MARYGROVE COLLEGE
EDT-640-OL Technology Tools for Teachers
3 Credit Hours

GENERAL INFORMATION:
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MARYGROVE COLLEGE MISSION STATEMENT
The Marygrove College Education Unit collaborates in preparing undergraduate and graduate students who demonstrate the knowledge, skills and dispositions of exemplary educators.
We are committed to developing reflective, life-long learners who value diversity and whose educational practices are integrated and grounded in research and theory.

EDUCATION DEPARTMENT CONCEPTUAL FRAMEWORK
The Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society.   To that end, and grounded in the Marygrove College's goals of competence, compassion and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice.

COURSE DESCRIPTION
This course is structured to focus on the appropriate application of technology lesson plans to support critical thinking, problem solving, creative expression and decision-making.
Emphasis is placed on how to integrate a variety of technologies across the curriculum.

Prerequisites: EDU 330/EDU 530 Technology in the Classroom

COURSE ESSENTIAL QUESTIONS
- How can technology facilitate effective assessment and evaluation?
- How can technology be used to enhance productive of teachers and students?
- What are practical ways to integrate technology tools in content areas?
- How to plan and deliver technology across the curriculum?

- How to enhance collaborative learning using technology?

STUDENT LEARNING OUTCOMES AND STANDARDS

By the end of the course, students will be able to:

- demonstrate a sound understanding of educational technology operations and concepts (NP 1.1.);
- implement curriculum plans that include methods and strategies for applying educational technology to maximize student learning (NP 1.3);
- apply educational technology to facilitate a variety of effective assessment and evaluation strategies (NP 1.4);
- use educational technology to enhance productivity and professional practice (NP 1.5);
- understand the social, ethical, legal, and human issues surrounding the use of educational technology in K-12 schools and apply those principles in practices (NP 1.6);
- integrate advanced features of educational technology-based productivity tools to support instruction (NP 2.2);
- use telecommunications and information access resources to support instruction (NP 2.3);
- demonstrate knowledge of selection and management of the educational technology infrastructure in a classroom setting. (NP 2.4);
- identify and implement software in classroom environments related to educational technology integration (NP 2.4);
- use a variety of media, presentation, and authoring packages (NP 2.6);
- plan and participate in team and collaborative projects that require critical analysis and evaluation (NP 2.6);
- evaluate authoring and programming environments for use in the classroom; (NP 2.6);
- apply instructional design principles to develop, implement, and test interactive multimedia instructional products using authoring environments (NP 2.6);
- plan, deliver and assess concepts and skills relevant to educational technology across the curriculum (NP 3.2);
- apply effective methods and strategies for teaching the use of educational technology tools (NP 3.2); and
- develop and teach a series of lessons that apply educational technology resourdces to support instruction (NP 3.3.2)

INSTRUCTIONAL ACTIVITIES AND APPROACHES

This class will draw on a combination of the following instructional methodologies:

- Online instruction;
- Online lectures and discussions;
- Instructor and student online presentations;

- Digital research and Internet resources;
- Cooperative Teaching and Learning Activities;
- Data analysis

ACTIVITIES AND ASSIGNMENTS

Because learning for understanding is the purpose of this course, the process of evaluation is established as a substantial contribution to learning. The evaluation method is to inform students about their current understanding and how to advance it with subsequent teaching and learning processes. Grades will be based on the timely completion and quality of completed assignments relating to the published criteria as well as thoughtful participation in class activities.

Assignments and Points Distribution:

All Assignments should be in digital format. No assignments on PAPER are accepted by the instructor. The assignments for a certain session should be posted by the beginning of the next session, unless otherwise specified by the instructor.

Assignments	Points	Due Date
Chapter/Article Presentation	10%	Post the presentation on Sunday before the session you are to present
Productivity Tools Lesson Plan	5%	Beginning of Session 3
Spreadsheet Tools Lesson Plan	5%	Beginning of Session 4
WebQuests Lesson Plan/Concept Mapping Lesson Plan	10%	Beginning of Session 5
Class Website	20%	Beginning of Session 11
MEAP Analysis	15%	Beginning of Session 13
Discussion Topics	35%	By the end of each session

ASSESSMENT AND EVALUATION CRITERIA

There is a rubric for each of the assignments. Students need to follow the rubric for completion of the assignments.

Grade Policy:

A: 94--100	A-: 90-93	B+: 87-89
B: 83--86	B-: 80-82	C+: 77-79
C: 73-76	C-: 70-72	D+: 67--69
D: 63-66	D-: 60-62	F: Failure

MATERIALS AND RESOURCES

- Jonassen, D.H., (2006). Modeling with Technology, Mindtools for Conceptual Change. 4th *Edition*. NJ: Prentice Hall. ISBN: 0131703455
- Other supplementary materials are available on Marygrove Blackboard class website.

ROLES AND RESPONSIBILITIES

- Computer Technology Competency. This course is designed as a fully online course delivered from Blackboard. Students enrolled in this course must have the basic knowledge and skills of computer technology, such as word processing, emailing，web navigating, and etc.;
- Email Account. All students of the class are required to use ONLY Marygrove College email address to communicate with the instructor, submit assignments, or ask questions. Students should inform the instructor of emails with other addresses and phone numbers, in case of emergency contacts;
- Attendance. Students are to finish the reading and assignments for each session on time. Students have the choice to do the work at the time of their choice, but the assignments should be posted by the specified time and date;
- Late assignments will not be accepted unless the student has discussed your situation with the instructor prior to the due date and an extension is granted. All approved late assignments will be marked down 10% for every day it is late.
- No "I" grades will be given unless extreme circumstances exist and only with the approval of the Chair of the Department of Education;
- Blackboard. Students are to check Blackboard regularly, at least once a day. Also students are responsible for checking their Marygrove email address for messages from the instructor or fellow classmates at least once a day. Data Backup.
- Students need to create a folder for this class on the computer. Students are also recommended to backup files in another location;
- Assignments: All the assignments must be submitted in a DIGITAL format on the class website, or as instructed by the instructor, to the Instructor's Marygrove email account. The Instructor does not accept any assignments on the PAPER.

POLICIES

- Academic Honesty. Marygrove College will not tolerate academic dishonesty in the form of plagiarism or cheating under any circumstances. Students will be held accountable for any form of academic misconduct under the terms found within the Marygrove College policy on academic dishonesty (http://www.marygrove.edu/registrar/academic_policies.asp);
- **Statement on Marygrove College's commitment to students with disabilities**：Marygrove College maintains a supportive academic environment for students with disabilities.   To ensure equal access to all educational programs, activities and services, students with disabilities should notify the College, provide documentation, and request reasonable accommodations.   If you require academic accommodations in this course, you must contact Disability Support Services at 313-927-1427 to establish an accommodations plan with the Coordinator.

SPECIFIC ONLINE REQUIREMENTS

Because of the nature of the online course, student must pay attention to some special features of the online course in order to be successful.

1. Organization and structure of the course

- Files students need, class activities and assignment specifications will be found in Class Sessions section of the Blackboard website;
- Syllabus is available in the Syllabus section;
- Homework section is the place where you can post your assignments. For the due date of certain assignment and specification, please refer to Class Sessions and the Homework sections;
- In Useful Links section, you will found links to Marygrove library, STIC lab, Net Etiquette and etc.
- Staff Information section contains information of the instructor, office hours and email address.
- Communications and Tools sections contain other useful tools for the class.

2. Contents of the Course

- For information on how the online course is running, please refer to the first email the instructor sends out before the beginning of class;
- Students can find materials they need in the Class Sessions section.
- Each session of the course contains information on class Objectives, Activities, Presentations and/or additional resources/files and assignments.
- Links to technical help could be found in the Useful Links section.

3. Usability of the Blackboard website

The Blackboard website is designed in such way that it is very easy for students to navigate.

- Use your username and password to log on to the website at http://isidore.marygrove.edu/webapps/portal/frameset.jsp
- Once you log on, check the Announcement section for the latest announcements;
- Go to the Class Sessions section to click into the current session. Follow the instructions and directions for that session to complete the activities, reading and assignments;
- Go to Homework section to post your assignments;
- Find support resources, if necessary, in the Useful Links section;
- Check your Marygrove email to look for instructor's comments on your assignments;
- The files in each session mostly PDF, Word and PPT files. To view the files more successfully, download the files onto your hard drive.
- The course is designed to avoid large media files for easier access and high technology requirements of the students' computers;
- Refer to the Technology Skills Self-evaluation Checklist for the technology skills a teacher must possess. For the purpose of this course, students need to master telecommunications skills (the use of the Internet and email) and basic word processing skills.

4. Communication

Students are encouraged to be eager to learn all new technology skills. Communications skills are very important for the success of the online course

- Most of the technology skills are learned through learning-while-using;
- The instructor will supply additional resources students can use to learn technology skills;
- The instructor will email students before the class begins to introduce the course, the procedures and how students can best learn in this course;
- The instructor's contact information appears in the syllabus and the Staff Information section;
- Students are encouraged to email the instructor whenever there is a question; and visit the instructor during office hours. The instructor will respond to students' emails within 24 hours, normally within 12 hours;
- Weekly Announcement will be posted in the Announcement section and will also be sent to each individual student's Marygrove email account;
- The instructor will communicate on a regular basis before and during the course. Students will post each assignment in the Homework section. The instructor will download and comment on the assignment and sends the comments to the student's Marygrove email account. Students will expect to receive the comments two or three days after the assignment is posted;
- The assignments in this course vary so that student participation is highly required, especially for Discussion Topics. Students are encouraged to respond to each other's posts.

5. Instructional Design

- Students in the class are encouraged to work collaboratively. Students should form pairs or small groups for technology support and academic support;
- For certain chapters of the Chapter Presentation, students need to work collaboratively on the presentations;
- Based on research and findings, this course will not have LIVE discussions on Discussion Board;
- Students have the opportunity to demonstrate their mastery of the content knowledge through varied activities and assignments, such as discussions, reflective papers, different projects, lesson plans and etc.

6. Assessment and Evaluation

- Students in this course will be evaluated through varied means, such as class participation, discussion participation, assignments, projects and timeliness of submitting assignments;
- The instructor's comments will be sent to each student's Marygrove email account;
- For each assignment, there is a rubric or specification;
- Students are encouraged to check their progress in the Gradebook section.

BIBLIOGRAPHY:

Jonassen, D.H., (2006). Modeling with Technology, Mindtools for Conceptual Change. 4th *Edition*. NJ: Prentice Hall.

Kilbane, C.R., & Milman, N.B. (2003). The Digital Teaching Portfolio Handbook: a how-to guide for educators. BOSTON: ALLYN & BACON.

Important Dates from the College Calendar:

Official Start of Semester	Sept. 4, 2012
Add/Drop Period (100% refund)	Sept. 4--11, 2012
Official End of Semester	Dec. 11, 2012

COURSE OUTLINE

Session 1: Introduction (09/04/12—09/09/12)

Essential Questions:
- What are the major course requirements?

Student Learning Outcomes: By the end of class, students will be able to:
- describe the purposes of the course;
- access the course materials online;
- demonstrate knowledge, skills and understandings of concepts related to learning and educational technology as required by the International Society for Technology in Education (ISTE) National Educational Technology Standards for students (NP 1.1.1)

Topics:
- Review Syllabus; and explain purposes of the course;
- Study ISTE National Technology Standards for Teachers and Students; and Michigan Technology Standard for Teachers (the 7th Standard in Michigan Professional Standard for Teachers) and Michigan Technology Standards for Students;

Learning Materials:
- The syllabus;
- A brief history of computer in education;
- Internet tools and utilities
  http://www.passtheshareware.com/c-intrnt.htm
- National Technology Standard for Teachers/Students;
- Michigan Technology Standard for Teachers/Students;
- Chapter Presentation Specification;
- Online Discussion Topics Rubric;
- Tutorial on PowerPoint;
- Tutorial on Posting Assignments;

- Introduction to STIC Lab; and
- Blackboard and WebAdvisor Info.

Session 2: Productivity Tools (09/10/12—09/16/12)

Essential Questions:
- What are the major productivity tools for teaching and learning?
- How can productivity tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- apply current research on teaching and learning with educational technology when planning learning environments and experiences (NP 1.2.2.);
- use, and foster the use of, educational technology-enhanced experiences to address state content and technology standards set forth in the Michigan Curriculum framework (NP 1.3.1.);
- apply educational technology to increase productivity (NP 1.5.3.);
- use advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products (NP 2.2.1.);
- use features of applications that integrate word processing and other tools (NP 2.2.7.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.);
- design and practice methods and strategies for teaching concepts and skills related to computers and related technologies including keyboarding (NP 3.2.1.);
- design and practice methods and strategies for teaching concepts and skills for applying productivity tools (NP 3.2.2.); and
- develop a series of lessons that apply educational technology resources to support instruction (NP 3.3.2.).

Topics:
- Introducing different kinds of Word Processing tools;
- Introducing Presentation Software—PowerPoint and Publisher;
- Lesson plan examples; and
- Lesson Plan format.

Learning Materials:
- **Word Processing:**
  - Word processing was one of the first applications of the personal computer.
    - Microsoft Office: **Word** (commercial)
    - Microsoft Office: **OneNote** (commercial)
    - Open Office: **Writer** (open source)
  - Web-based Tools
    - **Thinkfree** (free) - online word processor; 1GB file storage; compatible with Microsoft Office)
    - **Writely** (free, Google sponsored) - great tool allows users write, edit and share documents instantly and collaborate real-time on writing projects.

You can save your projects as web pages, blogs, Word or other text format.
It automatically backs up your documents every 10 seconds.

- **Presentation Software**
  - Reading: Introducing Presentation Multimedia;
  - PowerPoint: http://www.actden.com/pp/
    http://www.internet4classrooms.com/on-line_powerpoint.htm ; and
  - Desktop Publishing: MS Publisher:
    http://office.microsoft.com/en-us/FX010857941033.aspx

Lesson Plan Examples:
- Lesson Plan on Technology Integration in all subject areas :
  http://www.remc11.k12.mi.us/bstpract/
- Lesson Plans in Language Arts:
  http://www.educationworld.com/a_lesson/archives/lang.shtml
- Desktop publishing Lesson plans:
  http://desktoppub.about.com/od/lessonplans/a/lessonplans.htm ; and
- Lesson Plan format

Assessments:
- **Productivity Tools Lesson Plan (5%):** Use the lesson plan format to plan for a 50-minute lesson in which one form of productivity tool (e.g. word processing, PowerPoint or Desktop publishing) is integrated in the lesson. Post the assignment on Marygrove Blackboard website before the beginning of Session 3.
- **Discussion Topic 1:** Share your ideas how productivity tools can be used in the classroom. Please give concrete examples. Post the assignment on Marygrove Blackboard website before the beginning of Session 3.

Session 3: Spreadsheet and Database Tools (09/17/12—09/23/12)
Essential Questions:
- How can spreadsheet and database tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to
- apply current research on teaching and learning with educational technology when planning learning environments and experiences (NP 1.2.2.);
- use, and foster the use of, educational technology-enhanced experiences to address state content and technology standards set forth in the Michigan Curriculum framework (NP 1.3.1.);
- use spreadsheets for analyzing, organizing, and displaying numeric data graphically (NP 2.2.2.);
- design and manipulate databases and generate customized reports (NP 2.2.3.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.);
- design and practice methods and strategies for teaching concepts and skills for applying information access and delivery tools (NP 3.2.3); and
- develop a series of lessons that apply educational technology resources to support instruction (NP 3.3.2.);

Topics:
- Features of Excel; and
- Integrating Spreadsheet in content areas.

Learning Materials:
- Chapter 11 of Jonassen book: "Modeling with Spreadsheets",
- Chapter 9 of Jonassen book: "Modeling with Databases";
- Spreadsheet lesson plan sites:
  - http://lessonplans.btskinner.com/excelrecp.html
  - http://www.wmburgweb.com/Resources/Lesson/index.htm
  - http://volweb.utk.edu/school/tdalton/lesson2.html
  - http://faculty.mwsu.edu/west/maryann.coe/coe/ss/ss.htm

Assessments:
- **Spreadsheet Lesson Plan (5%)**: Use the lesson plan format to plan for a 50-minute lesson in which spreadsheet is integrated in the lesson. Post the assignment on Marygrove Blackboard website before the beginning of Session 4.
- **Discussion Topic 2:** Share your ideas how spreadsheet can be used in the classroom. Please give concrete examples. Post the assignment on Marygrove Blackboard website before the beginning of Session 4.

Session 4: Advanced Thinking Organization Tools (09/24/12—09/31/12)

Essential Questions:
- What are the major advanced thinking and organization tools?
- How can the tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- apply current research on teaching and learning with educational technology when planning learning environments and experiences (NP 1.2.2.);
- use, and foster the use of, educational technology-enhanced experiences to address state content and technology standards set forth in the Michigan Curriculum framework (NP 1.3.1.);
- apply educational technology to develop students' higher order skills, creativity, ability to locate technology resources and evaluate them for accuracy and suitability, including the use of critical thinking and the learning skills set forth in the Michigan Curriculum Framework (NP 1.3.2.);
- use teacher utility and classroom management tools to design solutions for a specific purpose (NP 2.2.4.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.);
- design and practice methods and strategies for teaching problem solving principles and skills using educational technology resources (NP 3.2.4.); and
- develop a series of lessons that apply educational technology resources to support instruction (NP 3.3.2.).

Topics:
- WebQuests

- Concept Maps

Learning Materials:
- Chapter 10 of Jonassen book Modeling with Semantic Networks, Building Concept Maps;
- PPT Presentation: Concept Mapping;
- Download inspiration from http://www.inspiration.com. Demonstration of Inspiration to create concept maps and concept mapping project.
- Concept Mapping integration resources: http://inspiration.com/resources/index.cfm
- WebQuest Page at http://webquest.org
- WebQuest resource page at http://www.yesnet.yk.ca/schools/wes/webquests.html; and
- Examples of WebQuests.

Assessments:
- **WebQuest Lesson Plan/Concept Mapping Lesson Plan (10%)**: Use the lesson plan format to plan for a 50-minute lesson in which a WebQuest or a Concept Map is integrated in the lesson. **Please attach the WebQuest or Concept Map with the lesson plan.**
- **Discussion Topic 3:** Please explain one situation or topic that you think WebQuest or Concept Mapping can be used in your class. In what ways do you think it will enhance student learning? Post the assignment on Marygrove Blackboard website before the beginning of Session 5.

Session 5: Audio and Visual Tools (10/01/12—10/07/12)
Essential Questions:
- How can audio and visual tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- identify, select and integrate video and digital images in varying formats for use in presentations, publications, and/or other products (NP 2.2.5.);
- create multimedia presentations using advanced features of a presentation tool and deliver them using computer projection systemas (NP 2.2.6.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.); and
- demonstrate methods for teaching uses of media-based tools, such as television, audio, print media and graphics (NP 3.2.11);

Topics:
- Use of audio in education; and
- Use of video in education.

Learning Materials:
- Chapter 15 of Jonassen book: "Modeling with Visualization Tools";
- Reading: Audio and Visual Technologies; and
- Reading: Video Technologies

Assessments:

- **Discussion Topic 4:** Give one example **EACH** about how audio and video are used in your subject area. Please elaborate why the use of audio and video enhance learning and teaching. Post the assignment on Marygrove Blackboard website before the beginning of Session 6.

Session 6:   Hypermedia and Multimedia Tools (10/08/12—10/14/12)
Essential Questions:
- How can hypermedia and multimedia tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- use educational technology to support learner-centered strategies that address the diverse needs of students, including addressing the individual needs of each student, and fostering collaborative, holistic and self-directed learning (NP 1.3.3.);
- create multimedia presentations using advanced features of a presentation tool and deliver them using computer project systems (NP 2.2.6.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.);
- access and use telecommunications tools and resources for information sharing, remote information access and retrieval, and multimedia/hypermedia publishing (NP 2.3.1.);
- identify basic principles of instructional design associated with the development of multimedia and hypermedia learning materials (NP 2.6.1.);
- develop simple hypermedia and multimedia products that apply basic instructional design principles (NP 2.6.2.);
- use a computer projection device to support and deliver oral presentations (NP 2.6.7.); and
- demonstrate methods for teaching hypermedia development, scripting and/or computer programming in a problem-solving context in K-12 schools (NP 3.2.9.)

Topics:
- Hypermedia and multimedia formats;
- Hypermedia navigations; and
- Hypermedia and multimedia integration issues.

Learning Materials:
- Chapter 16 of Jonassen book: "Modeling with Hypermedia Tools".
- Reading: Multimedia for Teaching and Learning;
- Reading: Multimedia Authoring Tools; and
- Reading: What is Hypermedia

Assessments:
- **Discussion Topic 5:** How can hypermedia and multimedia be used in your classrooms? Give specific examples. Post the assignment on Marygrove Blackboard website before the beginning of Session 7.

Session 7: Content Area Tools (10/15/12—10/21/12)
Essential Questions:

- What are the major content area tools?
- How can the tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to

- apply specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probe ware, or electronic thesaurus) in appropriate content areas (NP 2.2.7.);
- use features of applications that integrate word processing, database, spreadsheet, communication, and other tools (NP 2.2.8.); and
- develop plans to configure computers, educational technology systems, and related peripherals appropriate to the candidate's teaching fields in laboratory, classroom cluster, and other instructional arrangements NP 2.4.1.)

Topics:

- Technology tools used in your content area

Learning Material:

- Reading: Content Area Tools
- http://www.21things4teachers.net/5---content-area-tools.html**Assessments:**
-

Discussion Topic 6: Please give two examples of how content area tools are used in your subject area. Elaborate how the uses of the tools enhance teaching and learning. Post the assignment on Marygrove Blackboard website before the beginning of Session 8.

Session 8:   Professional Development Tools (10/22/12—10/28/12)
Essential Questions:

- How can students use professional development tools for their professional development activities?

Student Learning Outcomes: By the end of class, students will be able to:

- demonstrate continual growth in educational technology knowledge and skills to stay abreast of current and emerging technologies (NP 1.1.2.);
- use educational technology resources to engage in ongoing professional development and lifelong learning (NP 1.5.1.);
- continually evaluate and reflect on professional practice to make informed decisions regarding the   use of educational technology in support of student learning (NP 1.5.2.);
- use educational technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (NP 1.5.4.);
- use educational technology to collaborate with other teachers and foster collaboration among other teachers, schools, and districts to share best practices in alignment with the State Board of Education's Policy Framework on Virtual Schools (NP 1.5.5.);
- collaborate in online workgroups to build bodies of knowledge around specific topics (NP 2.6.6.);
- identify activities and resources to support regular professional growth related to educational technology (NP 3.2.6.); and

- demonstrate continuous learning and professional growth in academic knowledge and skills as well as emerging online technologies (NP 5.3.4.)

Topics:
- Professional development tools

Learning Materials:
- Reading: "Intentional Information Search Tools as Mindtools";
- Study the website for professional development tools: http://www.4teachers.org/
- http://www.21things4teachers.net/   Read 17 professional-learning-networks

Assessments:
- **Discussion topic 7**: What are the professional development tools you can use to improve your technology levels? What is your plan to improve your technology skills levels in a year? Post the assignment on Marygrove Blackboard website before the beginning of Session 9.

Session 9: Web-based Communication Tools (10/29/12—11/04/12)

Essential Questions:
- How can web-based communication tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- use educational technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (NP 1.5.4.);
- use electronic mail and web browser applications for communications and for research to support instruction (NP 2.3.2.);
- use automated online search tools and intelligent agents to identify and index desired information resources (NP 2.3.3.);
- identify and use information access and telecommunication tools to support research and instruction throughout the curriculum (NP 2.3.4.);
- design and publish simple online documents that present information and include links to critical resources (NP 2.6.8.);
- describe the characteristics and uses of current authoring environments and evaluate their appropriateness for classroom applications (NP 2.6.11.);
- describe the characteristics and uses of current programming and scripting environments and evaluate their appropriateness for classroom use (NP 2.6.12.);
- apply instructional design principles to the design of screens, text, graphics, audio and video in instructional products under development (NP 2.6.13.); and
- demonstrate methods for teaching at least one modern authoring tools to students (NP 3.2.10.)

Topics:
- Study the functions of FrontPage/Word to develop an instructional web site.
- Review materials and Web resources for their appropriateness and alignment with course objectives and state and local standards (5.2.1.)

Learning Materials:
- Reading: Using Web Pages in Teaching and Learning;
- Reading: Developing Web Pages as Supplements to Traditional Courses;

- Tutorials on FrontPage. Available online at http://www.actden.com/fp2000/java/; and
- Tutorials on using Word to create web pages--;
- Using Word 2003 to create web pages;
- Recommended website creation: https://sites.google.com/
- Recommended website creation: https://www.teacherweb.com/tweb/newweb.aspx
- http://www.weebly.com/

Assessments:
- **Class Web Site Project (20%)**: Due before the beginning of Session 11.

Session 10: Synchronous/Asynchronous Communication Tools (11/05/12—11/11/12)
Essential Questions:
- How can synchronous and asynchronous communication tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:
- articulate the challenges and problems in the online classroom from a student's perspective (NP 4.1.2.);
- discuss various online learning management systems including their functions, strengths, and weaknesses (NP 4.2.1.);
- demonstrate ability to effectively use synchronous and asynchronous communication tools as they relate to online instruction (NP 4.3.3.); and
- discuss how to integrate online tools to support effective online instruction (NP 4.3.4.)

Topics:
- Various communication tools; and
- Understand different features of Synchronous/Asynchronous tools and how Synchronous/Asynchronous tools could be used to support teaching and learning.

Learning Materials:
- Reading: "Synchronous Communication Tools";
- Reading: "Asynchronous Communication Tools"; and
- Reading: Communication Tools;

Assessments:
- **Discussion Topic 8**: Reflect on ideas to integrate online teaching and learning in your classroom. Please give concrete examples. Post the assignment on Marygrove website before the beginning of Session 11.

Session 11: Diverse Learners Tools (11/12/12—11/18/12)
Essential Questions:
- How can diverse learner tools be integrated in the classroom?

Student Learning Outcomes: By the end of class, students will be able to:

- design developmentally appropriate learning opportunities that apply educational technology-enhanced instructional strategies to support the diverse needs of learners (NP 1.2.1.);
- model and teach legal and ethical practice related to educational technology use (NP 1.6.1.);
- apply educational technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities (NP 1.6.2.);
- identify and use educational technology resources that affirm diversity (NP 1.6.3.);
- promote safe and healthy use of educational technology resources (NP 1.6.4.); and
- facilitate equitable access to educational technology resources for all students (NP 1.6.5.).

Topics:
- Assistive technology in education; and
- Human issues in the integration of educational technology.

Learning Materials:
- Reading: Integrating Technology for Diverse Learners;
- Reading: Current Issues in Technology Implementation; and
- Reading: Technology in Special Education.
- Web Resources:
  - http://www.21things4teachers.net/5---differentiated-instruction-and-diverse-learning.html ;
  - Explore the Universal Learning Tool at http://www.cast.org ;
  - What is Universal Design for Leaning: http://www.cast.org/teachingeverystudent/ideas/tes/chapter4.cfm
  - Using Technology to Support Limited English Proficient (LEP) Students' Learning Experiences http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te900.htm
  - Enhancing System Change and Academic Success Through Assistive Technologies for K–12 Students With Special Needs http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te700.htm
  - Questions and Answers in Assistive Technology
  - http://www.ldonline.org/questions/technology#9909

Assessments:
- **Discussion Topic 9:** You have a special ed student in your class (you can decide on the kind of disability). You will be using a kind of technology in class (you can decide on the kind of technology to use), what special plans and arrangements you need to make to address the needs of the student. Post your response by the beginning of Session 12.

Session 12: MEAP DATA and ANALYSIS (11/19/12—11/25/12)
Essential Questions:
- How can data be used for decision-making?

Student Learning Outcomes: By the end of class, students will be able to:

- use educational technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning, including focusing on the assessment of each student (NP 1.4.2.);
- describe the content of the MEAP test;
- align MEAP test with the state ELA standards;
- locate MEAP reports and data; and
- interpret the results and design appropriate actions

Topics:
- Content of MEAP test;
- Role of MEAP Coordinator;
- Alignment of MEAP with State ELA Standards;
- Locate MEAP Data;
- Interpret MEAP Data; and
- Design action

Learning Materials

1. Why study MEAP?

MTTC Test Objectives---Reading Specialist **File One**

Assessment

Apply knowledge of current principles of reading assessment
- Includes demonstrating an understanding of basic characteristics of assessment methods and instruments; articulating assessment practices based on learning theories and research in literacy; describing ways to align assessment practices with literacy goals and curriculum…..

Analyze ways to implement literacy assessment
- Includes specifying ways to evaluate students' ability to read with accuracy and fluency, to determine the meaning of unfamiliar words and concepts, and to construct meaning from a variety of texts; describing ways to assess students' use of monitoring and fix-up strategies to construct and convey meaning; and identifying methods for evaluating students' print and non-print texts using appropriate assessments, including state assessments, that represent the Michigan English Language Arts Content Standards and Benchmarks**.**

2. Understanding MEAP

MEAP Website-- http://www.michigan.gov/mde/0,1607,7-140-22709_31168---,00.html

MEAP Guide to Reports, High School Assessments, Spring 2007 **(File Two)**

a. What is scale score?
b. What is performance level?
c. What is a cut score and how it is determined?
d. What does it mean when a student is endorsed?
e. Content of the English Language Arts assessment?

Multiple choice questions and three items that require students to write a
constructed-response: Prompt for Writing from Knowledge and Experience; Reporting and

Reflecting—Response to a Student Writing Sample; and Response to Paired Reading Selections.

    f.   study the writing grading rubrics

    g.   understand the meaning of different reports: class roster report, parent report,

    h: Q & A – further understanding of MEAP **(File Three)**

3. Role of MEAP Coordinator

Study the MEAP Coordinator Handbook and understand the roles of the MEAP Coordinator in the school **(File Four)**

4. MEAP alignment Studies

http://www.michigan.gov/mde/0,1607,7-140-22709_31168-147766--,00.html

Study the website for MEAP alignments to the Michigan language arts standards.

State Assessed English Language Arts

5. MEAP Data and Implications

    a.   An overall picture of MEAP results

- State Test Scores show increases in Math and Reading--http://www.michigan.gov/mde/0,1607,7-140-22709_31168_40135-160514--,00.html
- Over 94 percent of high school juniors qualify for Michigan Promise Scholarship (Press Release)--http://www.michigan.gov/mde/0,1607,7-140-22709_31168_40135-174170--,00.html
- 2007 MEAP Statewide Results (File Six)
- 2007 MEAP State Result Summary (File Seven)

b. MEAP Data and Files

   01) Where to find School and District Summary Report

       https://baa.state.mi.us/oeaa/

       Step 1: Choose Category

       Step 2: Choose Letter (to find school or District)

       Step 3: Choose School or District

       Step 4: Click "GO" to view the summary Report

   02) All MEAP Results since 1999

     http://www.michigan.gov/mde/0,1607,7-140-22709_31168_40135---,00.html

   03) Downloadable Data Files

     http://www.michigan.gov/mde/0,1607,7-140-22709_31168_31530---,00.html

c. What do the data Imply?

Take the Academy of Lathrup Village as an example. Look at the Writing Score, 50% of the students are in Level 3? What conclusion can you draw for their writing level? As a

reading specialist, what measures will you take? What program will you design to help them?

Assessments:

Write a report containing the following content:

1. What is the content of a MEAP test?
2. What are the major roles of a MEAP coordinator?
3. Choose one grade level and explain the alignment of MEAP test with the Michigan standards.
4. Locate MEAP test scores for your school in recent two years
5. Look at the data you obtained, explain the level of your students' reading, writing and ELA.
6. What programs or activities you can design to help students who do not met the benchmark.

Session 13: Assessment and Alternative Assessment Tools (11/26/12—12/02/12)

Essential Questions:

- How can eportfolio be integrated in the classroom to assess student learning?
- How can teachers effectively use assessment tools to assess student learning?

Student Learning Outcomes: By the end of class, students will be able to:

- apply educational technology in assessing student learning of subject matter using a variety of assessment techniques, including focusing on the assessment of each student (NP 1.4.1.); and
- applying multiple methods of evaluation to determine students' appropriate use of educational technology resources for learning, communication, and productivity, including focusing on the assessment of each student (NP 1.4.3.);

Topics:

- Assessment tools; and
- Electronic portfolio

Learning Materials:

- Reading: Assessment and Technology
- http://www.21things4teachers.net/12---evaluation--assessment.html ;
- The Digital Teaching Portfolio Handbook: A How-to Guide for Educators Boston: Allyn & Bacon. 2003
- Visit the following website for more information
  - Using Technology to Support Alternative Assessment and Electronic Portfolios http://electronicportfolios.org/portfolios.html
  - Electronic Portfolios in the K-12 Classroom http://www.educationworld.com/a_tech/tech/tech111.shtml

Session 14: Round-up of Class (12/03/12—12/09/12)

Complete and submit all outstanding assignments.

This syllabus is subject to change at the discretion of the Instructor.