



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

[INST 516: INTEGRATING TECHNOLOGY INTO INSTRUCTION]

Instructors: Constance Horton, Susan Patterson (over last 3 years)

Department: Educational Studies

1. DESCRIPTION

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory, and professional standards. 3 credit hours.

Prerequisite: graduate status or consent of department chair. Offered Fall.

Role of Course in the Program

In-service teachers further develop their technology skills via creating materials for their own teaching and designing technology-enhanced projects for their students. The course is based on the NETS standards for teachers and ensures good practice in using technology in the classroom and exposes in-service teachers to new technologies useful for education and trends.

Relationship to the FSEHD Conceptual Framework

The preparation of reflective practitioners includes the development of skills that enable teachers to examine their own teaching practices, individually and collaboratively within the context of their own classrooms. The reflective practitioner uses both the skills and products of technology in the ongoing and recursive cycle of planning, action, and reflection. In effect, the development of skills in technology integration provides valuable experiences in the development of a reflective practitioner.

2. OUTCOMES

<i>Course outcomes</i>	<i>Key assessments</i>	<i>Standards (RIPTS, SPA- NETS, Conceptual Framework)</i>
Students will be able to demonstrate the ability to:		
1. Model digital-age knowledge and skills	Multi-media slide show; website	[NETS-T 3, RIPTS 2] FSEHD Adv. Competencies: Practice 2. Technology
2. Plan and design digital-age learning experiences for students	Web 2.0 tool project	[NETS-T 2, RIPTS 3] FSEHD Adv. Competencies: Practice 2.
3. Facilitate student learning with technology	Digital/audio project	[NETS-T 1, RIPTS 5] FSEHD Adv. Competencies: Practice 2.
4. Engage in professional growth, which includes technology	Presentation based on professional conference attended during semester	[NETS-T 5, RIPTS 10] FSEHD Adv. Competencies: Practice 4. Professional Identity Development
5. Model and promote digital citizenship	Discussions, blogs	[NETS-T 4, RIPTS 11] FSEHD Adv. Competencies: Practice 4.

National Educational Technology Standards for Teachers (NETS – T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology
- e. standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global/digital society.

Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information
- e. resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright,
- b. intellectual property, and the appropriate documentation of sources
- c. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- d. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- e. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- participate in local and global learning communities to explore creative applications of technology to improve student learning
- exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community
- building, and developing the leadership and technology skills of others
- 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
- contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Copyright © 2008, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved.

1. TEXTS AND MATERIALS NEEDED

- Readings/audio as assigned via Blackboard and library course reserve
- Course uses Blackboard for posting assignments and student submissions (<https://ric.blackboard.edu>)
- Video from website sources
- 4G flash drive, Office 2007 or comparable program, 2 CD or DVDs, access to a digital camera

2. SCHEDULE, TOPICS, AND ASSIGNMENTS

All readings and assignments are posted on the Course Management System used, **Blackboard**. A guest account can be set up for accreditation viewing.

<i>Week</i>	<i>Class topic</i>	<i>Assignments and readings (all posted in Blackboard)</i>
Week 1	Overview; our students and technology	Readings online and web videos: "Executive Summary on Millennials" by the Pew Research Center; PBS Frontline "Digital Nation" videos; "Digital Ethnography" (of Youtube) by Mike Wesch video. Discussion post
Week 2	Technology basic productivity tools	Review features of word processing and presentation tools especially useful to teachers. Design slide show for use in current class.
Week 3	Sound and video in presentations; blogging; wikis	Add multimedia to slide show project. Reading- <i>Getting Ready to Wiki</i> from "Using Wikis for Online Collaboration" by James West. Create blog entries; contribute to a wiki
Week 4	Digital bookmarking; Role of Technology in the Classroom	Create bookmark account - share digitally with classmates; Marc Prensky website readings ("Essential 21 st Century Skills", "What I learned recently in NY City Classrooms", and others - choice)
Week 5	Evaluation of and instruction on making websites	"Evaluating Web Pages" from UC Berkeley Library website, "Kathy Schrock's Guide to Evaluating Web Pages" - Discovery Education website. Create website to use with a current class.
Week 6	Creating rubrics; Learning styles;	Rubric websites: Rubistar, Teachnology; "Why Rubrics"- Center for Advanced Research on Lang. Acquisition website Create own rubric for given assignment "VARK -Guide to Learning Styles" website "Online Learning Survey" from Florida Distance Learning Consortium website
Week 7	Collaborative Web 2.0 tools	Online readings about Web 2.0: "World without Walls" by Will Richardson "Collaboration Tools" - Educause Learning Initiative

Week 8	Web 2.0 tools continued	Blog and Wiki Ideas for classrooms– TeachersFirst website. Web 2 tools by Kathy Schrock – website. Use GoogleDocs to create and contribute to shared documents
Week 9	Web 2.0 tools – group work	Develop a web 2.0 tool project to use in a current class
Week 10	Audio files, video files from still photos	Create podcast, create video using iPhoto or Photostory
Week 11	Video files combining video and still photos	Create video using Windows Live Movie Maker or iMovie to use with a current class.
Week 12	Professional development	Presentations based on conferences attended
Week 13	Concept maps, Graphic Organizers; Copyright issues;	Create map with Inspiration/Kidspiration software; Copyright websites: copyrightkids.org, PBS Teachers, US Copyright Office, Creative Commons; discussion and quiz on copyright
Week 14	Where are we headed, as teachers using technology?	Discussion/Reflection

3. REQUIREMENTS

INST 516 is a hands-on class in which computers are in use for much of each session. Many activities involve working in groups and exploring new technology tools. Absences are not generally acceptable unless an emergency arises. If there are designated online classes, attendance will be otherwise defined, but a block of time should be set aside as long as necessary to complete tasks assigned. The course uses the LMS(Learning Management System) Blackboard through which students will be required to submit assignments. Therefore a reliable connection to the Internet outside of class is a necessity.

4. EVALUATION

The final grade will be based upon completion of all activities in the course outline. Letter grades will be assigned on the standard ten-point scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, and 59% and below =F. All coursework must be completed before or by the due date.

60%	Projects
20%	Professional Conference
10%	In-class participation, including small group activities, reflections, and discussions
10%	Other assigned exercises and activities, including HW and/or blog posts

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.