**Portland State University**

**Graduate School of Education**

**Graduate Teacher Education Program**

**CI 513:005 Technology as a Tool for Learning (3 credits)**

**Hayden/Ferner Cohort SUMMER 2013**

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| **Instructor: Gayle Thieman, Ed.D.**  **Phone: 360-608-0579 (cell)**  **Email: thiemag@pdx.edu**  **Office: GSE 608A** | **Class Meeting Times: Tues/Thurs July 25-Aug 22. 8:30-11:50 AM**  **Room: ED 212** |

*If you require accommodations (e.g., special seating, an interpreter or note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document the need for accommodations and obtain support services. Your instructor will work with you to arrange the supports you need in this class.*

**Catalog Course Description**

Use of digital tools to enhance teacher productivity and professional development and for planning, instruction, and assessment of student learning. Employ technology to foster information literacy and digital citizenship. Engage diverse learners in inquiry, communication and collaboration, creation, visual design,and production of media

**Required Text:**

Maloy, R., Verock-O’Laughlin, R., Edwards, S. & Woolf, B. (2011). *Transforming learning with new technologies*. Boston, MA: Pearson. ISBN 0-13-338904-9 (E text) **MyEdLab: 28208**

McTighe, J.& Wiggins, G. (2013). *Essential questions. Opening doors to student understanding.* Alexandria, VA: Association for Supervision and Curriculum Development

**Essential Course Questions**

* How do teachers use technology to enhance professional development and productivity?
* How do teachers use technology to address the diverse needs of students within the classroom and develop their students’ 21st century skills?

**Course Objectives, Standards, and Assessment**

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| --- | --- | --- | --- |
| **Learning Outcome**  Teacher candidate will: | **TSPC & NETS\* Standards** | **GSE Conceptual Framework** | **ASSESSMENT** |
| Topic 1. Enhancing Teacher Productivity and Professional Development |  |  |  |
| Demonstrate competency in using software and Web 2.0 applications to adapt or create instructional materials and presentations for technology-enriched, differentiated learning environments. Use elements of visual design | TSPC: 2b, 3c  NETS:  T2, T3, S1 | 1.2, 3.1, 3.2 | * Technology Activities:   ***Digital Presentation Tool for Students***  Reading Reponse  *Concept Map Fall* |
| Topic 2. Fostering Information Literacy |  |  |  |
| Facilitate student internet research using appropriate search strategies and evaluation criteria regarding content, organization, and navigability to support student development of information literacy. | TSPC: 2b, 3c  NETS: T3 | 2.2, 3.2 | * Technology Activities:   ***Evaluating Websites***   * Reading Response |
| Topic 3: Promoting Inquiry, Problem Solving, and Investigation |  |  |  |
| Explore use of problem-solving tools to facilitate student critical thinking, decision-making, reflection and meta-cognition with technology | TSPC: 2b  NETS: S-4 | 2.1, 3.2, 4.1 | * Technology Activities   ***Exploring online Thinking Tools***  ***Exploring Digital Games***   * Reading Response |
| TOPIC 4: Engaging Students in Communication and Collaboration |  |  |  |
| Plan use of digital educational networking tools to create a learning community in which students communicate and share responsibility for collaborative projects and present/publish their learning to audience beyond the classroom. | TSPC: 2b  NETS: S2 | 1.2, 2.2, 3.2 | * Technology Activities   ***Student Digital Communication/ Collaboration Tool***   * Reading Response |
| Topic 5: Engage Students Creation, Visual Design, & Media Production |  |  |  |
| Engage students with multimedia tools to illustrate and communicate original ideas and stories | TSPC: 3b  NETS: T2, S1 | 1.2, 2.2, 3.1, 3.2, | * Technology Activities: *Student Created Media Fall* * Reading Response |
| Topic 6: Incorporating Technology  for Diverse Learners |  |  |  |
| Explore appropriate applications of assistive instructional and productive technologies for students with exceptionalities and plan for implementation | TSPC: 1a, 1b  NETS: T2, T4 | 1.1, 1.2, 3.2 | * Technology Activities   *Lesson Plan incorporating technology for IEP/ESL Fall*   * Reading Response |
| Topic 7: Planning, Implementation, and Assessment |  |  |  |
| Use technology to support instructional planning, implementation, and assessment | TSPC: 3a, 3b  NETS T2 | 2.2, 3.1, 3.2 | Technology Activities ***Lesson Plan incorporating technology for instruction and assessment***   * Reading Reponse |
| Topic 8: Becoming Digital Citizens: Ethical, Legal, and Social Issues |  |  |  |
| Learning Outcome 8.1: Demonstrate and teach understanding of ethical/legal issues surrounding access, safe, and responsible use of information technology | TSPC: 1c, 2b, 4a  NETS: T4, S5 | 2.1, 2.2 3.1, 3.2 | * Technology Activities   ***Safe and Responsible Internet Use Plan*** |

\* NETS: National Education Technology Standards

**TSPC Standards Addressed in This Course**

***(1) The Learner and Learning*:**

(a) Learner Development: The teacher understands how children learn, 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 and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

***(2) Content***

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

***(3) Instructional Practice***

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) 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 meaningful ways. [InTASC Standard #8]

***(4) Professional Responsibility***

(a) 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. [InTASC Standard #9]

**Other Professional Standards: National Education Technology Standards**

NETS-S 1. Creativity and Innovation

b. create original works as a means of personal or group expression

NETS-S 4. Critical Thinking, Problem Solving, and Decision Making

a. identify and define authentic problems and significant questions for investigation

b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions

NETS-S 5 Digital Citizenship a. advocate and practice safe, legal, and responsible use of information and technology

NETS-T 2. Design and Develop Digital-Age Learning Experiences and Assessments

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

NETS-T-3 Model Digital-Age Work and Learning.

c. communicate relevant information and ideas effectively to students, parents, and peers using digital tools and resources

NETS-T 4. Promote and Model Digital Citizenship and Responsibility

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| Session | Topics | Assignments Due at **Beginning of Class** |
| Thur  7/25 | **Promoting Inquiry, Problem Solving, Investigation**   * Review course syllabus * Discuss Personal Experience with Technology * Essential Questions: What?   Presentation/Discussion   * Tech Demo: Intel Visual Ranking   (Pearson Lab AA 3.3)   * Intro to iPad (MISL staff) & online survey & iPad Set-Up | * **Read Wiggins & McTighe** ch. 1: Write 4 questions for a topic you would like to teach: hook, lead, guide, essential * **Read Maloy** ch. 1 and 2( pp 22-27) On a 4X6 card :  1. Surprising (to you) characteristic of Gen Z 2. Summarize three components of TPACK 3. Share an example of a “highly interactive, inquiry-based learning environment” in a K-12 classroom 4. How would you rate yourself as a technology user and why? |
| Tues  7/30 | **Digital Citizens, Ethical Legal, Social Issues**   * Share thinking tools assignment * Discuss gamification * Copyright and Fair Use Presentation (Pearson Lab AA 8.1) * Explore resources on copyright and fair use * Review websites on safe and responsible use including cyber-bullying, sexting, cybersecurity. (Pearson AA 8.2) | * Complete Tech Activity: ***Exploring Online Thinking Tools*** , e.g. Intel Seeing Reason or Showing Evidence (Pearson AA 3.3) * **Read Maloy** ch. 7 pp. 168-177 On your personal wiki page: Evaluate pros/cons of videogames, web-based games, simulations, virtual worlds; share your personal experience * Complete Tech Activity***: Exploring Digital Games*** (Pearson AA 3.1) * **Read Maloy** ch. 5, pp. 117-123 and be prepared to discuss ways to prevent plagiarism |
| Thur  8/1 | **Teacher Productivity: Integrating Creation, Visual Design & Production of Media**   * Elements of Visual Design (Pearson AA 5.2) Presentation * Evaluate presentations using criteria of effective multimedia presentations   (Pearson AA 1.4)   * Tech Demo: Based on student needs provide online workshops on multimedia presentations (e.g., PowerPoint or Prezi) * Review rubrics for *Digital Presentation tool for Students* * Essential Questions : Why? | * Complete Tech Activity***: Safe and Responsible Internet Use Plan (Pearson AA. 8.2)*** * **Read Wiggins & McTighe** ch. 2: Summarize 5 reasons to use Essential Questions on your wiki page  1. **Read Maloy**  ch.9, pp. 216-224you’re your wikipage: Describe multimodal learning 2. How to use multimedia in teaching your subject area 3. Strategies for using multimedia effectively with student |
| Tues  8/6 | **Fostering Information Literacy**   * Discuss Information Literacy * Tech Demo: Explore Search Strategies and Evaluate Websites (Pearson AA 2.1, 2.2, 2.3) * Elements of Lesson Design & Essential Questions | * **Read Wiggings & McTighe** ch. 3. Brainstorm several essential questions for the unit topic of the lesson plan you will write * Lesson Topic & Draft Essential Question on your wiki page * **Read Maloy** ch. 5 pp. 98-117 On your wiki page  1. Compare digital/info literacy & media literacy. Why are both important? 2. What differences do you notice between search engines? 3. What strategies would you use with students who are conducting an Internet search? |
| Thur  8/8 | **Teacher Productivity:Planning for Instruction**   * Share digital presentation tools * Use digital tools to support academic content selection | * **Read Maloy** ch. 6 pp. 144-150 and explore lesson plan websites for grade level/subject area * Complete Tech Activity: ***Evaluating Websites*** related to grade level, subject & lesson topic (Pearson Project Based Assign 2.2) * ***Digital Presentation tool for Students****,* **Prezi** for the lesson plan you are creating. See Scoring Rubric Save to wiki page |
| Tues  8/13 | **Teacher Productivity: Designing Instruction**   * Share draft lesson plans * Tech Demo: Explore ways to integrate technology into a lesson plan (Pearson AA 7.4) * Revise lesson to incorporate technology for instruction (Pearson Project Based Asses 7.4) | * **Draft Lesson Plan** Attach file to wiki page * **Read Maloy** ch. 3 pp. 50, 52-65 and ch 4 pp 74-82. On wiki page  1. How can technologies support tutoring, learning groups, inquiry learning, metacognitive thinking? Be specific. 2. For the lesson plan you developed suggest a way to use technology to support problem-solving, feedback, digital literacy, and collaboration. |
| Thurs  8/15 | **Engaging K-12 Students in Communication and Collaboration**   * Tech Demo: Explore Wikis (Pearson AA 4.1) * Tech Demo: Explore Blogs (Pearson AA 4.3) * Review rubrics for *Student Digital Communication/Collaboration Tool* | * ***Final*** ***LessonPlan incorporating technology for instruction and assessment*** * Read Maloy ch. 8 pp. 186-207. On wiki page:  1. Which social media technolgies are most useful to support teacher-student communication? 2. Compare websites and blogs 3. Summarize components of a blog 4. Identify criteria for evaluating websites & blogs 5. Identify strategies for using wikis |
| 8/20 | TBD | TBD |
| 8/22 | * Share ***Student Digital Communication/ Collaboration Tool*** * Course Evaluation | * Create ***Student Digital Communication/ Collaboration Tool (Pearson Project Based Asses 4.2 OR 4.3)*** |

**Assignments and Grading**

**Professionalism**  **18%**

This course will be conducted as a seminar; your punctual attendance and integrity to our community (e.g., in groupwork, in online contributions, in preparedness) is crucial to not only your personal success, but also the success of your classmates. Given the participatory nature of learning and this course, **attendance for all class sessions is required**. Candidates are expected to **come on time, ready to fully participate**: to support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability, and exhibit professional demeanor. **Participation also includes completion of in-class technology activities**. Excessive absences and/or tardies will negatively affect your grade.

### Weekly Reading 22%

### You will have weekly assigned readings and technology activities. (see the schedule of activities). Write the reading responses or attach a file on your personal wiki page on the class wiki. Post the technology activities to your personal PearsonMyLab account.

### Technology Activities 60%

### We will begin each technology activity in class.

**Due July 30: Inquiry, Problem Solving and Investigation**

***Exploring online Thinking Tools (Pearson AA 3.3)*** *(5 pts)*

In this assignment you will explore ONE of two [online](https://gthy2011.wikispaces.com/home) thinking tools and reflect on ways to use the tool to promote critical thinking. **Select the tool you were randomly assigned in class.** After you explore the online thinking tool, **type your answers to the assigned questions and submit on your personal MyLab account.**

***Exploring Digital Games*** *(Pearson AA 3.1)* (5 pts)

Evaluate a digital learning game that is suitable for the subject area that you observe and plan to teach. List the title of the game and the URL where it can be located. Analyze the following components: a.) grade level(s) and subject areas(s); b.) purpose of the game e.g., build skills or content knowledge or entertainment; c.) components of the game including rules, goals or objectives, outcomes and feedback, conflict or cooperation, types of interactions, storyline; d) benefits; e) challenges. **Submit on your personal MyLab account.**

**Due Aug. 1: Digital Citizens, Ethical, Legal, Social Issues**

***Safe and Responsible Internet Use Plan (AA. 8.2)***  (5 pts)

Investigate [http://safekids.com](http://safekids.com/) Explore the safety advice and tools, paying particular attention to the information for child safety, parents of pre-teens and parents of teens. Also investigate <http://www.netsmartz.org/> Follow the links for educators as well as links for kids, tweens, and teens. Of particular interest are the downloadable teaching materials for educators including tip sheets on social networking, cyberbullying, sexting, and cybersecurity. Answer the five questions and **submit on your personal MyLab account.**

**Due Aug. 8: Fostering Information Literacy**

***Evaluating Websites*** (Pearson Project Based Assessment 2.2) (5 pts)

**Locate and evaluate three websites related to a grade level and subject area you plan to teach.** The websites may focus on content or instructional strategies. Evaluate each website with the assigned criteria. **Submit on your personal MyLab account.**

**Due Aug 8: Teacher Productivity: Integrating Creation, Visual Design & Media Production**

**Create a** ***Digital Presentation Tool for Students*** *(Pearson Project Based Assess*) (15 pts)

Create a multimedia project (e.g., PowerPoint or Prezi) as an instructional tool. The project should be informative and engaging to the audience (secondary students or their families). Review elements of visual design. Explore Prezi tutorial and/or Power Point software tutorial. Choose whichever software is NEW to you. Use Prezi or Power point software to develop a sample presentation that illustrates key ideas about a topic you plan to teach. Identify the grade level and subject area. Review the rubrics for Prezi and Power Point and create the project. **Submit on your personal MyLab account.**

**Due Aug 15: Teacher Productivity: Designing Instruction and Assessment**

***Lesson Plan Incorporating Technology for Instruction and Assessment*** (10 pts)

Create a lesson plan for a grade level and subject area you plan to teach. Create observable student objectives consistent with unit goals, national and state standards. Choose instructional methods and student activities that incorporate technology as a tool for student learning. Create a digital tool for assessment. Include specific proecedures, teacher created materials, detailed activities and lesson assessment that clearly show what the teacher and students are doing in the lesson. Submit a digital copy (location TBD)

**Due Aug 22**.**Engaging Students in Communication and Collaboration**

Create ***Student Digital Communication & Collaboration Tool*** *(Pearson Project Based Assess 4.2 OR 4.3)* (15 pts)

Create a digital communication/collaboration tool that involves NEW learning for you. You may choose to create a project using a wiki, website, or blog. After exploring wikis, blogs, and websites evaluate the advantages and disadvantages of the three types of tools. Review the online tutorials and rubrics for each tool. Then create the example and save. **Submit on your personal MyLab account.**

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**COURSE POLICIES**

**Classroom Demeanor and Courtesy**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others.  Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Attendance**

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor. It is also their responsibility to arrange for any missing work as a result of unexpected absences.  It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**Grading Scale**

A 93-100 %

A- 91-92 %

B+ 89-90 %

B 83-88 %

B- 80-82 %

[Less than 80 % is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded ‘C’ or below may not be used to satisfy Masters degree requirements.]

C 70-79 %

D 60-69 %

F <60 %

**Late Assignments**

All work is due at the start of class on the dates assigned. Please be diligent about turning work in on time. If you are having difficulties that prevent you from turning something in on time, **it is the candidate’s responsibility to contact the instructor about it prior to the due date.**

**Incompletes (per PSU Bulletin, 2012-2013, p.63-64):**

A student may be assigned a mark of ‘Incomplete’ by an instructor when all of the following four criteria apply:

* Quality of work in the course up to that point is C level or above.
* Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
* Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an ‘I’. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
* Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student\*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.
* The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

\*GTEP requires a teacher candidate and instructor to jointly complete and sign a“[Criteria and Guidelines for Assigning an Incomplete Grade](http://www.pdx.edu/sites/www.pdx.edu.ci/files/Incomplete%20grade.pdf)” form.

**Academic Integrity and Student Conduct**

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See [http](http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf)://www.pdx.edu/media/g/s/gse\_handbook\_student\_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**Weather Conditions**

If you are concerned about road conditions, please use your best judgment. Listen to the radio or check the PSU website ([www.pdx.edu](http://www.pdx.edu)) for university closings.