# CASPER COLLEGE COURSE SYLLABUS

## ITEC 2360
Teaching with Technology  
(Web-Enhanced Course – Moodle4Me)

**Spring 2016, Sections 1 & 2**

### Course & Instructor Information

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<tr>
<th>Total Credit Hours: 3</th>
<th>Lecture Hours: 3</th>
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**Days:** Tuesday & Thursday  
**Class Time:**  
Sec 1: 9:30-10:45 a.m.  
Sec 2: 2:30-3:45 p.m.  
**Room:** LH 152  
**Instructor:** Renee Griffith, M.A.Ed.  
**Office Location:** LH 151D  
**Office Hours:** Mondays 3-5; Tuesdays, 11-noon, 4-5 p.m. and Fridays 8:45-10:45 a.m. or by appointment  
**Phone:** 307.268.2426

### Course Description & Prerequisites

This course is an introduction to effective utilization of computers and other instructional technologies to enhance instruction and student learning. Also includes software/hardware selection; integrated, professional, and instructional applications as applied to all areas and levels of P-12 education.  
*EDFD 2020, Foundations of Education;* Education majors are also advised to take ITEC 2360 **prior to or concurrently** with *EDUC 2100, Public School Practicum* depending upon technological literacy skill level.

These basic skills are required to be successful in this course:

- Basic keyboarding skills (at least 25 wpm)
- Basic knowledge of computer operation and file management
- Basic knowledge and understanding of chosen K-12 content area and instructional lesson development

**Technical Knowledge Prerequisites:** Before participating in this course, you should be comfortable performing the following tasks with a computer:

- Access the Internet and using a web browser to navigate and open links; create and edit documents including copying and pasting text from one document to another in various programs; receive and send emails with attachments; downloading/saving attached files from various media sources.
Course Goals/Objectives

This class will introduce students to a variety of technologies and simulate the conditions under which educators typically teach with technology and how students can utilize technology in learning. We will discuss issues, engage in activities, and complete assignments related to the successful use and integration of technologies in classroom for teaching and learning in a variety of content areas. We will also discuss how technologies can assist in daily administrative teaching responsibilities. The course includes learning more about technology tools and appropriate application for quality student content learning and to meet NETS-T. Course goals are also aligned with ISTE – International Society of Technology in Education, 2007 and NETS-T – National Educational Technology Standards for Teachers and teacher awareness of the NETS-S (for students) that should be met through quality technology integration in learning.

Upon completion of this course, students will be able to:

- Effectively integrate educational technologies to enhance the presentation of information;
- Access, evaluate, analyze, and synthesize educational software, Internet and library resources;
- Evaluate the appropriateness of digital media used for communication and learning;
- Identify ethical, legal, and societal issues that pertain to educational technologies in the K-12 environment;
- Engage in professional conversations regarding appropriate instructional use of educational technology
- Determine if technology tools are used to engage, enhance or extend learning for students and apply teaching strategies appropriately for learning activities

Specific CC General Education Outcomes:

- Use appropriate technology and information to conduct research
- Demonstrate knowledge of diverse cultures and historical perspectives

Student Work: Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work

Course Outcomes

Outcomes are based upon the ISTE T (International Society for Technology in Education) National Educational Technology Standards for Teachers NETS-T. These standards are also cross listed with CAEP Standard 1 and INTASC Standards 1-10. Upon completion of this course, students will proficiently...

- Design lessons and adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (Standards 5 & 7)
- Demonstrate cultural and socio-economic awareness and biases (Standards 3 & 9)
- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (Standard 5)
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (Standard 9 & 10)
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (Standards 3, 6, & 7)
- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources (Standard 8 & 9)
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information (Standard 9)
• Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning (Standards 6 & 8)
• Students will create, edit and maintain a professional electronic portfolio (myefolio) that will be utilized throughout their education program here at Casper College. The myefolio will include artifacts and information pertaining to each student’s demonstration of pedagogy and content knowledge/skills, dispositions (evaluations), reflection, as well as outcomes aligned to CAEP and INTASC standards. Your myefolio will be a working portfolio characterized by your ongoing systematic collection of selected work in courses, evidence of community and professional activities, and reflection of those experiences. See *(myefolio) section below. (All NETS-T Standards and INTASC 9 & 10)

You are encouraged to discuss projects with others, establish support networks, continuously gather technology tips and resources, and gain insights/ideas for successful use and application of technology resources in teaching and learning. However, you must submit your own, original work.

Methodology & Student Evaluation

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<th>Evaluation Criteria:</th>
<th>Satisfactory/Unsatisfactory*</th>
<th>Grading Scale:</th>
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<tr>
<td>Daily Assignments</td>
<td>160 (16 weeks x 10 pts)</td>
<td>A 93-100%</td>
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<td>Participation, Discussion, Attendance &amp; Quizzes</td>
<td>100 (incl. peer review)</td>
<td>B 85-92%</td>
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<td>Lesson Plan Development</td>
<td>350</td>
<td>C 77-84%</td>
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<tr>
<td>Final Lesson Project, Presentation &amp; Peer Review</td>
<td>800</td>
<td>D 69-76%</td>
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<td>myefolio (midterm &amp; final stage)</td>
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<td>F 68 % or below</td>
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Total Points 1410

*Daily Assignments are eligible for resubmission within timelines given by instructor – mastery and application is the goal!
Required Materials

1. Technology Integration for Meaningful Classroom Use, 2nd ed., Cennamo, Ross & Ertmer. Cengage Learning; REQUIRED
2. Connected from the Start: Global Learning in the Primary Grades, Kathy Cassidy, Powerful Learning Practice; ebook only (order online at: http://plpnetwork.com/connectedkids; REQUIRED
3. One USB flash drive (at least 4GB); dedicated for this course; backup your files weekly using DropBox.com or Google Drive)
4. Google Chrome as primary web browser; MS-Office 2013 – Including MS-Publisher
5. Access to an iPad – mini or full size; CC Library has iPads available for student checkout
6. Web camera (can also use cell phone with e-mail access or download)
7. Pair of headphones/ear buds (any variety is fine—the dollar store has them)
8. myefolio account (initially paid by Casper College; continuation of account paid for by student)
9. Organizer for handouts
10. Reliable Internet access outside of class
11. Immediate activation and use of your Casper College student Google account AND usage; also established alternative personal e-mail account that is regularly used (other Gmail, Yahoo, AOL, etc.)
12. Class platform: PC-based with Windows 7.0 operating system or higher
13. A great attitude for learning, collaborating, and developing technological skills and applications! 😊

Course Policies & Expectations: Please call and leave voice mail message prior to class if you are ill or have extenuating circumstances and will be absent from class! Failure to do so will result in an unexcused absence.

- Participation & Preparedness: Active, informed, and respectful participation in class discussions/activities and intellectual engagement is expected.
- Attendance: As stated in Casper College’s Attendance Policy: “Students are expected to attend all classes for which they are registered and are accountable for all class work. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness will result in a lowered grade at the discretion of instructor; and, at the discretion of the college administration, a student who fails to attend regularly may be asked to withdraw from college. A record of absences is kept by each instructor.” For further information, please refer to Casper College’s Attendance Policy. Attendance includes being on time to class and remaining in class for the duration of class.
- Assignments: Assignments will be due on specified date. Unsatisfactory assignment resubmissions will ONLY be accepted at the next class meeting. If not revised, the unsatisfactory grade stands. Late work will not be accepted without PRIOR approval AND with extenuating circumstances. Computer, printer, lack of internet access and USB drive malfunctions are not valid excuses for handing in late assignments. If an assignment is due, your absence does not excuse the submission. Also, participating in extra curricular activities or college sponsored activities does not excuse an assignment. Assignments are required to be submitted in the format (hard copy or on-line as designated by instructor for each assignment). NO extenuating late papers will be accepted during finals week.
  Correct grammar, spelling, and sentence structure should be used at all times. If there are excessive errors in a document, no credit will be given. Your written work is expected to be professional. Please utilize the Writing Center for assistance.
- Student participation in final project is required. Failure to equitably contribute and participate in project from development through final presentation (for all class members) will result in a failing grade for project.
• **Withdraw/Audit:** The last day to audit or drop the class (see semester schedule on-line at [www.caspercollege.edu](http://www.caspercollege.edu), then select *Current Student, Semester Schedule.*

• **Respect Others:**
  - The use of cellular phones, pagers, and similar devices are to be turned off/silent and stored during class time unless otherwise directed.
  - Tell your instructor if you must leave early or arrive late. If you arrive late, enter quietly and sit in the first available seat closest to the door to minimize disruption.
  - Show respect for instructor, class members, and guest lecturers; be mindful of excessive talking to other students or interrupting inappropriately.
  - Eating food and or uncapped drinks in lab (including paper coffee cups with lids) are prohibited.

• **Browsing the Internet,** using Facebook or other social media sites outside of instruction, and text messaging during class is can be disruptive and not allowed unless directed to use those tools. **Note:** LH152 classroom is NOT an open computer lab although usage is available during times posted (see schedule posted by entrance). Please DO NOT interrupt instruction – check room schedule first for availability.

• **Electronic Portfolio Requirement for Education Majors:** All education students at CC are required to show evidence of program outcomes (artifacts) through the completion of an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate CAEP (Council for the Accreditation of Educator Preparation), INTASC (Interstate Teacher Assessment and Support Consortium) proficiencies and NETS-T proficiencies. These artifacts will be documented within the electronic portfolio - *myefolio* – provided via Minnesota State Colleges and Universities and AVNET. Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of *myefolio* for student teaching. *myefolio* accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of *myefolio may be conducted solely between the student and *myefolio*. Students will adhere to the user policy or will forfeit their *myefolio* account. If a student chooses not to create an account, no credit will be given for assignment (800 pts) and you will be unprepared for EDUC 2100.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the school dean, and lastly the vice president for academic affairs.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College Google email account as a primary method of communication. Students are responsible to check their account regularly.

**Academic Dishonesty:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. “Shared” work or “borrowed” work from another student is not representative of your work. **Do not ask another student if you can copy his/her work from his/her USB flash drive on cloud storage.** Any student who shares work with another student or receives that shared work will receive failing grades.
ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Notice of Background Check: All education students are subject to background checks and fingerprinting for selected educational coursework involving student contact and future employment as professionals in education and related fields.

Student Work: Casper College may collect samples of student work demonstrating achievement of the course outcomes. Any personally identifying information will be removed from student work.

References


U.S. Dept of Education, Office of Education Technology: Office of Education Technology

## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>NETS-T Standards Met</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>Weeks 1 &amp; 2</strong></td>
<td>NETS-T #5 Engage in Professional Growth &amp; Leadership</td>
<td>• Syllabus Review</td>
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<td>• Gmail &amp; Moodle4Me Access – meta course</td>
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<td>• Atomic Learning Introduction &amp; Tutorials</td>
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<td>• Student Introductions – Using Inspiration®</td>
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<td>• 21st Century Skills Quiz</td>
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<td>• Social Bookmarking - Symbaloo</td>
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<td>• myefolio account creation</td>
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<td>NETS-T #3 Model Digital-age Work &amp; Learning</td>
<td><strong>Chapter 1</strong> – Technology Integration</td>
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<td><strong>Chapter 8</strong> – Demonstrating Fluent Use of Tech</td>
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<td><strong>Chapter 1</strong> – Why Connect, Cassidy ebook</td>
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<td><strong>Chapter 8</strong> – Open Your Classroom to the World, Cassidy ebook</td>
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<td><strong>Weeks 3-5</strong></td>
<td>NETS-T #3 Model Digital-age Work &amp; Learning</td>
<td>Modeling &amp; Engaging</td>
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<td>NETS-T #4 Promote &amp; Model Digital Citizenship &amp; Responsibility</td>
<td>• Digital Citizenship (week 3)</td>
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<td>• Resume &amp; Application Letter (week 4) &amp; survey</td>
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<td>• Wiki, Blog &amp; Web quest (week 5)</td>
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<td><strong>Chapter 10</strong> – Legal &amp; Ethical Use</td>
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<td><strong>Chapter 6</strong> – Customizing Student Learning Activities</td>
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<td><strong>Chapters 2 through 4</strong> – Skype &amp; Blogs - Cassidy ebook</td>
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<td><strong>Weeks 6-7</strong></td>
<td>NETS-T #2 Design &amp; Develop Digital-Age Learning Experiences &amp; Assessment</td>
<td>Assessment Tools</td>
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<td>• Rubric Development</td>
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<td>• Online assessment tools (Zaption, Socrative, PollEverywhere, Google Forms)</td>
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<td><strong>Chapter 7</strong> - Assessment</td>
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<td><strong>Week 8</strong></td>
<td>NETS-T #2 Design &amp; Develop Digital-Age Learning Experiences &amp; Assessment</td>
<td>myefolio – Stage 1</td>
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<td>Midterm Week</td>
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<td>Lesson Plan Development</td>
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<td><strong>Chapter 2</strong> – Self-Directed Lifelong Learning</td>
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<td><strong>Chapter 5</strong> – Developing Technology-Enriched Learning Environment &amp; Experiences</td>
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<td><strong>Chapter 5</strong> – Using blogs as Digital Portfolios - Cassidy ebook</td>
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*Bookmark pages 15-16 for referencing ISTE Standards*
| Week 9 | **Spring Break**  
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| **Weeks 10 & 11** | NETS-T #5  
Engage in Professional Growth & Leadership | Global Awareness - Choice  
*Chapter 11 – Diversity and Cultural Understanding  
Chapter 6 - Twitter – Cassidy ebook  
Chapter 7 – Other Ways to Connect - Cassidy ebook*  
*Google Hangout Session or Skype with Kathy Cassidy* |
| **Weeks 12 & 13** | NETS-T #1  
Facilitate & Inspire Student Learning & Creativity  
NETS-T #3  
Model Digital-age Work & Learning | Digital Storytelling  
*Chapter 3 – Supporting Student Creativity with Technology  
Chapter 4 – Digital Tools that Support Learning  
Chapter 9 – Modeling & Facilitating Use of Digital Tools* |
| **Week 14** | NETS-T #1  
Facilitate & Inspire Student Learning & Creativity | Other Digital Tools to Support Learning  
- iPads  
- online resources (Padlet, Plickers, etc.)  
- Bloom’s Taxonomy review with Inspiration |
| **Week 15** | NETS-T #2  
Design & Develop Digital-Age Learning Experiences & Assessment | Further Lesson Plan Development - Connections with Theory  
*Chapter 9 – Modeling & Facilitating Use of Digital Tools* |
| **Week 16** | NETS-T #2  
Design & Develop Digital-Age Learning Experiences & Assessment | Final Project Work Time  
Refer to pages 339-372 for related content areas and technology resources.  
myefolio updates – Final Stage  
First Session of Final Presentations (during class times) |
| **Final Exam Week** | Update myefolio with Final Project Lesson Plan and Edit Assignments to meet all NETS-T 1-5 | Last Session of Final Presentations during final exam times:  
Section 1 (Wed., May 11 3:10 -5:10 p.m.)  
Section 2 (Thurs. May 12, 10:10 – 12:10 p.m.)  
myefolio DUE |

*Instructor reserves the right to modify schedule if necessary.*

Pages 339-372 of *Technology Integration for Meaningful Classroom Use* includes supplement sections in the content areas (English Language Arts, Foreign Language, Mathematics, Science, Social Studies, Music, PE & Health, Visual Arts)
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<th>Name of Application:</th>
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