

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



**COURSE SYLLABUS B**  
**EDUC 7702, Section 70, Integrating Instructional Media and Technology**

**INSTRUCTOR INFORMATION:**

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**TIME AND PLACE:**

**CAMPUS:** Gwinnett      **SEMESTER:** Fall      **YEAR:** 2014  
Dates: Section 70: Tuesday, March 4, 2014 thru Tuesday, April 29, 2014  
(with the exception of Tuesday, April 8, 2014)  
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 – 9:00 pm Tuesdays

**I. TEXT AND SUPPLEMENTARY READINGS:**

*Publication Manual of the American Psychological Association, 6<sup>th</sup> 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**  
**(See School of Education Syllabus A – II)**

**III. COURSE DESCRIPTION AND PURPOSE:**

EDUC 7702 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 7702 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 7702 is to satisfy the Program Goals as shown in Syllabus A for the School of Education.

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

**Core Candidate Learning Outcomes (CCLO) :**

The following ten outcomes, adapted from the 1994 INTASC standards (Interstate New Teacher Assessment and Support Consortium) and updated Fall 2009, are addressed in all courses and are applicable to the undergraduate and graduate programs.

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: 1,2,6,7,11,12,15
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: 7,8,9,10
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: 6,9,11,12,15
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: 12,16
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: 10,11,12

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: 4,18
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: 5,6,7,11,12,13
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: 7,9
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: 7,17,18
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: 5,13,18

***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 (ECMMCLO):**

11) *Constructivist Practices:* The **scholarly, reflective, proactive** teacher models and provides opportunities for constructivist practices. CO: 2,3,4

12) *Informed Teachers:* The **scholarly, reflective, proactive** teacher is an informed professional. CO: 5,6,7,9

13) *Scholarly Work:* The **reflective, proactive** teacher actively engages in **scholarly** work. CO: 5,11

14) *Ethical and Legal Awareness:* The **scholarly, reflective, proactive** teacher adheres to and explicates for others the professional ethical standards and abides by laws related to rights and the responsibilities related to students, educators, and families. CO: 17,18

**Secondary Education Graduate Candidate Learning Outcomes (SECMCLO):**

◆ **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: 7,8,9

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: 11,15,17,19

*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: 12,13,17

*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: 17

*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: 11,18

◆ **For Advanced Certification Programs**

*16) Modeling and Mentoring:* The teacher both models best practices and accepts responsibility to mentor new and veteran teachers. CO: 9,11

*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: 5,7,12

*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: 10,11,12,14,15

**Special Education Graduate Candidate Learning Outcomes (SPEDMCLO):**

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: 12,15,16

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: 15,16

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: 15,16

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: 5,11,12

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: 11,12

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: 2,3,8,11

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: 11,12

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: 11,16,18

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: 17

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: 5,15,16

### **Music Education Program Outcomes (MMCLO):**

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: 14,15,16

12) *Technology*: The teacher candidate is *knowledgeable* of the capabilities of technology as they relate to music composition, performance, analysis, teaching, and research. CO: 8,9,11,14

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: 11,12

*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: 15,16

### **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.

## **V. COURSE OUTCOMES (CO):**

Upon successful completion of this course, the candidate will be able to:

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

- 1) Learn to use the basic functions and features of the Microsoft Windows Operating System including startup, desktop use and management, working with a variety of storage drives, printers, and other accessories. (CCLO: 2)
- 2) Produce a variety of text and graphic documents that take advantage of the editing and formatting features in various software applications, such as Microsoft Word 2007.(CCLO: 7)
- 3) Develop presentations using available presentation software. (CCLO: 2,7)
- 4) Develop spreadsheets that include formulas, graphs, alpha and numeric data, statistical analyses, data extraction, etc. (CCLO: 2)
- 5) Setup and use various email systems to effectively communicate with colleagues, students, and parents. (CCLO: 7,10)
- 6) Plan, design, create, and publish a web site in support of specific instructional goals. (CCLO: 2,7,10)
- 7) Use browser software to locate and manipulate informational and instructional resources from the World Wide Web to engage in continuous professional development and lifelong learning. (CCLO: 1,2,9)
- 8) Be knowledgeable of how to review, evaluate, classify, organize, purchase, and install instructional and productivity applications relevant to their instructional responsibilities.(CCLO: 2,3,5,7)
- 9) Be familiar with instructional resources available via the Internet, as well as other pertinent technologies, and plan for the incorporation of selected resources into the learning process. (CCLO: 1,2,3,5,8)
- 10) Review and reflect on a variety of print and electronic resources related to technology in general and instructional technology in particular as applied to student learning and empowerment. (CCLO: 1,3,5,6,8, ECMMCLO13, SECMCLO11)
- 11) Design developmentally appropriate learning opportunities that apply technology enhanced instructional and assessment strategies to support the diverse needs of learners and plan strategies to manage student learning in a technology-enhanced environment . (CCLO: 3,4,5,6,8, SECMCLO13)
- 12) Identify instructional standards (i.e. Georgia GPS and/or ISTE) and plan for the incorporation of selected technology into instruction to facilitate learning for all students including diverse students' special needs in self-esteem, attitudes, and the inclusion of the exceptional child. (CCLO: 2,3,8, ECMMCLO14, SECMCLO12)
- 13) Be familiar with instructional software and media strategies using Internet-based communication and collaboration applications such as Web logs, wikis, and podcasts.(CCLO: 2,7,10, SECMCLO12, SPEDMCLO15)
- 14) Be familiar with the operation of common classroom technology including video cameras, desktop and laptop computers, SmartBoards, DVD players and VCRs, digital cameras, and other instructional support devices that may emerge as learning support tools. (CCLO: 1,3, SECMCLO16, MMCLO12)

- 15) Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. (CCLO: 2,7, SPEDMCLO12, SPEDMCLO14)
- 16) Use technology assisted peer-tutoring strategies to provide appropriate learning environments addressing the diverse classroom as well as special needs in self-esteem, attitudes, and the exceptional child. (CCLO: 1,4,10)
- 17) Develop strategies for the management of technology rich environments including safe and healthy use of technology and with an understanding of the ethical and legal issues.(CCLO: 1,4)
- 18) Design a unit of interdisciplinary study to post to candidate's online professional portfolio. The unit will include the goals, objectives, activities, resources, technologies,and assessments that engage large and/or small groups and demonstrate the candidate's awareness of dispositions expected of professional teachers. (CCLO: 1, 3, 7 10, ECMMCLO12, SPEDMCLO17)

**VI. COURSE POLICIES & PROCEDURES: (In addition 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 absences for this course is ONE four hour session.** In order to effectively complete the course requirements attendance in all classes is EXPECTED. Only those absences due to *emergencies* will be excused. Work missed due to an excused absence may be made up. It is your responsibility to inform the instructor in writing how you will make up the work. **Any candidate who misses MORE THAN ONE class (more than 4 hours) will automatically receive a grade reduction to B. Missing more than two full class (8 hours) will result in failure to complete the course. EXTREME circumstances may be discussed with the instructor and the Cohort Coordinator. Excused absences are those that involve extreme medical issues for self or immediate family and required meetings for employment reasons. A letter of verification for such is required and should be provided in advance of the absence. Any absences in excess of ONE four hour session must be approved by the instructor, the Cohort Coordinator and the Dean of Graduate Studies.**

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

All papers submitted for the course are to be typed using a 12 point serif font (e.g., Times New Roman, Garamond, Caslon, Century Schoolbook. etc.) Papers should be double-spaced, error-free, and grammatically correct (including punctuation,



spelling, capitalization, etc.) and include a title page and a reference page. The title page should be a cover sheet with the title of the paper, your name, and college information clearly typed on the front. The paper should be referenced properly using APA, 6<sup>th</sup> Edition (including information from the Internet.) Make good use of writing references such as dictionaries, writing handbooks, and computer spelling and grammar checks.

All work submitted must be your **original work created in and for this course**.

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*. All work for the course is to be uploaded by the deadline given in the original assignment. It is the student's responsibility to ensure that papers, URL addresses, or other assignments are received by the professor. Required readings must be completed prior to class in order to facilitate quality discussions and group work. Completion of all assignments is required for a passing grade in this course. If you are at any time unclear about assignments or expectations, please contact the instructor for clarification.

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 the electronic file** of all submitted work for your own records.

**Other assignments** or activities not mentioned in this syllabus may be required as deemed necessary to assure the mastery of the course objectives as stated.

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

By accepting admission to Piedmont College, each candidate makes a commitment to understand, support, and abide by the "[Academic Integrity Policy](#)" without compromise or exception. This class will be conducted in strict observance of the policy. Refer to your Piedmont College Student Handbook for details.

**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 instructor 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
- Possible 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
- Possible 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
- Possible 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
- Possible 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
- Possible Guest Speaker: Data Base Administrator
- Reflection on the infusion of Data Base applications to classroom instruction and management

## **2. Description of Assignments:**

Readings from the assigned materials 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 instructor 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:**

Assignments #1, #2 and #4 These will be posted on the class web site (<http://www.georgebagwell.org>) and updated by class meeting time each week. All class members should complete each of these Assignments. Unless otherwise noted, each Assignment should be word processed following APA format where possible and submitted with a cover page, through each student's web page. The Assignments are each due for submission by 4:00pm on the date stated on the class web site. (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
- #4: PowerPoint Presentation for Technology Connected Lesson

Assignment #3 Choose one from among the options listed below. Specific assignment descriptions will be posted on the class web site (<http://www.georgebagwell.org>) and updated by class meeting time each week. Where possible, each assignment should be word processed following APA format and submitted with a cover page, through each student's web page. The Assignment is due for submission by 4:00pm on the date stated on the class web site. (Additional details about each Assignment can be found elsewhere on the class web site and through discussions during class time.) The assignment categories include:

- Category #1: Social Networking, Blogging/Podcasts, Office Productivity,

- “Note” Software
- Category #2: Presentation Boards, Webquest, Online Storage, Photo Software
- Category #3: Demonstrate Hardware, Demonstrate Software, Produce a Video, *Wildcard*

Readings and Discussions: Students will read two articles related to the use of technology tools in teaching and learning; articles must be read prior to classtime during the week they are assigned. Students should respond to each assigned article with a brief reflection of 1 - 2 pages. (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, following APA format where possible. 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
- 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:

- Assignments #1 - #4, where web page storage allows (videos, for instance, might not upload because of file size)
- Responses to articles read concerning the use of technology tools in teaching and learning
- In-class Activities
- Technology Connected Lessons (see below)
- Group Study Report (see below)

Technology Connected Lesson Plans: Each student will use the template included elsewhere on the class web site, and complete a technology connected lesson plan. Assignment #4 will require that a PowerPoint presentation be built to supplement the Technology Connected Lesson Plan.

Group Study Presentation: 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 (PowerPoint or word processed document.) 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 may 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 03-18-2014, through email to [gbagwell0731@lions.piedmont.edu](mailto:gbagwell0731@lions.piedmont.edu) Presentation topic 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)

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

**PLEASE REMEMBER THAT BEFORE ANY FIELD EXPERIENCE CAN BE CONDUCTED, YOU MUST CLEAR A BACKGROUND CHECK!**

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 7702:

ECE Adv Cert and Middle Grades Adv Cert:

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 Adv Cert:

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. Assignment of an incomplete grade is appropriate only when a substantial amount of work (at least one-half) in the course has been completed. An incomplete is not granted just to extend time to complete work that should have been completed in a timely manner. **For additional information regarding incompletes, see the Piedmont College catalog.**

**WITHDRAWALS**- 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. **For additional information regarding withdrawals, see the Piedmont College catalog and the current academic calendar on the Registrar's web page.**

Attendance and Participation	5%
Assignments #1 - #4	25%
Article Reflections	20%
In-class Activities	5%
Portfolio	15%
Technology Connected Lessons	10%
Group Study Report	20%

## **X. TENTATIVE SCHEDULE:**

### **Date**

### **Topics and Assignments**

03-04-2014

- Introduction to Course Requirements
- Skills Survey
- Needs Assessment
- Discuss Group Study topics
- Assignment #1: Technology Team Interview  
(due **03-18-2014**)
- Assignment #3: Choose one project from either  
Category #1, #2 or #3  
(due **04-15-2014**)

03-11-2014

- April showers bring May Flowers....
- Find your article for Reflection #1
- Hypertext Publishing



- Web Site Creation
- Work on linking into Electronic Portfolio
- Portfolio Management
- Reflection #1: Integration of Word Processing Applications into Teaching and Learning  
(due **03-18-2014**)
- Choose Group Study topic  
(Three groups, at least two members each)  
- Reports presented on **04-29-2014**

03-18-2014

- Word Processing Applications in Classroom Instruction and Management
- Creating a Technology Connected Lesson
- *Classroom Discussion* – Mail Merge
- Work on linking into Electronic Portfolio
- Technology Connected Lesson (due **04-01-2014**)

03-25-2014

- Spreadsheet Applications in Classroom Instruction and Management
- Statistics for the K-12 Teacher and Administrator
- *Classroom Discussion* – Excel
- Assignment #2: Create Excel Chart to Demonstrate Educational Statistics  
(due **03-25-2014**)
- *Classroom Discussion* – Network Planning and Topology
- Find your article for Reflection #2

04-01-2014

- Presentation Applications in Classroom Instruction and Management
- Audio, Video and Animation Techniques
- *Classroom Discussion* – Necessity for and level of technical expertise in classroom instruction and management
- Work on linking into Electronic Portfolio
- *Classroom Discussion* – PowerPoint
- *Classroom Discussion* – Music Trimming

- *Classroom Discussion* – Video Capture
- *Classroom Discussion* – Video Production
- Reflection #2: Integration of Spreadsheet or Database or Presentation Applications into Teaching and Learning (due **04-15-2014**)
- Assignment #4: PowerPoint Presentation of Technology Connected Lesson (due **04-22-2014**)

04-15-2014

- Database Applications in Classroom Instruction and Management
- *Classroom Discussion* – Local Area Network (LAN) Support
- *Classroom Discussion* – Troubleshooting Technology

04-22-2014

- *Classroom Demonstrations* - Computer System Peripherals
- *Classroom Demonstration* - Computer Software Installation – Microsoft Community Clips
- *Classroom Discussion* – Microsoft OneNote
- Group Study Presentations (due **04-29-2014**)

04-29-2014

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