Course Number: EDU 626  Credit hours: 3

I. Title: Integrating Educational Technology

II. Catalog Description:
Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

III. Purpose:
This course is intended to enable you to:

1. Increase your knowledge, understanding, and skills in basic computer / technology operations and concepts
2. Increase your competencies in the personal and professional use of technology
3. Increase your effectiveness in applying technology to instruction, and
4. Increase your confidence in your ability to “learn your way” with many types of technology and software applications.

IV. Course Objectives:
The behaviors indicated below are derived from the Kentucky Experienced Teacher Standards [ETS; online at http://www.kyepsb.net/standards/exp_teach_stds.html], with particular emphasis on Standard 10, Demonstrates Implementation of Technology. They focus on using technology to support instruction, accessing and manipulating data, enhancing professional growth and productivity, communicating and collaborating with colleagues and parents, conducting research, and solving problems. The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion as they relate to the course themes. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The Code of Ethics is discussed in connection with the issue of the ethical and legal use of technology.

Following each objective are numbers enclosed in parentheses that correspond to the Kentucky Experienced Teacher Standards, the KERA Goals and the American Library Association/ American Association of School Librarians School Library Media Specialist Preparation Program Standards (AASL Standards):

At the end of this course, you will be able to:

1. Describe the role of Experienced Teacher Standard 10 in the context of current teaching practices [ETS 1,3,4,5,10; KERA Goals 1,2,5,6; AASL 2 Teaching and Learning]
2. Demonstrate the ability to design effective instructional activities that incorporate appropriate technology to address diverse student needs and different learning styles [ETS 2, 3, 4, 6, 10; KERA Goals 2, 5, 6; AASL 3 Collaboration and Leadership]
3. Explain how to create a learning environment that maximizes the effectiveness of the use of technology in instruction [ETS 4, 10; KERA Goals 4, 5; AASL 2 Teaching and Learning]
4. Demonstrate the effective use of technology for professional productivity [ETS 21, 2, 3, 8, 9, 10; KERA Goals 4, 6; AASL 1 Use of Information]
5. Identify appropriate software applications and technology for instructional use [ETS 1, 3, 4, 6, 8; KERA Goals 2, 3, 4, 5; AASL 2 Teaching and Learning]
6. Describe how technology can be integrated into a variety of instructional contexts effectively and appropriately [ETS 2, 3, 4, 6, 7; KERA Goal 6; AASL2 Teaching and Learning, 3 Collaboration and Leadership]
7. Demonstrate the ability to reflect on one’s use of technology in teaching, analyze its effectiveness, and make appropriate changes [ETS 1, 7, 9; AASL 3 Collaboration and Leadership]
8. Demonstrate an understanding of the role of collaboration, the importance of the rights of individuals, and accepted professional behavior [ETS 1, 8, 9; KERA Goal 4; AASL 3 Collaboration and Leadership]
9. Demonstrate an awareness of appropriate adaptive and assistive devices for students with special needs [ETS 3, 4, 5, 8, 10; KERA Goals 1, 3, 4, 5; AASL 2 Teaching and Learning]
10. Demonstrate an awareness of the equitable, ethical, and legal use of technology [ETS 5, 7, 9, 10; KERA Goals 3, 4; AASL 1 Use of Information]
11. Demonstrate confidence in your ability as a lifelong learner of the use of technology and software applications in instruction [ETS 1, 8, 9, 10; KERA Goals 2, 6; AASL 1 Use of Information]

V. **Content Outline:**

- ISTE Foundation Standards, Experienced Teacher Standards and other applicable standards
- How society uses the microcomputer
- What we have learned from research
- Ethics, equity, social issues, and special needs
- Electronic messaging
- The Worldwide Web and evaluation of web sites
- Selecting and using educational software
- Designing instruction using the Internet and CAI software
- Organizing, producing, and administrating with technology
- Emerging technologies

VI. **Instructional Activities:**

- Group discussions, both live and online
- Question generation
- Group investigations
- Lectures and guest speakers
- Instructional planning
- Project presentations
- Textbook and periodical reading
- Computer activities
- Reflections and assessments

VII. **Field and Clinical Experiences:**

All instructional activity will take place in class, online through the Blackboard instructional resource, and in a computer laboratory in Alexander Hall. You must satisfactorily complete an individual technology-related teaching project for course credit.
VIII. Resources:

Computer Laboratory, Alexander Hall
Worldwide Web, with associated online resources
Microsoft Office suite
Netscape Communicator / Internet Explorer
Your own school library media center and other district resources
Your local public library
Waterfield Library – MSU main campus
Kentucky Virtual Library
NASA Educational Resource Center [in basement of Waterfield Library]

IX. Grading Procedures:

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects and tests. The grading scale will be:

91-100% = A  81-90% = B  71-80% = C  61-70% = D  0-60% = F

All papers will conform to styles recommended in the *MLA Handbook for Writers of Research Papers*, 6th ed., 2003. Websites summarizing the style will be provided.

There will be no final examination. Grades will be based on the scoring of projects initially set up as follows.

<table>
<thead>
<tr>
<th>Project</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>5% of final grade</td>
</tr>
<tr>
<td>Seating chart</td>
<td>5%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>10%</td>
</tr>
<tr>
<td>Web project</td>
<td>15%</td>
</tr>
<tr>
<td>Email list project</td>
<td>5%</td>
</tr>
<tr>
<td>Interactive projects</td>
<td>10%</td>
</tr>
<tr>
<td>Project presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total: 100 points

Projects more appropriate to the experience level of the individual student may be negotiated.

X. Attendance Policy:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

Your faithful attendance is required for the successful completion of this course. There is no substitute for being present in class. However, if you must miss a class meeting for truly unavoidable reasons, contact me in advance to arrange for makeup work, and interview your fellow class members afterwards to learn as much as you can about what you missed.

XI. Academic Honesty Policy:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

Only your own work can prepare you to accomplish your professional teaching goals and to contribute significantly to the success of KERA. Using the work of others (for example, published lesson plans) as a starting point for course work is certainly acceptable, although you must credit your sources. Your own work beyond this point must be clearly identified and your sources fully cited.
XII. **Text and Selected References:**

   [http://www.ablongman.com/catalog/academic/product/0,4096,0321054059,00.html](http://www.ablongman.com/catalog/academic/product/0,4096,0321054059,00.html)

XIII. **Prerequisites:**

   Admission into the MSU graduate program and a planned program with your graduate advisor is recommended for all matriculating students.