ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: English, Mathematics, Education

COURSE: EDC 1203 Educational Technology

Date: June 1, 2014

Credit Hours: 3

Prerequisite(s):   Keyboarding; basic skill in word processing, spreadsheet, and database programs; or consent of instructor

Delivery Method:	x **Lecture**	**3 Contact Hours** (1 contact = 1 credit hour)
	☐ **Seminar**	**0 Contact Hours** (1 contact = 1 credit hour)
	x **Lab**	**0 Contact Hours** (2 contact = 1 credit hour)
	☐ **Clinical**	**0 Contact Hours** (3 contact = 1 credit hour)
	☐ **Online**	
	x **Blended**	

Offered: x **Fall   Spring   Summer**

IAI Equivalent –*Only for Transfer Courses*-go to *http://www.itransfer.org*:

CATALOG DESCRIPTION:
Student/educators will develop skills and knowledge in learning technologies that allows the student/educator to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. Student/eduators will use that knowledge, along with the necessary skills and information to create engaged learning environments.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

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

[Choose those goals that apply to this course.]

☐ To apply analytical and problem solving skills to personal, social and professional issues and situations.

☐ To communicate orally and in writing, socially and interpersonally.

☐ To develop an awareness of the contributions made to civilization by the diverse cultures of the world.

x To understand and use contemporary technology effectively and to understand its impact on the individual and society.

☐ To work and study effectively both individually and in collaboration with others.

x To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.

☐ To develop and maintain a healthy lifestyle physically, mentally, and spiritually.

☐ To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OBJECTIVES/OUTCOMES AND STANDARDS/BENCHMARKS:

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

1. Examine their personal attitudes and perceptions regarding the use of technology for teaching and learning.

IPTS	NETS-T
1F	

2. Explain and identify the relationship between the intent of instruction and the use of appropriate digital technologies to achieve the targeted learning outcomes.

IPTS	NETS-T
1G, 2L, 3N, 5N	2a, 5c

3. Explore and evaluate ways technology can impact teaching and learning.

IPTS	NETS-T
1G, 2F, 2I, 2L, 3E, 3K , 3N, 5E, 5F, 5O	4b, 5c

4. Explore and examine the roles of technology to support the design of instruction and the evaluation of learning.

IPTS	NETS-T
1G, 2I, 2L, 3E, 3N, 5E	2a, 2b, 5c

5. Examine and evaluate digital literacies, focusing on the purposes, roles, and uses, both personal and educational, of web-based spaces and tools.

IPTS	NETS-T
2Q, 9G, 9S	4a, 4c

6. Explore the uses of technology to differentiate instruction and enhance learning for all students.

IPTS	NETS-T
1A, 1E, 1G, 1J, 2I, 2L, 3C, 3E, 3N, 3Q, 5C, 5E, 5F, 5N	2a, 2b, 2c, 4b

7. Explore and design assessments for learner-centered activities involving web-based technologies.

IPTS	NETS-T
1A, 1E, 1G, 1H, 2I, 2L, 5I, 7O, 7Q	2d

8. Design effective technology-based lessons and activities that promote authentic learning experiences involving inquiry, problem solving, and/or critical thinking.

IPTS	NETS-T
2N, 3K, 5S	2a, 2b

COURSE TOPICS AND CONTENT REQUIREMENTS:
Course content/topics include Illinois Professional Teaching Standards:
- ☐ Role of technology in society
- ☐ historical development and important trends
- ☐ use of technology in education, business, and society
- ☐ ethica/professional uses of technology

- ☐ diversity, health, and safety issues
- ☐ introduction to technology hardware and software
- ☐ terminology related to computers
- ☐ multimedia computer systems and peripheral devices
- ☐ imaging devices
- ☐ office software applications
- ☐ educational software
- ☐ e-portfolio software
- ☐ introduction to telecommunications applications and information access
- ☐ e-mail/bulletin boards/messaging
- ☐ online research and resources
    assessment
    assitive learning
- ☐ information literacy
- ☐ online/web publishing
- ☐ distance learning applications

INSTRUCTIONAL METHODS:
1. Lecture
2. Projects
3. Videos
4. Discussions
5. Article reflections
6. Lab
7. Computer

INSTRUCTIONAL MATERIALS:

Course Resource: School Chapters Access
Online references:
Illinois Professional Teaching Standards (IPTS 2010)
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
ISTE NETS Standards for Teachers
http://www.iste.org/standards/standards-for-teachers
STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Personal Technology Plan and Instructional Technology Badges objectives 1 2 3 4 5 6 7 8
Students will complete a technology self-assessment and use the results to develop a personal technology plan. The learning plan will outline which of the instructional technology badges the student will complete during the semester. Student's plans must also include a minimum of two badges from each of the badge categories. The categories include using and evaluating educational tools, creating instructional materials, designing and using student assessments, evaluating and using web resources.
Proposal for Classroom Technology objectives 3 4

Students will research an instructional technology tool and prepare a two page rational of why that tool would be an effective learning tool in the classroom. The rational will include a detailed explanation of the tool, the learning benefits to the classroom and the cost of implementing the tool.

Technology Integration Lesson Plan objectives 4 7 8
Students will create a lesson plan that demonstrated appropriate technology integration. Students will pick a learning objective appropriate for the grade level design a lesson plan and supporting documents and technologies.

Annotated list of Web 2.0 resources objectives 2, 3, 4, 8
Students will develop a list of web 2.0 resources appropriate for the level of students or for creating classroom materials. Student will provide a description, evaluation, and instructional example for each resource.

Instructional Video objectives 4 8
Students will collaborate to select a learning objective and create an instructional video appropriate for the grade level assigned.

Technology Portfolio objectives 1 4
Students will create a Teaching with Technology Portfolio. The Portfolio will demonstrate competence in the NETS Standards.   You will be required to submit reflective statements artifacts and assessment of your technology skills. This will provide experience and a framework for your professional teaching portfolio.

Discussion Board Postings on Issues and Trends in Educational Technology objectives 1 2 3 4 5 6 7 8
Weekly discussions will cover trends and issues relating to education and technology. Each student will lead one discussion. The student will be responsible for posting a summary and list of resources about the topic and a discussion question to start the conversation. The student will be responsible for keeping the conversation going during that week. All other students will be required to participate by reading discussion materials and making meaningful contributions to the discussions.

OTHER REFERENCES

EDUCATION CANDIDATE DISPOSITIONS STATEMENT:
Assessment of Professional Dispositions and Behaviors

All teacher candidates will be held accountable to the IVCC ECE/EDC disposition policy and will be evaluated on an ongoing basis. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will be reported to the IVCC Education Disposition Committee. This includes while they are in class, on campus, engaged in social media and electronics, interactions with other faculty, staff, and peers, and/or in any off campus activities (including observations/field experiences/clinical/student teaching). Disposition concerns are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible.

TEST OF ACADEMIC PROFICIENCY (TAP) OR ACT PLUS Writing:

Students pursuing the Associate of Arts in Teaching (AAT) degree in Early Childhood Education are required to pass all subtests of the Test of Academic Proficiency as a part of the completion of the degree **OR** have an ACT composite score of a 22 on the ACT plus Writing within 5 years of application to a teacher education/educator preparation program.
Any student who will be required to take the TAP is strongly suggested to register for the Test within the first year of coursework at IVCC. Review test information at http://www.icts.nesinc.com/.

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism comes from the Latin word plagiare, which means "to steal." Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own.

DISABILITY STATEMENT:

This course is designed to support diversity of learners and create a safe environment for all students. If you are a student with a documented cognitive, physical or psychiatric disability you *may* be eligible for academic support services such as extended test time, texts on disc, note taking services, etc. If you are interested in learning if you can receive these academic support services, please contact either Tina Hardy (tina_hardy@ivcc.edu, or 224-0284) or Judy Mika (judy_mika@ivcc.edu or 224-0350), or stop by the Disability Services Office in B-204

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	_	_	_	_	D	D						
Examine their personal attitudes and perceptions regarding the use of technology for teaching and learning.		X			X		x	x		X			x	X			X	x	X	X											x	X
Explain and identify the relationship between the intent of instruction and the use of appropriate digital technologies to achieve the targeted learning outcomes.		X		x	X					X			X	X			X		X	X											x	X
Explore and evaluate ways technology can impact teaching and learning.		X			X					X			X	X			X		X	X											X	x
Explore and examine the roles of technology to support the design of instruction and the evaluation of learning.		X			X					X			X	X			X		X	X											x	X
Examine and evaluate digital literacies, focusing on the purposes, roles, and uses, both personal and educational, of web-based spaces and tools.		X			x					X			X	X			X		X	X											x	X
Explore the uses of technology to differentiate instruction and enhance		X			x					X			x	X			X		X	X											x	x

learning for all students.																																	
Explore and design assessments for learner-centered activities involving web-based technologies.		X		x				X		X	X		X		X	X															x	X
Design effective technology-based lessons and activities that promote authentic learning experiences involving inquiry, problem solving, and/or critical thinking		X		x				X		x	X		X		X	X															x	x