A. Course Title: EDUC 1220 EDUCATIONAL TECHNOLOGY 05/24/06

B. Catalog Description: A required course that introduces computer applications for use in the classroom. Candidates develop competency in word processing, spreadsheets, desktop publishing, presentation software, and Internet utilization through laboratory activities**.**

C. Purpose: This course provides skills to candidates for using a variety of technological resources in educational settings. At the end of the course, students should possess basic knowledge of computers, an office suite, computer-based presentations, e-mail, Internet, document scanning, and digital camera/video camcorder technology as each applies to the field of education.

D. Texts and Supplies:

- REQUIRED: Two (2) RW (rewritable) CD's
- REQUIRED: Thumb Drive (or equivalent) or five (5) 3 ½" X 5" high density diskettes
- REQUIRED: One 3" three-ring binder and twenty dividers
- REQUIRED: Shelly, G., Cashman, T., Gunter, R., & Gunter, G. (2005). *Teachers discovering and integrating Microsoft Office: Essential concepts and techniques* (2nd ed.). Boston, MA: Thomson/Course Technology.
- REQUIRED: Lever-Duffy, J., McDonald, J., & Mizell, A. (2005). *Teaching and Learning with Technology* (2nd ed.). Boston, MA: Pearson/Allyn and Bacon.

E. UCA Teacher Preparation Program Summary and Goals:

The education programs at the University of Central Arkansas establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to engage actively all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students. As such, the following goals are our main focus:

1. The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.
2. The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.
4. The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

How does "Educational Technology" address the PEU's Conceptual Framework vision of preparing *Educators as Reflective Decision-Makers*?

- Candidates will gain basic knowledge, skills, and dispositions to foster reflective

decision-making on the appropriate use of technology to enhance learning.

F. Use of Technology: Technology integration is the focus of the course**.** Specific course activities include:

- Use of software – Word processing, spreadsheet, and presentation
- Use of equipment – Scanners, SmartBoard, overhead projectors, audio/visual technologies**,** computers, copiers, and printers
- Assignments (P-12 Environment)
  - § Developing presentations using presentation software
  - § Designing worksheets, charts, and graphs using spreadsheet software
  - § Creating various documents using word processing software
  - § Submitting assignments electronically
  - § Selecting resources for educational activities and information from the Internet
  - § Reflecting on the use of technology in the field of education

G. Diversity: Candidates will gain knowledge of how technology can enhance learning in a diverse classroom.

- § Using classroom discussion, candidates will share information gathered from online resources about the use of technology as it applies to diverse learners. (See Goal 3, Bullet 1)

H. Course Goals and Objectives:

1. **Candidates define computer literacy terms and describe the use of specific hardware and software for computer applications and operations. (UCA TOPA: C7 & D6)**
   - § Given a term, it will be defined and its purpose in computer technology will be explained using the terminology used in class discussion.
2. **Use a computer as an integrative tool in word processing, spreadsheets, and classroom materials and presentations. (UCA TPOA: C7)**
   - § Create and print documents using a word processing program.
   - § Utilize a spreadsheet to analyze data with graphs and formulas.
   - § Create an electronic presentation using presentation software.
3. **Demonstrate effective search strategies in locating electronic resources for classroom materials. (UCA TPOA: A2, A4)**
   - § Locate online resources that relate to teaching a lesson, diversity issues, or technology integration into the classroom.
   - § Develop a list of resources, listserves, email addresses, websites, online newsletters, and/or databases, to support teaching and learning.
4. **Demonstrate the ability to use audio/visual technology in a classroom. (UCA TPOA: C7)**
   - § Utilize audio/visual technologies in a classroom assignment or activity.

I. Course Outline:

1. **Introduction to computer technology (Course Goal # 1)**
   - § Concept of educational technology
   - § Hardware and software
   - § Computer functions and operations
   - § Peripheral devices
   - § File operations
   - § The Internet
2. **Computer application software (Course Goal # 2**)
   - § Word Processing Software
     1. Commands
     2. Applications
   - § Spreadsheet Software
     1. Commands

2. Applications

§ Presentation Software
1. Commands
2. Applications

3. Electronic resources (Course Goal # 3)
§ E-mail (electronic-mail)
§ Internet

4. Video equipment (Course Goal # 4)
§ Camera settings
§ Camera set up and shooting

J. Field Experience Requirements: Field experience is not associated with this course.

K. Course Outcomes and Evaluation: Candidate performance will be assessed through coursework, including computer-related and teaching-related assignments, a minimum of two exams, and assignments and/or projects from all areas of the course content.

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
59 or less	F

Absence does not excuse any student from turning in assignments that are due. However, assignments will be accepted one (1) class meeting after the initial due date for fifty (50) percent credit. If an assignment is not turned in on the due date or at the next class meeting, the assignment will not be accepted.

Examination Policy: There will be a mid-term and final in addition to quizzes and tests as required by the instructor. No make-up exams will be allowed without **prior** arrangements being made.

L. Attendance Policy: Attendance is mandatory. It is the candidate's responsibility to get the course notes, handouts, and laboratory assignments. Two (2) instances of tardiness will equal one absence. Three (3) absences are allowed during the semester without affecting the final course grade. However, the fourth absence will drop the final grade one letter. The fifth absence will drop the final grade again one letter. A sixth absence will lower the grade yet again by one letter. If a seventh absence is obtained, the student will receive a failing grade for the semester.

Intersession, Summer School, and Classes That Meet Once Each Week: Failure to attend a session of a night class and/or a class that only meets once each week will count as two absences. Therefore, the second absence will drop the final grade one letter. The third absence will drop the final grade again one letter. If a fourth absence is obtained, the student will receive a failing grade for the semester. Intersession and summer school classes will follow the same guidelines as the classes that meet once each week. (Please see the grading scale in section K.)

M. Student Handbook Policy: Student Handbook Policies: Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current UCA Student Handbook. Candidates should familiarize themselves with all policies included in the Handbook.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450- 3135.

Electronic Devices In Class Policy: Use of cellular phones, pagers, CD players, radios, and similar devices are prohibited in the classroom and laboratory facilities.

N. Bibliography:

Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2005). *Teaching and learning with technology* (2nd ed). New York, NY: Allyn and Bacon.

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Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media*. Columbus, OH: Prentice Hall.

Norton, P., & Wiburg, K. (2003).*Teaching with technology: Designing opportunities to learn*. Belmont, CA: Wadsworth/Thomason Learning.

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Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching*. New York, NY: McGraw Hill.

Stewart, L. (1999). *Easy Microsoft Powerpoint 2000*. Cambridge, MA: Course Technology, Inc.

Warner, N. P., & Warner, N. D. (1999). *Easy Microsoft Excel 2000: In full color*. New York, NY: Que's Easy Series.

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