TECHNOLOGY
and Early Childhood Education
ECED 335

Course Syllabus

COURSE INFORMATION

A. Number: ECED 335
B. Title: Technology and Early Childhood Education
C. Credits: 3
D. Offered Spring Quarter
E. Time/Location: Fri., 9:00-11:50 a.m. Educ Rm. 118

INSTRUCTOR INFORMATION

A. Instructor: Doug Ruhman
B. Office: Education Building, Room 124
C. Office Hours: Mon. & Wed., 9 a.m. – noon
D. Telephone: 275-4763
E. Email: doug_ruhman@skc.edu

REQUIRED MATERIALS

A. No textbook required. Handouts provided by the instructor.
B. Jump Drive ("Flash drive") 2 GB minimum

COURSE DESCRIPTION

Technology and Early Childhood Education provides students with an overview of appropriate use of technology in the early childhood classroom. Students plan and implement integrated, developmentally and individually appropriate curriculum for children zero to eight that is supported by a variety of technology; students identify how technology enhances learning and teaching. Planned curriculum will be connected to national standards and state guidelines. Students evaluate effective use of technology in the early childhood classroom as well as learn how to adapt technology for use with students with special needs.
Prereq: ECED 130; ECED 113, EDUC 115
Coreq: None

NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments:
Standard 1. Promoting child development and learning: *Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.*	- Reading reflections - Resource notebook - lesson plans
Standard 4. Teaching and Learning: *Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.* **Sub-Standard 4b. Using developmentally effective approaches** *Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.*	- Reading reflections - Resource notebook - lesson plans
Standard 5. Becoming a professional: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	- Reading reflections - Resource notebook - lesson plans

COURSE OBJECTIVES:

As a result of having taken this course candidates will be able to:

1. Demonstrate an understanding of the positive and negative dynamics that technologies can have on the educational process for young children.
2. Create a minimum of 5 instructional tools that can assist ECE teachers.
3. Describe multiple ways that technology-enhanced learning can foster creative thinking and problem solving.
4. Accurately analyze ECE web resources in regard to their viability, credibility, and educational value for both instructors and children.
5. Plan, build, and evaluate developmentally appropriate tech-based activities that engage students in meaningful curriculum.
6. Modify existing learning plans to include appropriate technology tools.
7. Explore standards and guidelines for the use of technology with young children.
8. Identify organizations, publications, and other resources that will assist teachers in maintaining their knowledge base with regard to technology-based learning.

This course is aligned with SKC's "Four Cs" in numerous ways, including the following:

CULTURAL RELEVANCY
- Candidates in this course will explore existing resources for addressing cultural education in early learning settings.
- Candidates will construct meaningful, technology-rich tools that assist the teacher in culturally based learning.
- Candidates will evaluate and assess various digital resources for relevancy and accuracy, focusing on Montana's Essential Understandings

CRITICAL THINKING
- Candidates will explore and describe ways that technology-based learning can enhance critical thinking and problem based learning activities.
- Candidates will identify significant developmental learning factors that are influenced either positively or negatively by interaction with technology.

COMMUNICATION
- Candidates will demonstrate proficiency in basic computer applications and their use in early learning settings, particularly in regards to communicating effectively.
- Candidates will demonstrate proficiency in the use of various support technologies, such as Smartboards, digital cameras, document projection devices, and other tools.
- Candidates will accurately summarize, analyze, and reflect on multiple readings using appropriate writing and speaking skills.

CITIZENSHIP
- Candidates will observe and interact with teaching professionals who are utilizing technology tools to enhance and enrich their instruction in diverse early learning settings.
- Candidates will identify ethical aspects of various technologies that have had an impact on children's / families lives and societal health and well being.

- Candidates will explore ways that ECE teachers can involve families and communities in learning more about the benefits and hazards of certain technologies.

ATTENDANCE POLICY

As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate presentations, and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor(s) at the beginning of class. Communication with the instructors is very important; if students know that they will have to miss a class, they must contact the instructor ahead of time. As stated above, there is no way to make up what is covered in class whether absence is considered "excused" or unexcused. The course is designed for students to be in attendance at all times. If an absence is unavoidable, it is the student's responsibility to arrange for someone in the class to pick up handouts and other materials and information that was presented.

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate:
   3 hours/week classroom or direct faculty instruction
In addition out-of-class student work will approximate a minimum of 6 hours each week.

ACCOMMODATIONS / OTHER INFO

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, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.
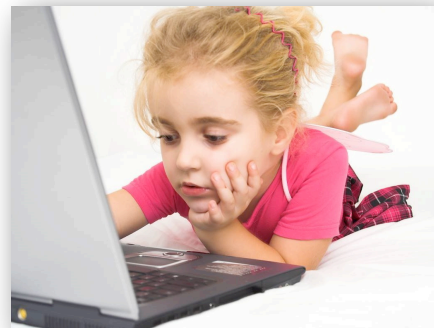
COURSE REQUIREMENTS

Students in this course will be required to complete the following assignments:

1. Complete readings and written reflections from websites or handouts   (100 pts)
2. Present a completed ECED335 Resource Notebook   (100 pts)
3. Plan and present two technology-rich lessons for class   (50 pts. each x 2 = 100 pts)
4. Observe and reflect on a minimum of two different uses of technology in the field
       (100 pts)
5. Maintain excellent attendance and participation
       (10 class meetings x 10 pts. each = 100 pts)

TOTAL = 500 points

GRADING

Grading will be based on the total points earned for course assignments, according to the chart below:

450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
Below 300 = F