Department of Teaching & Leadership
College of Education
Pittsburg State University

Course Number: 18FW-EDTH-330.01	**Instructor:** Tracy Rampy
Course Title: Technology for the Classroom	**Office:** Hughes Hall B13
Credit Hours: 3	**Office Hours:** **M/W** 8:45-11:45; **W** 2:30-4:30
Class Time/Location: T/TH: 12:30-1:45 Hughes 308	**TU/TH** 2:30-3:30; Other times by appointment
Course Delivery Method: Face-to-Face w/online components	**Phone:** Office:620-235-4082; Cell:913-522-4917
Semester: Fall 2018	**Email:** trampy@pittstate.edu
	Email via Canvas is preferred contact

1. COURSE DESCRIPTION

This course is designed to introduce students to educational technology, current research on critical issues and trends within the field, and how to effectively integrate educational technology into the P-12 classroom and curriculum. Students will explore and demonstrate how educational technology can enhance personal and professional productivity and support teaching and learning in a 21st Century learning environment. This course meets a General Education Elective requirement.

2. PURPOSE

The purpose of this course is to provide students with opportunities to explore, discuss and research educational technologies for learning and discover effective ways to integrate these technologies into personal and professional settings.

3. COURSE OBJECTIVES

Students will:

• Explore, discuss and research educational and emerging technologies in various teaching/learning settings.

• Plan, design, and demonstrate appropriate teaching materials for various learning experiences.

• Differentiate instruction and equitable access for all learners.

• Develop a personal learning network for continued professional growth.

• Discuss social media within the educational and professional settings.

• Exhibit ability to work in small teams and collaborate on projects throughout semester.

• Demonstrate effective communication skills.

• Experience and recognize that educational technology is an integral part of teaching and learning while understanding that technology is a teaching resource/tool.

• Discuss and demonstrate an understanding of how using technology for producing vs consuming impacts the individual, society, institutional structures, the economy, and the world.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

Kansas Elementary Education Standards
Standard 1: Learning. The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

Kansas Elementary Education Unified Standards
Standard 2: Assessment. The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations. **2.2, 2.3**

Standard 3: Planning Instruction Considering Individual Learner Characteristics. The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation. **3.4**

Standard 6: English Language Arts. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **6.2, 6.4**

Standard 7: Math. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics, counting and cardinality, and operations and algebraic thinking. **7.4, 7.5**

Standard 8: Science. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses fundamental concepts in science (physical, life, and earth and space sciences) including science in technology, personal and social perspectives, history and nature, unifying concepts, and inquiry processes as well as individual performance data to plan, implement, and assess science learning experiences that engage all students to plan, implement, and assess science learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **8.4, 8.5**

Standard 9: Social Studies. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **9.5**

The instructor retains the right to change the syllabus, schedule and assignments at any time.

Standard 11: Professional and Ethical Practice. The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies. **11.1, 11.3**

Kansas Professional Education Standards
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences **1.2.1, 1.3.1, 1.3.2**

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learning to meet rigorous standards **2.1.3**

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation **3.1.1, 3.2.1, 3.3.1**

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **5.1.2, 5.2.1, 5.3.3**

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. **6.1.1, 6.1.3, 6.3.2**

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learnings and the community context. **7.1.1**

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. **8.1.4, 8.2.1, 8.2.2**

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **9.2.1**

PSU College of Education Professional Knowledge Base
See Appendix A within Syllabus

The instructor retains the right to change the syllabus, schedule and assignments at any time.

ISTE (International Society for Technology Education Standards for Teachers) Standards for Educator http://www.iste.org/standards/standards/for-educators

ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

Empowered Professional:

Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Learning Catalyst:

Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

PSU General Education Program

Goal #3: Students should be able to function responsibility in the world in which they live.

Part IV: Producing and Consuming: Demonstrate an understanding of how the world of producing and consuming impacts the individual, society, institutional structures, economy, and the world. **2**

4. **REQUIRED TEXTBOOKS**

   No textbook is required for this course. Readings will be assigned by the instructor and can be found as a PDF or a link through the Internet or Axe library.

5. **ADDITIONAL REQUIRED MATERIALS**

   Internet Browser

   You will need the latest version of Chrome, Firefox, or Safari for an Internet browser, latest plug-ins for commonly used functions and ability to access the PSU Canvas, PSU student email, PSU Google Drive. Chrome and Firefox are preferred browsers.

   High Speed Internet Access – Primary and Back-up Connections

   You **MUST** have access to a *high-speed Internet connection*. If your personal device is not working you **MUST** have a back-up plan. **Not having access to a device, experiencing any technical issues/failures or not having access to the Internet is NOT an excuse for missing deadlines for your course work.**

   Gorilla Geeks Help Desk (620-235-4600) https://www.pittstate.edu/it/gorilla-geeks.html

   The instructor retains the right to change the syllabus, schedule and assignments at any time.

Additional Hardware and Software

Data storage (Cloud storage)

Access to, including but not limited to, the following:

1. Device (i.e. laptop, Chromebook, tablet) MUST have access to a device and internet. If your device is not working or has limited capabilities, you MUST have a device back-up plan. There will be access to device carts available during class.
2. Canvas
3. Google Drive via student email: UN@gus.pittstate.edu
4. Microsoft Office (Can obtain Microsoft Office 365 free via GUS portal)
5. Various Web Applications
6. Apple ID UN/Password
7. Creating online accounts to various free online resources that will be required throughout the semester.
8. YouTube Account
9. Social Media account (Twitter)

6. TECHNICAL PREREQUISITES

1. Basic computer skills, including navigating the Internet, using education applications, and viewing multimedia objects.
2. Canvas navigation skills.

7. ATTENDANCE, COMMUNICATION, PARTICIPATION, AND ASSESSMENT

Class Attendance

Attending class is an expectation; attendance will be taken each class session. Communicate all absences (excused or unexcused) to instructor via Canvas. Initiation of any discussion about missed work due to an absence (excused or unexcused) is the responsibility of the student. Refrain from asking, "can you tell me what I missed in class" or "did we do anything important."

Much of our work is hands-on and/or team projects that require attendance. Three absences (excused or unexcused) will require meeting with instructor to discuss dropping the course. **Withdrawing or dropping this course for whatever reason is the responsibility of the student.**

Communication - Effective communication is essential for success in the course.

Please note my contact information. Do not hesitate to contact me with any questions or concerns throughout the semester. Preferred method of communication is email via Canvas. My phone contacts are also listed if needed.

Active Participation

Active participation is a vital part of your learning experience during this course. Students are expected to actively participate and contribute during class discussions, team projects, and discussion posts within Canvas; access course materials via Canvas; complete assignments per due dates; and be positive and "present" during class.

Weekly Assignments

Each week, you will be required to complete specific assignments; quizzes; actively participate in class discussions, discussion posts within Canvas and individual and/or group projects; and

The instructor retains the right to change the syllabus, schedule and assignments at any time.

assessments/reflections. Dates of assignments to be determined by instructor.

Withdrawing or Dropping Course
Withdrawing or dropping this course for any reason is the responsibility of the student. Check the
Fall 2018 Syllabus Supplement for drop and withdraw dates.

Expectation of Positive Teamwork: There will be opportunities for collaboration and small team
projects. In this class, students will be asked on a regular basis to participate in activities, such as
engaging in teamwork/projects, presenting to the class, moving around the classroom without personal
properties in close proximity, and performing short skits or role-playing scenarios. These activities may
require students to either be separated from their bags or be prepared to keep their bags with them at all
times during such activities. Students are encouraged to read the Regents approved PSU weapons policy
(https://news.pittstate.edu/2016/12/regents-approve-psu-weapons-policy.html#.W2u_olVKhQI) to ensure
they understand the requirements related to concealed carry.

Cell/Smartphones are allowed for academic purposes only. Personal/pleasure texting during class is not
an academic purpose.

Bringing relatives, pets (exception of service animals), or friends to class will not be permitted.

Score Posting and Grades
Assignment comments are returned to individual students via CANVAS and grades will be posted to the
online gradebook via CANVAS. It is the student's responsibility to check their grades and contact the
instructor in a timely manner with any questions.

Assignments will normally be graded 2 weeks after the assigned due date. The instructor holds the right to
grade assignments earlier or later than this time frame depending on extenuating circumstances.

Course final is mandatory.

Class grade is a subjective grade as determined by the instructor.
Grading Scale
90% - 100%   = A
80% - 89%   = B
70% - 79%   = C
60% - 69%   = D
Below 60%   = F

Late Assignments Policy
No late work will be accepted without PRIOR approval from the instructor. Assignments must be
submitted on or before the date due. The initiation of discussions concerning assignment deadlines is the
responsibility of the student **prior** to all due dates.

Written Communication Skills
Any and all written work submitted should represent the student's best writing skills. Spelling,
punctuation, grammar, and sentence structure will be evaluated in each assignment and graded
accordingly. All email correspondence and discussion board posts should be done in a professional
manner. Avoid slang or text message abbreviations and symbols. Work submitted without proper
netiquette will result in a reduction in grade.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

Academic Honesty and Integrity
Each student is expected to do **their own work**. Penalties for academic misconduct or dishonesty include, but are not limited to, a score of zero for the assignment in question, a final grade below the letter grade earned, or an F for the course. Please refer to the Pittsburg State University policy on violations of the academic honesty and integrity policy which will be followed in the coursework unless otherwise noted by the instructor.

Additional University Policies, Information and Resources
Up-to-date information about campus resources, notifications, expectations and grades can be found in the Fall 2018 Syllabus Supplement.

8. **ACCESSIBILITY AND ACCOMMODATIONS**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the Center for Student Accommodations (620.235.4309) during the first two weeks of class The CSA will contact instructors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester. Students need to maintain open communication with the instructor throughout the semester.

PROFESSIONAL REPUTATION

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, they are developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate's attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator. Teacher Education Handbook.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

PITTSBURG STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL KNOWLEDGE BASE

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.

2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.

3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.

4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.

5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.

6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.

7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.

8. The candidate understands the processes needed to foster a respectful learning community.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.

10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).

11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.

12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.

13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.

14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.

16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.

17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.

18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).

19. The candidate understands the process for aligning instruction and assessment with learning targets.

20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.

21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.

22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).

23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.

24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.

26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).

28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.

29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.

30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.

31. The candidate knows how to communicate effectively with all members of the learning community.