

PIEDMONT COLLEGE
SCHOOL OF EDUCATION
Mastering the art of teaching: Preparing proactive educators to improve the lives of all children



COURSE SYLLABUS B
EDUC 702, Section 63 Advanced Instructional Media and Technology

INSTRUCTOR INFORMATION:

Name: George D. Bagwell
Office Location: 3582 Knox Drive
Duluth, GA 30096
Phone Numbers: 770-823-1270
E-mail: gbagwell0731@lions.piedmont.edu
Fax Number: 770-476-3482 (after 6 rings)
Office Hours: Adjunct-office hours scheduled as needed
Campus Security: 706-778-2222 (Demorest)
706-433-1789 (Athens)

TIME AND PLACE:

CAMPUS: Gwinnett **SEMESTER:** Winter **YEAR:** 2011
Dates: Section 63: Monday, January 3, 2011 through Monday, February 28, 2011
Time: 4:30pm – 9:00pm
Place: Berkmar High School, Room 8.297

COURSE INFORMATION:

Prerequisites/co requisites: N/A
Credit: 3 semester hours
Period: 4:30pm-9:00pm

I. TEXT AND SUPPLEMENTARY READINGS:

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

No textbook is required for EDUC 702, other than the APA manual (listed above) that is required for all School of Education courses (see Syllabus A.) Supplemental readings will be required as needed throughout the course. These readings will include research, professional documents, and personal reading. Also, copying some materials to share with the class may be required.

II. PIEDMONT COLLEGE MISSION; SCHOOL OF EDUCATION MISSION; & GRADUATE MAT AND MA PROGRAM GOALS (See School of Education Syllabus A – II)

III. COURSE DESCRIPTION AND PURPOSE:

EDUC 702 Advanced Instructional Media and Technology 3 semester hours
The dynamic nature of technology and attendant application to classroom instruction /management demands a similar response from educators and those who prepare educators. This course will provide the skills necessary for the continuation of learning, teaching, and practicing the use of technology in the profession of knowledge broker. The students who successfully complete the challenging requirement of EDUC 702 will exhibit an in-depth comprehension of those tools and appropriate applications currently found in the K-12 instructional environment. The specific purpose of EDUC 702 is to satisfy the Program Goals as indicated above. The specific description of EDUC 702 is outlined in the Course Expected Outcomes below.

**IV. SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)
(Candidate Learning Outcomes by Program and Dispositions for All Candidates)**

V. COURSE OUTCOMES (CO):

As teachers, each must first be a learner. Preservice teachers must deepen their own understanding of the technology content, approaches, and applications they will teach their students. By experiencing the processes of learning, they are better prepared to help students become active, engaged technology problem solvers. As learners, preservice teachers must be challenged at their own level of competence. They need to participate fully in the generation of compelling questions and conduct investigations that allow them to make meaning out of technology activities. As pre-service teachers practice active self-reflection, as they analyze their experience of just-completed technology activities, they begin to construct an understanding of how knowledge develops and the circumstances that stimulate or inhibit it.

(NOTE: Numbers following the Course Outcomes below indicate a correlation with the Core Candidate Learning Outcomes (CCLO) by Program and Dispositions for All Candidates.)

Upon completion of the course, the student will be able to:

1. use a problem-solving approach to investigate technology content in the learning environment (1,4,5,7,9,E11-E12,E14,S11-S12,S14,S18,SE11,SE13,SE14-SE15,SE17)
2. communicate technology concepts and terminology clearly, including written, verbal, and visual forms (1,4,7,9,11-14,E12-E14,S11-S12,S14,S16,S18,SE11,SE13-SE17,SE20)
3. distinguish different levels of technological reasoning and use conjectures and arguments to validate technological thinking (4,9-10,E11-E14,S11-S12,S14-S15,S17-S18,SE13-SE15,SE17)
4. illustrate technology connections between conceptual and procedural knowledge, between different technology topics, and between technology and other curriculum areas (1-6,9-10,E11-E14,S11-S14,S18,SE13-SE15,SE18,M14)
5. demonstrate a knowledge of the physical mediums, topologies, attendant equipment, and logistics of networking (S13,S17)
6. use the World Wide Web as a learning, teaching, and research tool (8,14,S11,S17-S18,SE12,SE14-SE16,SE18,M11-M12,M14)
7. create a personal and professional web site with pages, links, and instructional aids (E11,S15)
8. show an advanced level of educational uses for commercial applications such as word processing, electronic spreadsheets, presentation packages, and data base management tools (S16)
9. use advanced technology for the production of multimedia projects (SE11-SE12,SE14,SE16,M11-M12)
10. analyze data including mean, median, mode, range, correlation coefficient, and standard deviation by technology supported means (8,S13,S15,SE12,SE18)
11. demonstrate knowledge and skill in the use of various technology devices such as scanners, digital and video cameras, white boards, projections systems, CD-ROM, and external storage devices (S15-S16,SE11-SE12,SE14,SE16,M11,M12,M14)
12. diagnose workstation malfunction (S16)
13. install, repair, and upgrade hardware components and peripherals (11,M12-M13)
14. locate, read, and comprehend instructional technology professional journals, periodicals, articles, and manuals (8,S13,S15,SE11,SE19)
15. create a best practices plan for infusion of technology across the K-12 curriculum and model appropriate electronic instructional support (1-3,5-6,S13,S15,M13)
16. produce a professional Portfolio including exemplary personal productivity in the applications including word processing, electronic spreadsheet, data base management, presentation package, web page creation, and electronic communications (11,15,SE19,M13)

17. produce an instructional web page related to individual level and content area
(3,S15,SE17,M13)

Core Candidate Learning Outcomes (CCLOs):
Revised Fall 2009 – Effective January 1, 2010

These CCLOs serve as a continually evolving guide to teacher development, practice, and decision making. For these CCLOs to guide our development as educators and become the habits of mind that drive what we do, faculty and candidates must engage them in recurring dialogue, application, and reflection.

1. *Learning environment*: The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning. CO: 1,2,4
2. *Subject matter*: The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject. CO: 4,15
3. *Student learning*: Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth. CO: 4,15,17
4. *Diversity*: Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students. CO: 1-4
5. *Instructional strategies*: The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards. CO: 4,15
6. *Assessment strategies*: To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making. CO: 4,15
7. *Communication*: The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. CO: 1,2
8. *Research*: The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues. CO: 6,10,14
9. *Reflection and professional development*: The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices. CO: 1-4
10. *Collaboration*: The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being. CO: 3,4

In addition to the ten core candidate learning outcomes across programs, each program includes additional outcomes that graduate candidates are expected to demonstrate.

Early Childhood and Middle Grades Graduate Candidate Learning Outcomes (GCLO):

11. *Constructivist Practices*: The **scholarly, reflective, proactive** teacher models and provides opportunities for constructivist practices. CO: 1,3,4,7,13,16
12. *Informed Teachers*: The **scholarly, reflective, proactive** teacher is an informed professional. CO: 1-4
13. *Scholarly Work*: The **reflective, proactive** teacher actively engages in **scholarly** work. CO: 1-4

14. *Action Research*: The **scholarly, reflective, proactive** teacher participates in action research. CO: 1-4,6

Secondary Education Graduate Candidate Learning Outcomes (GCLO):

- **For both Initial and Advanced Certification Programs**
11. *Research*: The teacher refines instructional practices informed by critical consideration of relevant research and by the application of action research as an ongoing aspect of practice. CO: 1-4,6
 12. *Democratic Classroom*: The teacher guides students toward involvement in activities that provide skills and dispositions to fulfill the roles of a citizen engaged in pursuing the ideals of democracy. CO: 1-4
 13. *Philosophical Orientation*: The teacher studies initiatives, patterns, trends and policies for their philosophical underpinnings as part of a continuing assessment of the efficacy of those underpinnings. CO: 4,5,10,14,15
 14. *Integrity*: The teacher pursues her/his professional practices with a strong sense of mission beyond keeping a job, and with a keen sense of ethical integrity. CO: 1-4
 15. *Philosophical Pragmatism*: The teacher maintains an intellectual spiral in which practices are improved by conceptual refinements, which are in turn refined by assessing the results of implementations over time. CO: 3,7,10,11,14-17
- **For Advanced Certification Programs**
16. *Modeling and Mentoring*: The teacher both models best practices and accepts responsibility to mentor new and veteran teachers. CO: 2,8,11,12,17
 17. *Professional Discourse*: The teacher participates actively in the professional discourses related to the field of certification--at the school and in regional and national venues. CO: 3,6
 18. *Proactive Involvement*: The teacher takes advantage of opportunities to influence the school toward curricula, instructional practices, policies and professional climate which result in students acquiring more durable knowledge and skills and in-depth understanding, as well as positive dispositions toward learning. CO: 1-4,6

Special Education Graduate Candidate Learning Outcomes (GCLO):

Based on the Council for Exceptional Children's (CEC) professional standards for teachers of students with emotional/behavioral disorders:

11. Teacher candidates will understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society (Foundations) CO; 1,2,9,11,14
12. Teacher candidates understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with emotional learning needs. (Development and Characteristics of Learners) CO: 6,9-11
13. Teacher candidates are active and resourceful in seeing to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. (Individual Learning Differences) CO: 1-4
14. Teacher candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with emotional learning needs. Special educators select, adapt, and use these instruction strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for students with E/BD. (Instructional Strategies) CO: 1-4,6,9,11
15. Teacher candidates actively create learning environments for students with emotional learning needs that foster cultural understanding, safety, and emotional well-being, positive social

- interactions, and active engagement of these students. (Learning Environments and Social Interactions) CO: 1-4,6
16. Teacher candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and the use of language. Teacher candidates use individualized strategies to enhance language development and teach communication skills to individuals with emotional learning needs. (Language) CO: 2,6,9,11
 17. Teacher candidates develop long-range individualized instructional plans anchored in both general and special curricula. Individualized instructional plans emphasize explicit modeling an efficient guided practice to assure acquisition and fluency through maintenance and generalization. (Instructional Planning) CO: 1-3,5,7,17
 18. Teacher candidates use multiple types of assessment information for a variety of educational decisions. The results of assessments are used to help identify exceptional learning needs and to develop and implement individualized instruction programs, as well as to adjust instruction in response to ongoing learning progress. (Assessment) CO: 4,6,10
 19. Teacher candidates are guided by the profession's ethical and professional practice standards, actively plan and engaging in activities that foster their professional growth and keep them current with evidence-based best practices. (Professional and Ethical Practice) CO: 14,16
 20. Teacher candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Special educators promote and advocate the learning and well being of individuals with emotional learning needs across a wide range of settings and a range of different learning experiences; facilitating the successful transitions of students with emotional learning needs across settings and services. (Collaboration) CO:2

Music Education Program Outcomes (GCLO):

11. *Repertory and History:* The teacher candidate is a *scholarly* musician who is familiar with, through performance and academic studies, music of diverse cultural sources, historical periods, and media. CO: 6,9,11
12. *Technology:* The teacher candidate is *knowledgeable* of the capabilities of technology as they relate to music composition, performance, analysis, teaching, and research. CO: 6,9,11,13
13. *Performance:* The *knowledgeable* teacher candidate has demonstrated the ability to perform, improvise, and compose in at least one applied music area and keyboard, and has experience throughout the program with ensembles that are varied in size and nature. CO: 13,15-17
14. *Teacher Preparation:* The *knowledgeable* and *reflective* teacher candidate has a mastery of the fundamental elements of music (melody, harmony, rhythm, texture, form, and style) and music history, and is able to teach these elements at the appropriate level, P-12, to a *diverse* community of learners in a *democratic* classroom. CO: 4,6,11

Dispositions for All Candidates:

In addition to the common core learning outcomes and graduate candidate learning outcomes, all candidates are expected to be familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the following dispositions as defined by the School of Education faculty:

Scholarly: Inquiring; creative; seeks solutions; thinks critically about theory and method; keeps current in discipline (conferences, journals, classes); pursues lifelong learning.

Reflective: Bases daily decisions on in depth reflection, done frequently and honestly; considers many possibilities for problem solutions; stays open to constructive criticism.

Proactive: Anticipates problems in management; anticipates problems and difficulties in instruction; addresses pertinent issues of school and community to support student learning; encourages students' critical thinking, problem solving, and creativity; plans for important student learning; fosters visionary thinking and action; promotes mindful leadership to improve schools.

- Democratic:** Facilitator; views others as capable to deal with problems and able to make decisions; promotes equitable treatment for all students; has high expectations for all students; seeks best interest of students they serve; open-minded; able to view other perspectives; accommodates individual differences; culturally sensitive in areas of communications, learning, assessment, and cultural norms; collaborates well with others; works for the good of the community.
- Responsible:** Patience, professional temperament; aims to be the best he/she can be; good work ethic; punctual; recognizes when their own dispositions may need to be adjusted and are able to develop plans to do so.

VI. COURSE POLICIES & PROCEDURES: (In additions to information provided on School of Education Syllabus A – VI,)

1. Class Attendance & Participation (Also review information about INCLEMENT WEATHER and PARTICIPATION on Syllabus A – VI, #1)

Attendance, timeliness, and participation are required and part of your grade. The School of Education policy states that more than the allotted number of excused absences for any reason will result in failure of the course. The allotted number of excused absences for this course is one. Only those absences due to emergencies, illness, or extenuating circumstances will be excused. Additionally, tardiness or leaving class early will be considered a partial absence reflected in your grade. Work missed due to an excused absence may be made up. It is your responsibility to inform the professor in writing how you make up the work. Your writing should include a statement about why you were absent and a detailed quality description of the process you undertook to make up the work as well as a comprehensive summary of the content that was covered in class. Be sure to include a cover page. If work is not made up, the highest grade a candidate can receive for the course is a B. Any candidate who misses more than one class will be asked to drop the course or will receive an F at the end of the semester. However, if makeup work is approved by the professor and satisfactorily completed, a passing grade is still possible. Also understand that reading a classmate's notes cannot easily duplicate many of the experiences of the course.

2. Written Work (Review the guidelines on Syllabus A – VI, #2)

Use APA style (6th ed.). All papers submitted for the course are to be typed using size 12 print and one of the following fonts: Bookman, Times New Roman, Geneva, or similar font. Papers should be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.) Make good use of writing references such as dictionaries, writing handbooks, and computer spelling and grammar checks.

Each reflection paper should have a cover sheet with your name, college information and date clearly typed on the front. Assignments may be submitted earlier than the required timeline, however, **no assignment will be accepted after the due date without the express permission of the instructor and only under extreme circumstance.** Required readings must be completed prior to class in order to facilitate quality discussions and group work.

Quality is important! Work submitted should reflect your professionalism and graduate level work. Your writings and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey.

Be sure to keep a duplicate copy of all submitted work for your own records.

3. Academic Integrity (See School of Education Syllabus A – VI, #3)

4. Special Considerations (See School of Syllabus A – VI, #4)

5. Cell Phone Usage (See School of Syllabus A – VI, #5)

6. Email (See School of Syllabus A – VI, #6)

VII. INSTRUCTIONAL METHODS, DESCRIPTION OF ASSIGNMENTS, AND FIELD EXPERIENCES:

1. Instructional Methods: (See School of Education Syllabus A – VII, #1)

This class will operate as a democratic classroom. Candidates will engage in shared decision-making and in taking responsibility for making the classroom the best it can be. Interactive discussions and problem solving will be emphasized where all ideas and contributions are explored and respected. Various approaches will be utilized by the candidates and professor including: lecture, demonstrations, observations, class discussions, small group discussions, cooperative group work, field observations, use of educational technology, student presentations, readings, writings, listening, questioning, and formative and summative evaluations.

Schedule & Topic Outline:

Unit 1

- Review of Syllabus
- Skills Survey
- Needs Assessment
- An in-depth research of the Internet and WWW from the Educator's Perspective
- Electronic Communication

Unit 2

- Mail Merge-Word Processor
- Production of Newsletters, Multi-folds, Brochures - Word Processor
- Table Creation and Manipulation - Word Processor
- HTML File Creation - Word Processor
- APA Style Production - Word Processor
- Export/Import files to/from Applications - Word Processor
- Guest Speaker: Electronic Journalist
- Reflection on the infusion of Word Processing applications into classroom instruction and management

Unit 3

- Web Site (page) Creation
- Graphs and Charts - Electronic Spreadsheet
- Data Extraction and Manipulation - Electronic Spreadsheet
- Interdisciplinary Applications of Electronic Spreadsheet
- Data Base Administration - Electronic Spreadsheet
- Export/Import files to/from Applications - Electronic Spreadsheet
- Statistics for the K-12 teacher/administrator - Electronic Spreadsheet
- Guest Speaker: Education Statistician
- Reflection on the infusion of Electronic Spreadsheet applications into classroom instruction and management

Unit 4

- Introduction to Network planning, physical mediums, topologies, and equipment
- Slide Show Presentations - Presentation Software
- Graphs and Charts - Presentation Software
- Presentation Outlines and other View Options - Presentation Software

- Audio, Video, and Animation Routines - Presentation Software
- Guest Speaker: Web Site Administrator
- Reflection on the infusion of Presentation Software applications to classroom instruction and management

Unit 5

- Design, Purchase, and Installation of a School Building LAN
- Disassembly, Repair, and Assembly of a CPU
- Installation of a Computer System Peripheral (e.g. Scanner, Printer, Digital Camera, Zip Drive, CDROM)
- Installation of an Instructional Software Application
- Guest Speaker: Network Administrator
- Reflection on the necessity for and level of technical expertise of the K-12 classroom teacher/school administrator

Unit 6

- Continuing Individual web page design and implementation
- Operation of available classroom technologies including video and audio equipment, scanner, zip drive, CDROM, server backup devices, and digital cameras
- Introduction to Data Base Management
- Creation, Editing, Manipulation, and Production of Data Tables, Queries, and Reports - Data Base Management Application
- Export/Import files to/from Applications - Data Base Management Application
- Guest Speaker: Data Base Administrator
- Reflection on the infusion of Data Base Management applications to classroom instruction and management

2. Description of Assignments:

Readings from the assigned texts will be one focus for discussions, writings, and group activities. Please read the assigned readings before coming to class in order to facilitate quality discussions. Think about how the readings relate or could relate to your classroom teaching experiences. Also keep in mind that you are responsible for the reading assignments even if they are not discussed in class.

All work for the course is to be submitted **on time**, on the published date and through the published method. Work submitted late will automatically lose 15 points per class meeting unless prearranged by the professor and the candidate. To meet the deadline, assignments must be sent electronically on or before the due date, unless otherwise noted. Make-up work will be considered if a reason for missing the original work is justified. Completion of all assignments is required for a passing grade in the course. If at any time you are unclear about assignments or expectations, please contact the professor for clarification.

Other assignments or activities may be required as deemed necessary to assure the mastery of the course objectives as stated.

Assignments will be graded on thoroughness, appropriate application of technology, and professional appearance. Completed assignments should become part of the required course portfolio.

Assignments to Be Completed for This Course:

“All Call” Assignments #1 - #3 These will be posted on the class web site (<http://www.georgebagwell.org>) by class meeting time each week. All class members should complete each of these assignments. Unless otherwise noted, each assignment should be submitted

with a cover page and word processed document, through each student's web page. The assignments are each due for submission on the date stated on the class web site, by 4:00pm on the class meeting date. (Additional details about each Assignment can be found elsewhere on the class web site and through discussions during class time.) The assignments include:

- #1: Technology Team Interview
- #2: Excel Chart to Demonstrate Educational Statistics
- #3: PowerPoint Presentation for Technology Connected Lesson

Choice Assignments by Category #1 - #4 These will be posted on the class web site (<http://www.georgebagwell.org>) by class meeting time each week. All class members should complete one assignment from each category. Unless otherwise noted, each assignment should be submitted with a cover page and word processed document, through each student's web page. The assignments are each due for submission on the date stated on the class web site, by 4:00pm on the class meeting date. (Additional details about each Assignment can be found elsewhere on the class web site and through discussions during class time.) The assignments include:

- Category #1: Social Networking, Blogging/Podcasts, Office Productivity
- Category #2: Smartboard, Webquest, "Note" Software
- Category #3: Photo, Hardware, Storage
- Category #4: Software, Video, **Wildcard**

Readings and Discussions: Students will read four articles related to the use of technology tools in teaching and learning; articles must be read prior to coming to class. Students should respond to each assigned article with a brief reflection. (A template in APA format can be found elsewhere on the class web site.) Students will share responses and other ideas in small group and student-led, full-class discussions.

In-class Activities: The class will participate in several in-class activities, some of which will require a final product, that is to be submitted by each student, with a cover page and word processed document where pertinent. The activities which will require a submission on the students' part will be identified during class time. (Some details are included in the class Outline, but additional details will be offered during class time.) The in-class activities include:

- Skills Survey
- Needs Assessment
- Importing and exporting file types
- Use of Microsoft Office technology tools
- Identification of Group Study topic (See additional details below.)
- Correcting Technology Equipment Malfunction
- Individual Instructional Design
- Software Evaluation rubrics
- Installation of computer software
- Guest Speakers
- **Geek Time**

Electronic Portfolio: Throughout the course, each student will maintain an electronic portfolio of work completed during the course. The portfolio will be built online, which will necessitate the completion of an individual web page. (Additional instructions will be forthcoming about how to accomplish this.) Items in the portfolio will include:

- "All Call" Assignments #1 - #3
- Choice Category Assignments #1 - #4

- Responses to articles read concerning the use of technology tools in teaching and learning
- In-class Activities
- Technology Connected Lessons (see below)
- Group Project Presentation (see below)
- Individual Instructional Design

Technology Connected Lesson Plans: Each student will use the template included elsewhere on the class web site, and complete four technology connected lesson plans."All Call" Assignment #3 will require that a PowerPoint presentation be built to correspond to one of the Technology Connected Lesson Plans.

Group Study Report: You will be asked to work with other classmates to form a group where you will study one topic and present your findings in a report format. You will present as a group, focusing on the topic that your group chooses. Each group member must present. Each group member's research will contribute to the whole of the presentation. You must use technology in your presentation. PowerPoint software should be used. Only one group may present on a given topic. Reservations of topics will be made first-come, first-served after the third class meeting. The topic may be reserved after the completion of the class time on 01-24-2011, through email to gbagwell0731@lions.piedmont.edu Presentation topics examples include:

- Word Processing applications in classroom instruction and management
- HyperText Publishing
- Spreadsheet applications in classroom instruction and management
- Statistics for the K-12 Teacher and Administrator
- Presentation applications in classroom instruction and management
- Introduction to Network Planning and Topology
- Audio, Video and Animation Techniques
- Necessity for and level of technical expertise in classroom instruction and management
- Database applications in classroom instruction and management

OR

- Choose a web site, software or instructional technology strategy to demonstrate (more on this topic later)

Individual Instructional Design: Each student will be responsible for completing an Individual Instructional Design to detail how they would ensure that instructional technology is used in their school or school district. Guidance will be given elsewhere about the form that this design should take. However, great latitude will be given the student in how this plan is designed.

3. Field Experiences (Initial and Advanced Certification Tasks):

Different county and city school systems require that specific field experience procedures and forms be used for placement of candidates in their schools. Also, certain field experience placement forms may be required by your college professor. Make sure you are using the appropriate placement request form(s) for the field experiences in this class.

Each candidate is responsible for arranging and documenting his/her field experiences at an appropriate grade level. Keep in mind that Early Childhood Majors are required to work in grades P-K, 1-3, and 4-5. When selecting field experiences, be sure that you are getting a good representation from each of the grade level areas for documentation of field experiences. Initial certification candidates must document a minimum of five hours for this course. Advanced certification candidates must document a minimum of two hours for this course. Candidates adding a new field must document a minimum of three hours.

The following experiences apply for EDUC 702:

ECE Adv Cert and Middle Grades:

10. I use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom with students and outside the classroom with colleagues, parents, and administrators.
11. I use technology to enhance my own professional growth and productivity and to support instruction in my classroom.

Secondary Education:

13. I use technology to enhance my own professional growth and productivity and that support instruction in my classroom.

VIII. RESOURCES:

1. Bibliography:

Class web site: <http://www.georgebagwell.org>

Piedmont web site: <http://www.piedmont.edu>

2. **Relevant Web Sites:** (See School of Education Syllabus A – VIII, #2)
3. **GACE Information:** (See School of Education Syllabus A – VIII, #3)
4. **Admission to Teacher Education** (See School of Education Syllabus A – VIII, #3)
5. **Application for Certification** (See School of Education Syllabus A – VIII, #3)

IX. COURSE ASSESSMENT AND EVALUATION:

INCOMPLETES – A candidate may receive an incomplete (I) for reasons such as **illness or other extenuating circumstances upon approval of the course instructor and the dean**. An incomplete is not granted just to extend time to complete work that should have been done in a timely manner. (See the Piedmont College catalog for additional information regarding an incomplete).

If the candidate's illness is extended, causing more than two class absences, the candidate may need to request in writing a medical withdrawal. If the Registrar approves the request, a candidate may receive a "W" for the course.

Attendance and Participation	10%
Assignments	10%
Article Reflections	10%
In-class Activities	10%
Portfolio	20%
Technology Connected Lessons	10%
Group Project Presentation	15%
Individual Instructional Design	15%

X. TENTATIVE SCHEDULE:

<u>Date</u>	<u>Topics and Assignments</u>
01-03-2011	<ul style="list-style-type: none"> • Web Site Creation • Portfolio Management • Work on linking into Electronic Portfolio • Discuss Group Study topics • Category 1 Choice Assignment: Social Networking, Blogging/Podcasts, Office Productivity (due 01-31-2011) • Find your article for Reflection #1 • “All Call” Assignment #1: Technology Team Interview (due 01-31-2011)
01-10-2011	<ul style="list-style-type: none"> • Skills Survey • Needs Assessment • HyperText Publishing • Work on linking into Electronic Portfolio • Word Processing Applications in Classroom Instruction and Management • Creating a Technology Connected Lesson • “<i>Listen to What the Man Said</i>” – Mail Merge • Find your article for Reflection #1 • Reflection #1: Integration of Word Processing Applications into Teaching and Learning (due 01-24-2011) • Technology Connected Lesson #1 (due 01-24-2011)
01-24-2011	<ul style="list-style-type: none"> • Spreadsheet Applications in Classroom Instruction and Management • Statistics for the K-12 Teacher and Administrator • Work on linking into Electronic Portfolio • Category 2 Choice Assignment: Smartboard, Webquest, “Note” software (due 02-07-2011) • “All Call” Assignment #2: Create Excel Chart to Demonstrate Educational Statistics (due 01-31-2011) • Choose Group Study topic (Two groups, one with 4 members and one with three) Team 1 report due 02-14-2011

Team 2 report due **02-21-2011**

- Technology Connected Lesson #2 (due **02-07-2011**)
- 01-31-2011
- Presentation Applications in Classroom Instruction and Management
 - Audio, Video and Animation Techniques
 - Work on linking into Electronic Portfolio
 - Network Planning and Topology
 - Reflection #1: Make any corrections to returned reflections (due **02-07-2011**)
 - Find your article for Reflection #2
 - **Possible Guest Speaker:** Piedmont College Librarian
- 02-07-2011
- Necessity for and level of technical expertise in classroom instruction and management
 - Local Area Network (LAN) Support
 - Work on linking into Electronic Portfolio
 - ***“Listen to What the Man Said”*** – PowerPoint
 - ***“Listen to What the Man Said”*** – Music Trimming
 - “All Call” Assignment #3: PowerPoint Presentation For Technology Connected Lesson (due **02-21-2011**)
 - Reflection #2: Integration of Spreadsheet Applications into Teaching and Learning (due **02-14-2011**)
 - Category 3 Choice Assignment: Photo, Hardware, Storage (due **02-21-2011**)
 - Technology Connected Lesson #3 (due **02-21-2011**)
 - Find your article for Reflection #3
 - **Possible Guest Speaker:** Network Support Administrator
 - **Possible Guest Speaker:** Technology Support Technician
- 02-14-2011
- Database Applications in Classroom Instruction and Management
 - Work on linking into Electronic Portfolio
 - Work on Group Study
 - Troubleshooting Technology
 - ***“Listen to What the Man Said”*** – Video Capture
 - ***“Listen to What the Man Said”*** – Video Production
 - Reflection #3: Integration of Presentation Applications into Teaching and Learning (due **02-21-2011**)
 - Technology Connected Lesson #4 (due **02-28-2011**)
 - Category 4 Choice Assignment: Software, Video, **Wildcard** (due **02-28-2011**)

- Individual Instructional Design (due **02-28-2011**)
- Possible Guest Speaker: LAN Administrator
- Possible Guest Speaker: Data Base Administrator

02-21-2011

- Work on Group Presentations
- Work on linking into Electronic Portfolio
- Computer System Peripherals
- Computer Software Installation
- Reflection #4: Integration of Database Applications into Teaching and Learning (due **02-28-2011**)
- Possible Guest Speaker: Web Site Administrator

02-28-2011

- Reflecting on the Use of Technology in Teaching and Learning
- Collection of Technology Connected Lesson Plans for Internet posting
- Group Study Presentations
- The Rest of the Story