Course Syllabus

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I   COURSE TITLE:

        TECH 407-01 Practicum in Elementary Technology Education
        4 Credits   6 Contact hours

        CLASS HOURS: Tuesday *2:30 – 6:00pm* **& Thursday** *2:30 – 6:00pm*
        ROOM: HBS 184

II   PREREQUISITES: **TECH 300, TECH 406/SED 405, CEP 215, FNED 340**

- **ADMISSION TO THE SECONDARY EDUCATION PROGRAM FOR TEACHER EDUCATION;**
- Minimum grade of B- in TECH 406 Methods AND a positive recommendation from the SED405/TECH 406 Methods instructor.
- Minimum of 55 credit hours of required and cognate courses in the major, or consent of the program chairperson. *A minimum grade* of "C" *must be earned in all content area courses unless otherwise required.*
- Minimum cumulative GPA of 2.75.
- Minimum GPA in content area of 2.75.

III   CATALOG DESCRIPTION: Strategies for presenting and implementing technological topics and learning activities for the elementary school level are introduced. Theory, activity safety, and development of elementary integration activities are covered.

Relationship to Feinstein School and Professional Development

The Practicum in Elementary Technology Education (TECH 407) is the first of two courses that prepare students for the student teaching experience in Technology Education. This course builds on the work accomplished in previous professional preparation courses. Students study the principles, methods, content and curriculum necessary to deliver appropriate lessons for elementary students. Students have ample opportunity to plan, act, and reflect, as advocated by the PAR model during this course. The directed laboratory experiences emphasize the application of good teaching, development of appropriate inclusion strategies, understanding of content, and evaluation of student work.

Students will reflect on, analyze, select, and implement new and contemporary methods, activities, and curricula related to technology education for the elementary classroom. Participants will be introduced to technological literacy initiatives (ITEA) and cross-curricular opportunities (ESTE) to solve problems related to the development and understanding of technology as it pertains to the elementary level. Students will be prepared to teach elementary technology education using strategies appropriate for pre-service teachers, guided by the Rhode Island Beginning Teacher Standards.

Participants in this course should benefit from consistent best practice scenarios and the intentional use of models that explore global attitudes and diverse student populations in the technology education classroom. This technology education teacher preparation course is grounded in FSHED's Conceptual Framework and the PAR Model embraced by Rhode Island College.

IV   CLASS ATTENDANCE POLICY:

The nature of this class requires your complete cooperation in meeting deadlines and your classroom obligations. Failure to comply with these simple requests will automatically remove you from a chance of moving forward to the next Practicum.

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester, instructors will distribute a syllabus, which may include attendance and/or class participation as a component of the course grade. Students who are absent must take the initiative to determine from the

instructor what course work can be made up. Students who are absent on the day of an examination should make every effort to call the instructor (or department office) before the scheduled test.

.... All students who incur or anticipate an extended absence (five or more consecutive days or more) should call the Office of Student Life at 456 - 8061, so that notice (not an excuse) may be sent to instructors. (p. 38 RIC Student Handbook)

• The policy of this class is that after the 2nd absence the final grade will be dropped one letter grade.

  • Three (3) unexcused absences from this class will result in a final grade of (F).

  • Absences are considered excused **only** when the student supplies official documentation of the nature of the absence. (i.e. attending physician's notice, court documents, obituaries, field trip memo)

  • All exams and quizzes will be taken at the scheduled time. Make-up exams and quizzes may not be provided unless proper documentation is presented.

Communication Devices: Out of courtesy for other students and the instructor, please silence all communication devices (phones and pagers, etc.) during class time so that we may learn and work together in an undisturbed atmosphere.

V   COURSE OBJECTIVES:

Upon satisfactorily completing this course, the student will be able to:

- Organize the learning environment in the elementary technology education laboratory.
- Select and integrate knowledge from Technology Education content to design and deliver lessons for the elementary level.
- Plan units and lessons that acknowledge different learning styles and learning needs.
- Develop instructional strategies for transition from classroom to lab.
- Adapt fair evaluation methods
- Analyze and critique lessons presented in the classroom
- Reflect on self-performance.
- Evaluate and learn from others' lessons
- Understand the student/teacher dynamic.
- Use electronic media for the delivery of course content.
- Record data and observations related to classroom experiences
- Demonstrate safe practice in the classroom and laboratory

VI   FIELD EXPERIENCES & LABORATORY EXPERIENCES AND HOURS:

During the first two weeks of class, schedules will be developed for your field experiences. It is crucial that you keep those schedules during the course of the semester. Deviation from the schedule can cause an inconvenience in the classes you visit during the semester. Your schedule is developed to provide you with numerous exposures to the world of elementary education. You will be visiting at least one elementary classroom per week for observation purposes.

A lab schedule will also be developed in conjunction with the HBS Elementary Technology Education instructor. Once, these times have been agreed upon, they are the hours you will participate in the program activities.

Class time is reserved for providing instruction, reflection, and collaborating on class projects and portfolio development.

VII   NECESSARY MATERIALS:

Please come equipped with a writing implement and note pad during class sessions. You will be making observations throughout the course of this class.

Come prepared with essential handouts and forms as required by the instructor

A notebook of some type will be used to archive all course materials

An appropriate portfolio for your work is required.

VIII   Tentative Course Outline

I. Technology Education in the Elementary Grades
    Introduction /Definitions
    A. Technology defined
    B. What is Elementary Technology Education?
    C. Technological Literacy Standards
    D. Technological Impacts

    Elementary Classroom Experiences
    A. Henry Barnard Laboratory School
        1. Observation
        2. Interaction
        3. Microteaching
    B. Local School Visits
        1. Unit presentations
        2. Collaboration

II. Relationship of Technology Education with Elementary Education
    A. Historical Precedents
        1. Bonser and Mossman
        2. Elementary School Technology Education Movement (ESTE)
    B. Contemporary Leaders
        1. Thode & Thode
        2. Kirkwood, Foster & Wright
        3. Others
    C. Influence of the British Design & Technology
        1. Key Stages
        2. A National Curriculum for the Study of Techology
    D. The Role of the Laboratory School

III. The Elementary Student
    A. Orientation to Culture
    B. Coping with Technological Change
    C. Environmental Influences
    D. Awareness of Technology
        1. Home
        2. School
    E. Hands-on Experiences
    F. Interest vs. Understanding
    G. Technology Education and the Learning Environment

IV. The Elementary Technology Teacher
    A. Generalist
    B. Child-centered
    C. Knowledge of Levels

V. Organization of Content for Technology Education. (The Clusters)
    A. Communication
    B. Manufacturing
    C. Construction
    D. Energy/Transportation

VI. Resources for Teaching ESTE
    A. Ideas
    B. People
    C. Information
    D. Materials
    E. Energy
    F. Tools and Machines
    G. Processes

VII. Planning for Instruction
    A. Standards for Selection of the Activity
    B. Matching Curriculum Discipline and Technology Cluster
    C. Establish Objectives or Learning outcomes
        1. Cognitive
        2. Psychomotor
        3. Affective
    D. Design final product, brainstorming, and illustration
    E. Project materials
        1. Expendable
        2. Non-expendable
    F. Scheduling for learning experience
    G. Classroom Activities
        1. Demonstration
        2. Discussion and lectures
        3. Simulation games
        4. Experimentation
        5. Field trips and classroom visitors

VIII. Delivering Curriculum and Activities
    A. Thematic Units
    B. Literature-based Technology Units
    C. Integration Units
        1. Mathematics
        2. Science
        3. Social Studies
        4. Art & Music

5. Language Arts
   D. Technology-based Units
   E. Developing, Using, and Assessing
      Model
   F. Problem - solving

IX. Assessment
   A. Authentic
   B. Criterion-based
      1. Observation
      2. Documentation

IX   METHODS OF INSTRUCTION:

Instructional strategies to reinforce content will include:
- Lecture
- Individual reports
- Individual projects
- Laboratory demonstrations
- Group interaction /Seminar
- Discussion / Question and Answer

X   EVALUATION:
Practicum in Elementary Education Grades

Tow unit plan   70%

    10 lesson plans

       Second Grade

       Fourth Grade

       Fifth Grade

Self evaluation   20%

Class observation   10%

                                                                              100%

Grade Scale:

A	**100% - 96%**		**C+**	**79% - 76%**
A-	**94% - 90%**		**C**	**75% - 71%**
B +	**89% - 86%**		**C-**	**70%**
B	**85% - 81%**		**D**	**69% - 60%**
B-	**80**		**F**	**59% or less**

XI   Recommendation to Continue in the Professional Sequence

A word about the professional sequence in Technology Education is necessary at this point. You are assuming the role of a professional teacher during the practicum and student teaching course series. Therefore, it goes without saying, you will conduct yourself in a professional manner. Behavior deemed as abnormal and inappropriate will not be tolerated. Students who exhibit poor behavior and judgment will be dismissed from the class and will be reported to the Office of Clinical Experiences for removal from the program. You will not be permitted to retake or advance to the second practicum (TECH 408) and will not be recommended for Student Teaching.

You are a guest of the Henry Barnard School and the other schools you visit. Please, be considerate as well as observant during these important field experiences.

Success in your practicum coursework is grounded in the attitude you develop toward the work. Simply put, if you procrastinate, you are doomed! There is an enormous amount of written work in this class. Much of the early work in the course is essential to making progress in the classroom teaching experiences. Therefore, you will develop the necessary accommodations to get all work in on time.

Your evaluation in this course is based on your observed potential to teach, quality of work, attitude, and professional demeanor. If these elements are satisfactory, you will be recommended to advance to the 7 – 12 Practicum.

A passing grade of B and a positive recommendation from the practicum instructor is required to advance to the second practicum.