

TECHNOLOGY IN EDUCATION (ICT 614)

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Summer 2013

Jules Center JCC, Room 6-205

4:00 –9:30 pm June 6, 12, 28

9:00 am –5:00 pm May 18, June 9, 29

Course Description:

This 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.

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 class) 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 ones actions while working on classroom assignments and using laboratory resources.

An educator that is preparing to meet the AECT standards. These standards are concerned primarily with the curriculum and candidate competencies required for initial programs in the area of educational communications and instructional technologies (ECIT). Initial ECIT programs are defined as those which represent initial entry into the field The standards are intended to accompany NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units, and to address Standard 1 of the NCATE standards. <http://www.aect.org>, August 2007.

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:

1. **Required: USB drive**
2. **Account at webquest.org**

METHOD OF EVALUATION AND GRADING SYSTEM

Grading Policies:

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.

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|--|----------------------|
| • Web Quest 15 pts | date due: Class 2 |
| • Interactive Presentation 15 pts | date due: Class 4 |
| • Assistive Technology Activity 15 pts | date due: Class 3 |
| • Audio Project 15 pts | date due: Class 5 |
| • Video Project 15 pts | date due: Class 6 |
| • Final Project 25 pts | date due: by May 5th |

Course Activities:

Projects:

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 six different activities.

Final Project :

The final project will consist of the students making choices between different related options. More detailed information is available on the class website (www2.potsdam.edu/sharloes).

Option A

Choose two out of the three projects below (25 points total)

1. Accessibility Software review
2. Multimedia PowerPoint Project
3. Grade/Classroom Technology Plan

Option B

Choose one of the following projects (25 points)

1. Multi-media project with active student participation
2. District Technology Plan review

OPLT Strand

- Web Quest
 - In this project the students will prepare a training program for one specific purpose related to the business world. The outline will be similar to the one used for education, but modified to affect human resource training. Ideas you may want to explore could be sexual harassment training, OSHA/safety, and specific job related skills training.
- Interactive Presentation
 - In this project students will be completing an interactive presentation that will be focused on information dissemination and stand alone kiosk type development. Ideas for this activity could include: interactive personnel manual, facility map, historical analysis of business, or as a pitch for new services or products.
- Assistive Technology Activity
 - Students will review a case study of a business scenario dealing with business and ADA regulations. Students will then create their own case study of an actual business. In the case study they will address areas of concerns and remedies, using hi-tech or low-tech solutions. Students will then present their case and solutions to the class.
- Audio Project
 - Students will record and then edit an audio clip related to a specific purpose for a given business. The audio can be related to advertising (think radio commercial), public service announcements, web page audio clips (speeches and information).
- Video Project
 - * Students will record and then edit a video clip related to a specific purpose for a given business. The video can be related to advertising (think tv commercial), public service announcements, web page video clips (speeches and information), training on specific machine use etc

* Final Project

The final project can be viewed as a compilation of the above technologies or with instructor approval the introduction of others. It will be based upon an individual businesses needs and have deliverables that can be published. Examples may be a comprehensive business training plan, a technology audit of company with planning and future directions addressed. Each student should clear their final project with the instructor and remember to include ADA requirements.

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.

Attendance:

You are expected to attend each scheduled class meeting because material covered in the lecture may not be available in the text or readings. .

Participation:

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.

4.0	Excellent	S	Satisfactory (student opted grade)
3.7		U	Unsatisfactory (student opted grade)
3.3		S*	Satisfactory (College determined)
3.0	Good	U*	Unsatisfactory (College determined)
2.7		IP	In Progress
2.3		DGR	Delayed Grade (has not been received)
2.0	Satisfactory		
0.0	Failure	INC	Incomplete