

INDIANA UNIVERSITY

W301 – Integrating Technology in Teaching – Part I

Course Information

Credit:	1 semester hour
Prerequisite:	Successful completion of W200 or W201
Corequisite:	Enrollment in methods block one
Date Syllabus Prepared:	Fall 2006
Coordinating Instructor:	Dr. Tom Brush School of Education, Indiana University Tel: 856-8458 Fax: 856-8239 Email: tbrush@indiana.edu Office hours: Tuesdays 10 to 11
W301 Instructor:	Jesse Strycker Tel: ??? Email: jestryck@indiana.edu (Always include W301 in the Subject Line followed by an appropriate subject.) Office Hours: Tuesdays (2:00-3:00 pm) Room: 2260 and/or the Cyber Lounge down the hall
Text:	All materials available on W301 OnCourse website

Course Description:

This course is designed to provide you with skills and experiences that will allow you to effectively and appropriately integrate technology into teaching and learning activities. In this course, we will focus on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

Course Goals:

1. Students will be able to analyze the strengths and weaknesses of various technologies used for instructional purposes.
2. Students will be able to analyze resources available at school sites, and design appropriate instructional activities using those resources.
3. Students will be able to design and develop an instructional activity that focuses on specific content standards and appropriately leverages technology to facilitate the activity.
4. Students will document and reflect on their professional growth through an e-portfolio.

Course Requirements:

Students are expected to:

1. Complete weekly personal technology reflections, leading up to a culminating “technology philosophy” statement that you will complete prior to the end of class. Specific templates to assist you with completing this assignment will be provided in OnCourse.
2. Design and develop a (minimum) one-class instructional lesson that focuses on a set of instructional objectives in your content area **AND** has students utilizing some form of technology to meet those objectives. The content for your lesson is your choice (as long as it is approved by your instructor). Below are the requirements for the lesson:
 - a. Lesson Plan. The lesson plan should follow the same format as those you develop for your methods classes. A template is provided in OnCourse. In general, the lesson plan should include:
 - i. Title of lesson
 - ii. Goal and objectives of lesson
 - iii. List of content standards AND technology standards addressed by lesson
 - iv. Description of materials needed for the lesson (including samples of materials you developed for the lesson)
 - v. Schedule of Activities
 - vi. Evaluation/assessment procedures for lesson (include samples of assessment devices you developed)
 - vii. Adaptations for special needs students.
 - viii. Ready-to-use versions of any handouts (i.e., directions, answer keys, examples, etc.)

In addition, you are expected to develop five (5) brief “lesson ideas” to be shared with your peers during class the week of October 9.

3. Conduct a technology needs assessment of one school or school district (site of your field experience). Specific information to include in the needs assessment will be provided in class, but the results of this activity should provide a “snapshot” of the technology resources (i.e., equipment, personnel, software) available at the selected school, and how those resources are

distributed and utilized for instructional purposes.

4. Compile all of the materials and assignments from this course and add them to your electronic teaching portfolio. Items to be added should include:
 - a. A copy of your lesson plan, including all materials developed for the lesson.
 - b. A copy of your technology needs assessment
 - c. A copy of your technology philosophy statement.

More details about this assignment will be discussed in class.

NOTE: Instructors from your specific methods courses may require you to add additional artifacts to your electronic portfolio.

5. Throughout the semester, you will be expected to participate in online discussions, in-class discussions, and peer critiques. These activities are mandatory and are vital to the class activities. In addition, class attendance is mandatory. **Ten points will be deducted from your total grade for each unexcused absence. NOTE: Tardy policy – Failure to arrive to class on time without a valid excuse will be considered an unexcused absence.**

For ALL individual assignments, students are expected to bring a paper copy of the assignment to class in addition to submitting an electronic copy to the Dropbox in Oncourse.

Evaluation:

Final grades will be based on participation in the studios and completion of the technology-integrated lesson activity.

Points will be awarded as follows:

Weekly Technology Reflections	40 Points
Technology Philosophy Statement	10 Points
Attendance & Class Participation	20 Points
Technology-Integrated Lesson	30 Points
Technology Needs Assessment	15 Points
Electronic Portfolio	10 Points

Grade Distribution:

94 – 100 Percent	A	77 – 79 Percent	C+
90 – 93 Percent	A-	73 – 76 Percent	C
87 – 89 Percent	B+	70 – 72 Percent	C-
83 – 86 Percent	B	65 – 69 Percent	D
80 – 82 Percent	B-	0 – 64 Percent	F

Late Policy:

*Assignments are expected to be turned in on the dates that they are due. Failure to hand in an assignment on the due date without a valid excuse will result in a **10% reduction** in the overall assignment grade for **each day** the assignment is late.*

Methodology:

A variety of teaching methods are used in this class. They include, but are not limited to: lecture, discussion, demonstration (by the instructor and by students), and individual/group project work. Each student is expected to spend additional time outside of the required class time to complete projects.

Procedures for Course and Instructor Evaluation:

Students are asked to complete the department course/instructor evaluation instrument. They are asked to provide written comments regarding what they perceived to be the strengths and weaknesses of the course. Evaluations are anonymous and are submitted to the departmental secretary for coding and tabulation. Results of the evaluation are used to update the content and emphases of the course as contemporary research suggests.

Class Schedule

Week	Start of Week	Topic	Assignments
1	August 28	Introduction to course; Review of syllabus Overview of OnCourse and W301 website	Reflection 1
2	September 4	Brainstorm: What could we do with technology in schools? “Top Ten” technology innovations	Reflection 2
3	September 11	Modeling activity Overview of technology available in schools	Reflection 3
4	September 18	Portfolio Workshops	Develop portfolio template
5	September 25	Portfolio Workshops	Develop portfolio template
6	October 2	Modeling activity Overview of ISTE technology standards (student AND teacher)	Reflection 4
7	October 9	Modeling activity Ideas for technology-rich lessons Overview of Lesson Plan assignment	Lesson ideas
8	October 16	Modeling activity Strategies for developing effective lessons	Reflection 5
9	October 23	Modeling activity Evaluation and selection of computer and Web-based educational resources Bring your resources that you plan to use in your lesson	Reflection 6
10	October 30	Peer Review of Lesson Plans	Full drafts of lesson plans
11	November 6	Modeling activity Assessing the technology needs of your school Introduction to needs assessment assignment	Reflection 7
12	November 13	Modeling activity Reflection of lesson plan assignment – how do you implement?	Reflection 8 Final lesson plan & all materials due
13	November 20	No class – Thanksgiving break	
14	November 27	Modeling activity Debrief of technology needs assessment – what is available in schools?	Reflection 9
15	December 4	Class wrap-up: Looking towards W401 Discussion of Technology Philosophy Statement	Technology needs assessment due
16	December 11	No formal class – Finals week	Technology philosophy and completed portfolio due by 11:59 PM December 14