EDUC 308 - Technology in the Secondary Classroom
Course Syllabus – Fall 2016

1. Course Information

Number: EDUC 308
Title: Technology in the Secondary Classroom
Credits: 3
Prerequisite: None
Corequisite: None
Availability: This course is offered Fall quarter in even years
Location: PQLAW 104
Meeting Time: Tuesdays and Thursdays, 12:30 to 2:20 and Fridays 10:30 to 12:20

2. Instructor Information

Instructor: Regina Sievert
Office location: Beaverhead 120
Telephone: (406) 275-4995, 261-7412
Office hours: 9:00 am – 12:00 am Monday – Thursday, other hours by appointment
E-mail: regina_sievert@skc.edu

3. Required Materials

Articles and other digital and hardcopy materials assigned by the instructor

4. Description

Technology in the Secondary Classroom is designed to prepare secondary education candidates with technology skills and abilities that can be integrated in various instructional areas. Candidates will be creating technology-oriented activities to enhance student learning. Ten hours of field observations of technology use in secondary classrooms are included.

5. Objectives

General Course Objectives
After successfully completing this course, students will be able to

1) Identify and describe the relevance and attributes of each of the major subject areas of secondary educational technology, including: *(INTASC- all; MT- 1,2,3,4,5,6)*

   - technology, computers, and cultural relevancy
   - technology and curriculum integration
   - computer hardware and systems
   - educational software
   - Internet-based learning, online collaboration, and web publishing

- multimedia applications
- technology ethics and school technology environments
- technology's impacts on classroom management
- adaptive and assistive technologies for exceptional learners

2) Explain and apply important research related to the use of instructional technology in secondary classrooms. *(INTASC- 1,2,9; MT-5)*

3) Demonstrate proficiency in the effective use of the following technological instructional tools in supporting teaching and learning: *(INTASC- 1, 4, 6; MT 1,2,3,5)*

- word processing
- applications and tools for observing, collecting, analyzing, and representing data
- digital slideshows
- digital imaging
- desktop publishing
- basic digital media tools and design
- basic presentation tools, including projectors and SmartBoards

4) Design and implement meaningful, standards-based curricular lessons incorporating the use of technological tools. *(INTASC- 2,4,5; MT 1-6)*

Critical Thinking Objectives

1) Differentiate between various models for the integration of technology in instruction, and evaluate them for instructional effectiveness. *(INTASC- 2,4,5,7,8,10; MT- 2,3,4,5)*

2) Identify, evaluate, and appraise the various benefits of current technologies on student achievement and teacher productivity. *(INTASC- 2,8,9; MT- 2,6)*

Cultural Knowledge Objectives

1) Identify and describe various instructional technology tools which incorporate culturally appropriate references and themes. *(INTASC- 3,5,10; MT- 4,6)*

2) Examine, assess, and discuss ways that the inclusion of technology in instruction may empower culturally diverse learners to learn about and express their cultural knowledge. *(INTASC- 3,4,7,10; MT- 4,6)*

3) Explore and explain the relationships that have been studied involving American Indian students and technology-based learning. *(INTASC- 2,3,8,10; MT- 4,5,6)*

Communication Skills Objectives

1) Demonstrate proficiency in the use of projection tools, SmartBoard technology, teacher web sites and blogs, and other presentation tools to enhance teaching and learning.

2) Demonstrate knowledge learned in the area of instructional technology using a variety of communication skills and techniques, including written narratives, digital media projects, and oral presentations.

6. Course Requirements

A. **Multimedia based lesson** – The student is required to develop and teach a multimedia based lesson that models best practice for technology integration that 1) focuses on teaching a standards based concept; 2) utilizes the Promethean Board in an interactive manner; 3) utilizes two other forms of multimedia within the lesson (e.g., video/audio apps, simulations, PowerPoint). A lesson plan will be developed and submitted.

B. **Microsoft Office artifacts** – Three original artifacts, produced by the student using Word, Excel, and PowerPoint are required assignments. Production of these artifacts will assist students' in developing proficiency in the effective use of these applications in teaching in their specific discipline.

C. **Tech Strategy** – Each student will demonstrate a tech strategy to the class that can be used in secondary teaching settings. This may be a strategy to effectively teach core content or a skill relevant to their discipline, a generic strategy that is useful across disciplines, assists teachers in managing their classroom, etc. This strategy must be approved by the instructor before presentation.

D. **Technology based assessments** – Students will generate two original technology based assessments - one formative and one summative. These will align closely with a chosen standards based concept and should utilize best practice, including cultural congruence.

E. **Classroom blog/web page** – Students will create a classroom web page/blog as an authentic model of the type of page they might provide in their own teaching. The page should be designed to promote the success of their students in their classes and so should include resources to support learning, a calendar of events for their class, grading scale, daily updates as appropriate, etc. More information on this will be provided by Gina.

F. **Field observations with journal reflections** – Ten hours of field observations are a requirement of this course. At least half of these hours will be conducted as a group with the whole class. Students are required to reflect on every experience in a thoughtful and sophisticated manner, addressing the implications of technology use in classroom instruction.

7. Grading

In order to pass this class you must complete every assignment to a minimum of a B proficiency. This course is largely experiential, which means you are almost constantly engaged in some technology related activity while in class. It is very difficult to make up any missed experiences. Any missed in class or out of class assignments will mean that you will not pass the course. An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours of the event.

The following is a breakdown of how grades are earned:

In class assignments/participation = 44 pts	A= 90-100
Tech Strategy = 5 pts	B = 80 - 89

Multimedia based lesson = 10 pts   C = 70 - 79
Blog/Web page = 10 pts   D = 60 - 69
Assessments = 3 pts x 2 assessments = 6 pts   F < 60
Three Microsoft Office artifacts = 9 pts
Field Experience with journal = 16 pts

8. Attendance

You are expected to attend and participate in every class meeting. In class assignments and participation is worth up to 8 points for each day. Missing class will result in significant deductions in your overall grade and potential deficits in your learning of the course content and skills. An opportunity for make-up work is provided on an individual basis <u>for emergency situations only</u>. Students missing any class session without make-up work should drop the course or risk receiving a failing grade. Students are reminded that a minimum of a C is required in a course to allow the course credits to be applicable to their degree.

This class includes ten hours of classroom observation of technology use. We will conduct at least half of the classroom observations as a group. Some of the field experiences may be scheduled to occur outside the normal class time. This may create conflict with your other classes. You are not expected to miss classes for other courses to complete the observations for this course. If you have a conflict due to a change in our class schedule, every attempt will be made to provide an alternative observation time for you to make up the missed observation.

Academic Honor Code
All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school, per SKC's written policy, which can be found on the college's web site at skc.edu.

Reasonable Accommodations
Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete, either by e mail or phone (linda_pete@skc.edu, 406.275.4968) or consult the SKC web page for *Students with Disabilities* for more information.

Appropriate Behavior
As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability
Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities
Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation
Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour (for example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class each week).

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **"Responsible Employees"** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.