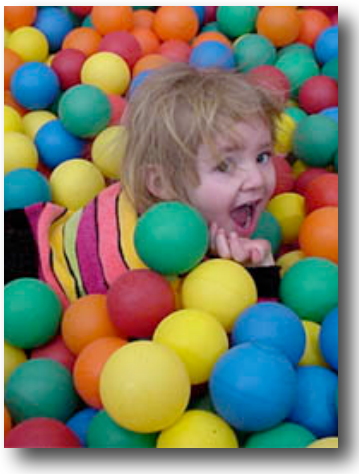
SALISH KOOTENAI COLLEGE

TECHNOLOGY

AND EARLY CHILDHOOD EDUCATION



ECED 335

SPRING 2017
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: Mon. and Wed., 12:30-1:50 p.m. Evelyn Stevenson Building Rm. 118

INSTRUCTOR INFORMATION

A. Instructor: Doug Ruhman
B. Office: Education Building, Room 124
C. Office Hours: Mon. 8 am – noon, Wed., 10 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") 8 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

Montana PEPP / InTASC STANDARDS SUPPORTED IN THIS COURSE

MT PEPP Standards	INTASC Principles	Critical Assignments
PEPPS 10.58.531 (m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology ***SKC Division of Education Guiding Principle E***	**INTASC Principle 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 meaningful ways.*	A lesson plan that has been modified to include technology.
	INTASC Principle 9. Professional Learning and Ethical Practice: *The candidate 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.*	Reflection paper on ethical use of technology in an ECE classroom.

(MELS) STANDARDS SUPPORTED IN THIS COURSE

The next page contains references to the Montana Early Learning Standards, particularly the section relevant to technology and early childhood education.

Technology

Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.

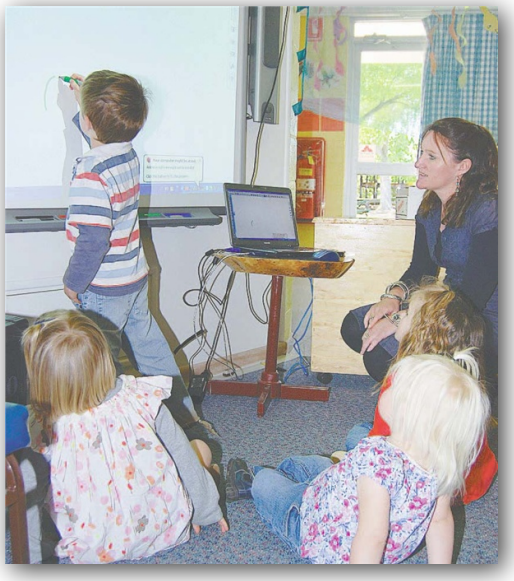
Benchmarks: What we want the child to be able to do	*Indicators: Behaviors we might see*	*Learning Opportunities: Possible experiences to support development*
a. Pay attention to music	The child may move to the music or wave her arms when familiar tunes are played.	Use music purposefully and watch the child for preferred volume and tone.
b. Demonstrate an interest in toys and objects with technologically produced effects	The child may show interest in objects that produce cause and effect using technology, such as turning her head toward the sound of a ringing phone or switching the lights on and off.	Help the child connect the object with its effects in hands-on play, such as the flashlight turns on when she pushes in the button on the bottom and the bell rings when she drops the ball down the twisty tube,
c. Make a mechanical toy work	When provided with a safe mechanical toy, the child may persistently seek a way to make it work, such as trying to turn the handle or asking an adult for help.	Provide mechanical toys that the child can explore and enjoy with and without adult supervision.
d. Use technological resources to communicate with others	The child may use technology in daily activities, such as talking on the telephone to a family member or drawing a picture using a computer touchscreen.	Provide technological tools for the child as props during play and as methods for real and pretend communication with others, such as a word processor and printer in the writing station, multiple old cell phones in the dramatic play area, and headphones for independent use to listen to a culturally relevant story or music on a CD player.
e. Use correct terms and vocabulary to describe technological tools and procedures	The child may label familiar technology devices and use accurate terms, such as cell phone, computer, TV, camera, or printer, and describe or model how they can be used.	Teach children the correct vocabulary for technology, including terms such as, "digital camera," "iPad/tablet," "computer," "Internet," "mouse," "keyboard," "printer," "on/off," "software," "hardware," "monitor," "printer," and "battery."
f. Identify ways in which technology is a tool	The child may describe the benefits of technology and ways in which technology helps people accomplish tasks, such as a wheelchair that helps a child get around the room and playground or an iPad that provides books in large print.	Discuss and explore with the child the ways that technology is used in daily life, such as digital storytelling, Skype, or assistive technology for individuals with disabilities. Model using technology responsibly and constructively, such as using the computer to check the weather forecast. a video camera to record children's stories as they act them out, or a digital camera that children can use to record the stages of their block building structure.
g. Demonstrate appropriate use and care of technological tools	The child may know how to correctly turn off the computer, shut down a device, and handle specialized equipment with care.	Model proper care of technological tools as well as teach and support children as they learn how to use technology appropriately.
h. Use technology as a tool for learning new information	The child may access information using technology, such as a computer search to identify a type of bird seen on a walk, using fine motor skills to manipulate the mouse while the teacher guides the search as needed.	Expand upon children's interests and inquiries for new knowledge utilizing appropriate technology and providing support as needed, such as how to conduct Internet searches to answer questions.

Infancy

Developmental Continuum

Preschool

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 Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may contact the Disability Services Coordinator, Linda Pete, at 275-4968, linda_pete@skc.edu, 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 any changes.

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. Plan and present two technology-rich lessons for class (50 pts. each x 2 = 100 pts)

3. Observe and reflect on a minimum of two different uses of technology in the field (100 pts)

4. Maintain excellent attendance and participation
   (10 class meetings x 10 pts. each = 100 pts)

TOTAL = 400 points

GRADING

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

400-360 = A
359-320 = B
319-280 = C
279-240 = D
Below 240 = F

COURSE OUTLINE **(subject to modification according to class progress)**

Week 1:	Intro to course, Tech and Young Children overview, productivity software
Week 2:	Adapting tech to fit early learning needs, more with productivity, projection
Week 3:	Children's Development and tech's role, intro to IWBs and their software
Week 4:	NAEYC and MT standards and Technology, ActivInspire skillbuilding
Week 5:	Working with IWB software, including creating cultural learning modules
Week 6:	Lesson Planning with Technology, Web resources for early learning
Week 7:	Lesson Plan #1 Presentations, ELC website design, commun. w/ families
Week 8:	Continued website design work, Web 2.0 tools, multimedia experiences for YC
Week 9:	Google Earth and literacy, continued work with multimedia authoring
Week 10:	Lesson Plan #2 Presentations, funding technology, course wrap up and evaluation

ECED 335 Reflection on Ethical use of Technology in an ECE Classroom

ECE TEP Stage 2 NAEYC Standard 6
InTASC Principle / Portfolio Section 9

Student_____ Instructor_____

Date:_____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
MT PEPPS 10.58.531 ***The program requires that successful candidates…*** (m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology ***InTASC Principle 9*** ***SKC DoE GP E***	Reflection does not address the ethical use of technology in early learning settings.	The reflection does address the use of technology in ECE classroom settings, but requires more revision in either content or written conventions in order to be considered proficient.	The reflection appropriately and clearly expresses the candidate's learning with regard to the appropriate use of technology in ECE settings. The reflection is clearly expressed and well written. Few or no grammatical errors.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score:_____

Comments:

This written summary/analysis received a score of _____ out of a possible 10 points for ECED 335.

ECED 335 Lesson Plan Modified with Technology Inclusion

ECE TEP Stage 2
NAEYC Standard 4 InTASC Principle / Portfolio Section 8

Student_____ Instructor_____

Date:_____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
MT PEPPS 10.58.531 ***The program requires that successful candidates…*** (m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology ***InTASC Principle 9*** ***SKC DoE GP E***	No evidence of inclusion of technology into lesson planning, and / or the LP needs substantial revision in terms of content and conventions.	The ECE lesson plan does include a technology-related component, but it may be minimal, and/or more work is needed to revise the lesson to a proficient level. Writing may not be at a proficient level.	The ECE lesson plan is well written, and demonstrates that the candidate knows how to construct learning experiences that incorporate technology into learning experiences in developmentally appropriate and meaningful ways.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score:_____

Comments:

This written summary/analysis received a score of _____ out of a possible 50 points for ECED 335.