from research and practice.
3. Define and identify instructional software types and uses.
4. Identify and develop effective classroom activities using telecommunications tools and the Internet and will demonstrate this knowledge through reflective activities and the development of one or more web-based activities.
5. Develop effective classroom activities using advanced features of database management systems and/or advanced spreadsheet software tools and demonstrate knowledge of this through the development of a database or spreadsheet supported lesson.
6. Identify and classify adaptive assistive hardware and software for students and teachers and demonstrate this knowledge through reflective discussion activities.
7. Identify and describe teaching and learning tasks as well as productivity uses for Internet-based tools.
8. Identify and describe teaching and learning tasks with productivity software tools.
9. Identify current issues in all content areas that will impact the selection and use of technology, describe key strategies for integrating technology into those content areas, and identify example software and Web resources required to carry out each integration strategy.

Textbook for this Class

Required: *Integrating Educational Technology into Teaching* (5th Ed.) by M.D. Roblyer and A.H. Doerling

Assignment Details

Detailed information about assignments and how to complete them will be posted in Moodle as we progress through the term. After opening the course site, click on the links within the Module. The course schedule has been set up so that new assignments will be posted on Mondays. Due dates are the following Tuesday. Please check often to read announcements since these can be posted at any time. Also, check your BSU BroncoMail (http://broncomail.u.boisestate.edu/) at least once per week for course related correspondence. The default email address in Moodle is your BSU email address. For help using your BroncoMail account please see: http://boisestate.edu/helpdesk/email/broncomail/howto.shtml

Grading Policies

1. All assignments are to be submitted on or prior to the due date. Late assignments will be accepted during the following week or module with a five point per day deduction. No late work will be accepted after that time.
2. Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments. Full assignment details will only become available at the beginning of each new assignment week. Assignments are posted at least one week prior to the due date.
3. All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through Grades in Moodle. All of the assignments are listed in Grades and points will be added as we progress through the semester. Depending on the assignment, this can take up to a week.
4. I will grade your work to the best of my abilities. If you feel you have received an inferior grade, you have the right to challenge this score. Please explain to me IN WRITING why you believe the grade is too low, and I will consider your reasoned argument.

Final letter grades will be based upon the following scale:

Highest	Lowest	Letter
100%	100%	A+
99.99%	93.00%	A
92.99%	90.00%	A-
89.99%	87.00%	B+
86.99%	83.00%	B
82.99%	80.00%	B-
79.99%	77.00%	C+
76.99%	73.00%	C
72.99%	70.00%	C-
69.00%	67.00%	D+
66.99%	60.00%	D
59.00%	0.00%	F

Week	Topics/Assignments to Be Addressed	Readings	Due Date
1	*Welcome & Orientation to the Course* Hello – This is Me Slideshow	Course Syllabus Roblyer & Doering: Ch.1 & 2	1/23
2	*Foundations of Effective Technology Integration* Relative Advantage Chart & Vision Statement	Roblyer & Doering: Ch.1 & 2	1/30
3	*Operating Systems, Computer Hardware, Networks & File Management* Networking Project	Online Resources: To be provided	2/6
4	*Productivity Tools & Instructional Software* Instructional Software Presentation	Roblyer & Doering: Ch. 3, 5, & 6	2/13
5	*Internet Tools for Community Building & Social Networking* Social Networking Presentation & Internet Safety Presentation	Roblyer & Doering: Ch. 7 & 8	2/20
6	*Using the Internet for Instruction* Using the Internet for Instruction Presentation	Roblyer & Doering: Ch. 8	2/27
7	*Adaptive & Assistive Technology* Adaptive/Assisstive Technology Presentation	Roblyer & Doering: Ch. 15	3/6
8	*Using Video to Enhance the Curriculum* Video Enhanced Lesson Plan & Video Library	Online Resources: To be Provided	3/13
9	Tool Software Overview Tool software practice activities	Roblyer & Doering: Ch. 4	3/20
10	*Spreadsheets & Databases – Pt. 1* Spreadsheet or Database Technology Supported Lesson	Roblyer & Doering: Ch. 4	3/27
11	**Spring Break:** No Assignments		4/3
12	Spreadsheets & Databases – Pt. 2 Spreadsheet or Database Technology Supported Lesson	Roblyer & Doering: Ch. 4	4/10
13	*Technology in the Content Areas – Pt. 1* Begin Content Area Presentations	Roblyer & Doering: Ch. 9-14	
14	*Technology in the Content Areas – Pt. 2* Math, Science, Language Arts and/or Social Studies Content Area Presentations	Roblyer & Doering: Ch. 9-14	4/24
15	*Technology in the Content Areas – Pt. 3* ELL or FLI and Art/Music or PE/Health Content Area Presentations	Roblyer & Doering: Ch. 9-14	5/1

16	*Assessing Technology Use* Reflection, Evaluation, Submit Final Project for grading	Roblyer & Doering: Textbook Website	5/8

Technical Skills Recommended for Course Success

The following skills will increase your chances of having a successful and enjoyable experience in this course.

- Ability to use basic Learning Management System (i.e., Moodle) features and tools – uploading and attaching documents and images, use of an editing toolbar, use of a discussion forum.
- Knowledge and use of Word documents, Powerpoints, PDFs, and video and audio media.
- Ability to begin, format, and maintain both a Blog and a professional/personal website.
- Knowledge and use of spreadsheets and databases (either Microsoft or Google docs).
- Ability to register and learn simple Web 2.0 tools.
- Ability to embed widgets via html code.

Course Policies

Advanced Copies of Assignments

Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments. Full assignment details will only become available at the beginning of each new assignment week (Sundays). Assignments are posted at least one week prior to the due date.

Grading Cycle

All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through Grades in Moodle. All of the assignments are listed in Grades and points will be added as we progress through the semester. Depending on the assignment, this can take up to a week.

Late Work

Due Dates: Please note that all assignment due dates fall on Sundays. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: http://www.timeanddate.com/worldclock/

Point Deduction for Late Work: 5 points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 10 points as a late penalty. Emergency Pass: If you have a major event such as a death in the family, illness, hospitalization, or you are out of town without Internet, you may turn in one assignment under the emergency pass. This assignment may be up to one week late and still qualify for full credit. After the one week extension has passed ten points per day will be deducted until the assignment is no longer worth any credit.

Your Responsibility with Late Work: If you will be late for any reason please e-mail the instructor at jaclyngerstein@gmail.com on or before the scheduled due date. When the assignment is completed you must send a follow-up email to let the instructor know it is ready to grade. This is

how we calculate the number of days for the late work penalty. Failure to notify the instructor could lead to a grade of zero.

Plan Your Time: It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. A three credit graduate course requires about 9 to 12 hours per week of work. It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

Technical Difficulties

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Boise State's FERPA policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.
http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml

Academic Honesty

All students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty BSU Student Code of Conduct. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

We will follow the and also observe U.S. copyright laws in this course. Several great links to copyright information are available on the BSU Academic Technologies site at:
http://itc.boisestate.edu/resource.htm

Please adhere to the following guidelines:

- Please do your own original work for each project. Projects that were created for other classes may not be submitted for credit in this course. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."
- All projects and other assignments should be composed in original text that is written by the student who is submitting it. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not permitted.
- The practice of copying code from the instructor examples is strongly discouraged. It is best to write your own HTML/XHTML/CSS. The work you submit should be clearly unique and different from the instructor example code.
- Images or other media used in projects should be original, used with permission of the owner, or come from the public domain. Please check terms of use on sites containing these items. If in doubt, don't use it.

- Please cite the source for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.
- In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Conceptual Framework

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

AECT Standards

Standard 1: DESIGN
Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

1.1 Instructional Systems Design (ISD)
Within the application of this definition, 'design' is interpreted at both a macro- and micro-level in that it describes the systems approach and is a step within the systems approach. The importance of process, as opposed to product, is emphasized in ISD.

1.1.1 Analyzing: process of defining what is to be learned and the context in which it is to be learned.
1.1.2 Designing: process of specifying how it is to be learned.
1.1.3 Developing: process of authoring and producing the instructional materials.
1.1.4 Implementing: actually using the materials and strategies in context.

1.2 Message Design
Message design is embedded within learning theories (cognitive, psychomotor, behavioral, perceptual, affective, constructivist) in the application of known principles of attention, perception, and retention which are intended to communicate with the learner. This sub-domain is specific to both the medium selected and the learning task.

1.3 Instructional Strategies

In practice, instructional strategies interact with learning situations. The results of these interactions are often described by instructional models. The appropriate selection of instructional strategies and instructional models depends upon the learning situation (including learner characteristics), the nature of the content, and the type of learner objective.

1.4 Learner Characteristics
Learner characteristics impact specific components of instruction during the selection and implementation of instructional strategies. For example, motivation research influences the selection and implementation of instructional strategies based upon identified learner characteristics. Learner characteristics interact with instructional strategies, the learning situation, and the nature of the content.

Standard 2: DEVELOPMENT
Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

2.1 Print Technologies
Print technologies include verbal text materials and visual materials; namely, text, graphic and photographic representation and reproduction. Print and visual materials provide a foundation for the development and utilization of the majority of other instructional materials.

2.2 Audiovisual Technologies
Audiovisual technologies are generally linear in nature, represent real and abstract ideas, and allow for learner interactivity dependent on teacher application.

2.3 Computer-Based Technologies
Computer-based technologies represent electronically stored information in the form of digital data. Examples include computer-based instruction(CBI), computer-assisted instruction (CAI), computer-managed instruction (CMI), telecommunications, electronic communications, and global resource/reference access.

2.4 Integrated Technologies
Integrated technologies are typically hypermedia environments which allow for: (a) various levels of learner control, (b) high levels of interactivity, and (c) the creation of integrated audio, video, and graphic environments. Examples include hypermedia authoring and telecommunications tools such as electronic mail and the World Wide Web.

Standard 3: UTILIZATION
Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

3.1 Media Utilization
Utilization is the decision-making process of implementation based on instructional design specifications.

3.2 Diffusion of Innovations
With an ultimate goal of bringing about change, the process includes stages such as awareness, interest, trial, and adoption.