Technology in Education (ICT 614) – Fall Semester 3 Credit Hours

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   Type: Weekend Class
   Dates: September 6-7, October 4-5, and November 8-9
   Time: Friday Classes will meet from 4-9 pm and Saturday Classes 9 am-5 pm.
Location: Dunn Hall Computer Lab Room 210

Course Description

This fully online course is a survey of computer based and non-computer based technologies for use in instructional settings. Although no formal pre-requisite course is required, this course is designed as an intermediate level course, and is **not an introductory course.** Students should be comfortable working with technology, especially computers, and ready to explore intermediate technology topics.   Weekend courses at SUNY Potsdam carry the same learning outcome expectation as a weekly course of ~3 hours per week of class time and course work per credit hour for a standard 15 week semester. As such, the work for this course will require at least the same time commitment as a weekly course, which is in line with the SUNY credit-to-contact-hour policy.

General Course Objective

Upon completion of this course, the student will be familiar with a variety of instructional technologies and be able to apply them to the teaching/learning process. Students will prepare a holistic plan for integrating technology (including, but not limited to, the topics covered in this course) into an instructional setting. This will enable the learner to become a creative and reflective educator.

Conceptual Framework

SUNY Potsdam Education Unit follows conceptual frameworks to ensure a Tradition of Excellence in preparing creative and reflective educators. Below are some of the areas of concentration for this course within those frameworks, to assist students to become:

- A Well-Educated Citizen by understanding and appropriately using technology to organize thoughts and communicate effectively as will be demonstrated in all projects required in the course.
- A Well-Educated Citizen by broadening and developing understanding of ones subject matter as will be demonstrated by the lesson plans and examples submitted for the word processing activity, web quest and presentation.
- A Reflective practitioner by effectively using instructional and assistive technology as a teacher's tool and as an instructional tool as will be evident in the adaptive technology, web quest, presentation and final paper.
- A Reflective practitioner by effectively applying knowledge of local, state and national standards in promoting inquiry, critical thinking and problem solving in technology related lesson plans.

- A Principled Educator by behaving professionally and maintaining a high level of competence and integrity during class discussions and in the work submitted.
- A Principled Educator by willing to take risks, and be flexible, work well with others and
- takes responsibility for one's actions while working on classroom assignments and using laboratory resources.
- An educator that is preparing to meet the ISTE standards. These standards are concerned primarily with the curriculum and candidate competencies required for using and coaching other educators in the area of educational communications and instructional technologies (ECIT). The standards encompass: Visionary Leadership, Teaching, Learning and Assessment, Digital-Age Learning Environments, Professional Development and Program Evaluation and Digital Citizenship

Specific Objectives
Upon completion of the course, the student will be able to:
1. Prepare an instructional design and lesson plan that demonstrates the effective use of technology in instruction incorporating web quests, presentations and assistive technology.
2. Identify and use the microcomputer hardware and software appropriate to an educational environment during all course projects.
3. Evaluate the effectiveness of educational hardware and software as related to students with special needs.
4. Describe and demonstrate the application of key Internet and World Wide Web resources in teaching and learning including web quest development and presentation material.
5. Identify the types and describe the use of each of the major groups of educational technologies.
6. Demonstrate an understanding of the critical educational, ethical, and social issues relating to technology in instruction as will be demonstrated in their technology plan.
7. Identify and describe how key emerging technologies are likely to have an impact on education as will be demonstrated in the final project.

Course Materials
Required:
- Computer, access to broadband internet.
- Webcam and Microphone
- Big Huge Labs account
- YouTube account
- Google Drive account
- moodlecloud account

Method of Evaluation and Grading System
This course is designed as a project-based course. For that reason, the majority of your grade will be determined by the quality of the projects that you turn in. These are all weighted, as specified below, in determining final grades. All assignments will be posted to a moodlecloud course developed by the student.

Course Calendar

Project	Point Value	Week – Due Date
Forum – Blog Post This will be an introductory assignment. Students will upload and manipulate images to Big Huge Labs and create a trading card to use in class while exploring the site.	2	Class 1
Assignment – Web Quest/Media This assignment will focus on the creation of a website that will guide students to specific learning outcomes. Using Wix.com students will create and share a content specific website following the format at http://www.questgarden.com. All aspects of the tasks will be driven by the curricular standards, as will the evaluation, prepared by students. Students will present quest to class.	10	Class 2
Forum – Discussion Assistive Technology	3	Class 2
Assignment – App/Web Review Students will review an online resource and explain the significance to instruction.	5	Class 3
Assignment – Assistive Tech Case Study This will be a collaborative effort to show competence in research, planning and delivery of a simulation relating to meeting the special needs of students in an educational setting. Each student group will prepare a simulated scenario for a special circumstance that will require a school to address accommodations for a student with specific disabilities. Adherence to school, state and ADA regulations will be cited.	10	Class 3
Assignment – Assistive Technology Interactive Presentation	10	Class 4

This will be a collaborative effort to create a non-linear, interactive presentation that focuses on student created Assistive Technology simulation. Students will prepare this presentation with the external audience being educators that may have contact with the student. This will be offered as a stand-alone presentation for reference and/or administrative purposes.		
Assignment – Video Lesson This will be a collaborative effort to create a Public Service Announcement in regards to the Assistive Technology case study. This video will also be used to provide support for the presentation.	15	Class 5
Assignment – App/Web Review Students will review an online resource and explain the significance to instruction.	5	Class 5
Assignment – Networking Certification Enrollment and completion of a basic networking course from udemy.com in basic networking. https://www.udemy.com/introduction-to-networking-for-complete-beginners/	10	Class 5
Assignment – Final Project The final project will be a technology plan that will be created for a classroom, grade level or individual school. The focus will be to prepare a comprehensive plan that will be presented to a board of education to either enhance or replace existing infrastructure. Hardware and software technologies must be addressed as well as training for students, teachers, administrators and an external audience (PTO, Board members, general public). The final deliverable will be a paper, based in current research that outlines the plan as well as the presentation. Equitable access must be addressed, as well as assistive technologies.	25	Class 6

Course Activities

You must submit a variety of projects to demonstrate your competencies and complete the course requirements. These projects will be organized into and submitted in ten different activities.

Grading Scale

This is the grading scale used at SUNY Potsdam. All grades in this course will be marked using this scale, as well as final grades.

4.0	**Excellent**	100 - 93
3.7		92 - 87
3.3		86 - 83
3.0	Good	82 - 80
2.7		79 - 76
2.3		75 - 72
2.0	Satisfactory	71 - 70
0.0	Failure	69- below

S	Satisfactory (student opted grade)
U	Unsatisfactory (student opted grade)
S*	Satisfactory (College determined)
U*	Unsatisfactory (College determined)
IP	In Progress
DG	Delayed Grade (has not been received)
R	
INC	Incomplete

Participation in Online Forums

Because of the nature of the course, there will be considerable discussion of course topics. You are expected to voice opinions and ideas as well as participate in regular question and answer sessions.

Course Ethics

Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments, falsifying records or cheating on exams. You will be held to the college's policy on academic honesty as stated in the Graduate Catalog.

Students with Disabilities

Students with a disability needing academic adjustments or accommodations should speak with the professor as early as possible. Students with disabilities should also contact: Sharon House, Coordinator of Accommodative Services at 267-3267, Sisson 112, or e-mail her at housese@potsdam.edu for further assistance. All disclosures will remain confidential.

Questions and Advice

If at any time you feel the need for guidance, clarification or are having difficulties please feel free to e-mail me and allow for me to assist you in overcoming the obstacle. The email addresses are as follows: sharloes@potsdam.edu and esharlow@gmail.com.