FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Course Syllabus

Course Number: TEC 938
Course Title: Computers in the Classroom: Teaching & Learning with
**   Technology**

☐ Online   X Distance Learning

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Course Description

With most schools now realizing their goal of "a computer in every classroom," increasingly I hear teachers lament, "Now that it's here, what am I supposed to DO with it?" This course offers answers to this ever more prevalent question. Mastery of technology is the key to the successful future of our youth. Teachers have a responsibility to elevate their understanding of and expertise in computers, ultimately integrating technology into their curriculum in useful and meaningful ways. In doing so, they can pass along invaluable skills to their students. This course begins by discussing the methodologies and benefits of integrating technology across the curriculum. Learning theory and social contexts, including special-needs students, gender equity, and equality of access, are also addressed. Participants are then presented with a variety of hands-on exercises designed to model effective implementation of technology in the classroom. Instructor support is readily available by email or phone. All assignments may be completed without classroom participation.

IMPORTANT NOTE: The text, "The Computer as an Educational Tool" 5th ed., Forcier & Descy, ISBN-13: 978-0132433969, is required to complete the course, but must be obtained independently.

For information on the Fresno Pacific University Academic Policies and Procedures for Independent Study Courses go online to https://ce.fresno.edu and click the 'CE Policies and Procedures' link at the bottom of the page.

Course Dates:

Enrollment is open and ongoing, so you may enroll at any time then have no less than three weeks and up to one year from the official date of registration to complete the course.

Primary Learning Outcomes

Upon completion of the course participants shall:

- Become familiar with the terms of learning theory as it pertains to learning with technology.
- Understand the teacher's role in successfully utilizing computers in the classroom.
- Use modeled teaching strategies to instruct others in the techniques of instructing with technology.
- Develop classroom management strategies when working with computers.
- Identify uses of technology for peer-to-peer and student communication.
- Gain hands - on experience in creating curriculum-specific projects utilizing:

    Graphics
    Word Processing
    Spreadsheets
    Databases
    Multimedia
    The Internet

Standards - Based Instruction

. . .To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan
(http://www.ed.gov/Technology/elearning/)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education). The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology.

For more about ISTE and the ISTE standards go to: www.iste.org/standards

The seven Educator Standards are:

1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.

3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Each standard is broken down into several subsections (a, b, c, etc.). The relevancy of these standards to this course is one of awareness and familiarity. Later in the course you will be asked to select a number of assignments and assign an ISTE standard and subsection to them.

Course Materials

Workbook: 'Computers in the Classroom: Teaching & Learning with Technology' by Steve Young

Course website: Contains links to demonstration software, interactive PDFs and supplemental instructional materials.

Independently Obtained Required Text: "The Computer as an Educational Tool" 5th ed., Forcier & Descy, ISBN-13: 978-0132433969. Used, rented and Kindle editions will suffice as the author's companion CD-ROM is NOT necessary to complete the course. (Course materials do NOT include a copy of the textbook.)

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To register for courses go to https://ce.fresno.edu and log in

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Course Requirements

Computer with internet access and printer (black & white will suffice). Knowledge of basic computer applications assumed.

General Information

When all assignments have been completed, return your materials to the address on page 2 of the course workbook. It is absolutely imperative that you label your packet with your full name; without identification I've no idea whose coursework I'm grading!

Remember to request online grading the day you return your packet (no sooner, please). Written assignments may be word processed or hand written (please consider word processing if your penmanship is as illegible as mine!). Return only your completed assignments, not the entire workbook.

I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it might happen to you. Please ensure you have affixed adequate postage to your packet; insufficiently or un-posted packets will not be accepted. I can no longer accommodate packets returned which require my signature for delivery.

 If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt. If you are concerned about delivery of your packet, rather than asking me to confirm receipt I ask that you please add "Delivery Confirmation" so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks for your cooperation and kind understanding.

Once I have reviewed your work and submitted your grade online I will email you notification that your grade is in FPU's hands, awaiting posting. Per FPU policy a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet. I can not accept coursework early; **if your packet is postmarked less than three weeks of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then.** Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

Assignments:

Part 1 - Theory (48 points possible)

Assignments 1 ~ 12   Point Value

- Assignment 1: Your Technology Background   2 points
- Assignment 2: Your Technology Profile   2 points
- Assignment 3: Your Technology Environment   2 points
- Assignment 4: Your Students' Proficiency   2 points
- Assignment 5: Text Chapter 1   5 points
- Assignment 6: Text Chapter 2   5 points
- Assignment 7: Text Chapter 3   5 points
- Assignment 8: Text Chapter 4   5 points
- Assignment 9: Software Inventory   5 points
- Assignment 10: Text Chapter 5   5 points
- Assignment 11: Software Evaluation (2 @ 2.5 pts. ea.)   5 points
- Assignment 12: Trial Software Evaluation (2 @ 2.5 pts. ea.)   5 points
- Instructor Contact (via e-mail)

Part 2 - Hands-on Exercises (52 points possible)

Assignments 13 ~ 16 - Select <u>any</u> <u>four</u> from the seven focus areas @ up to 13 pts. each (4@ 13pts. = 52pts)

- Text Chapter 6:   Learning with Still & Motion Graphics Tools
- Text Chapter 7:   Learning with Word Processor Tools
- Text Chapter 8:   Learning with Spreadsheet Tools
- Text Chapter 9:   Learning with Database Tools
- Text Chapter 10:   Learning with Multimedia Tools
- Text Chapter 11:   Learning with Internet Tools
- Text Chapter 12:   Learning with Internet Applications
- Course Evaluation
- Submit Request for Online Grading

Grading Scale

Letter grades, should one be requested, will be on the following scale:

90% -100% = A   80% - 89% = B or 'Credit'   79% or below = 'No Credit'
To earn a grade of "Credit" the quality of the work must be equal to, or better than, 80%, or the letter grade equivalent to a "B". Students striving for an "A" should demonstrate originality and show neatness and pride in their presentation. Students taking the course for credit are expected to adequately complete all the required assignments.

Evidence of Learning

Students will be evaluated on the ability to follow directions as described in the workbook to complete assignments. Written assignments should contain thoughtful, reflective responses applicable to their personal and/or professional experiences, which indicate they have put thought and effort in to their replies. Practical assignments should demonstrate basic competency in the skill area which demonstrate mastery of the tools and techniques.

Instructor/Student Contact

I will email you to verify receipt of your registration and let you know I am preparing your materials for shipping (usually the next day). You will also be asked to check in with me midway through the course as a required assignment. I can not stress this enough - never hesitate to contact me – that's why I'm here! When contacting me e-mail is preferred, but if you need to phone please do so after 10:00 AM PT, being mindful of time zone differences, as early morning calls wake the family. Thanks for your cooperation and understanding.

References

www.mcrel.org/standards-benchmarks

www.education-world.com/standards

www.sps3000.net/etpdp/background/standards.htm

http://www.academicbenchmarks.com/searc

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

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Grading Rubric

	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Use of tools and techniques (T&T)	Directions followed concisely. Correct use of T&T evident. Additional flourishes added.	Directions followed; use of proper T&T at times. Shied away from using the more complex T&T.	Directions not followed. Some steps omitted. Incorrect T&T used.
Effort and Perseverance	Project was continued until it was complete; effort set forth beyond that required; took pride in going beyond the basic requirements. Experimented freely and frequently.	With a bit more effort and dedication project could have improved; lacks finished quality; chose an easy project and did it indifferently.	Project not seen to completion; work inadequate. Seems hurried to "just get it done" and move to the next project.
Craftsmanship Consistency	Project completely and patiently done with great attention to detail; it was as good as hard work could make it. Techniques consistently and properly demonstrated throughout the project.	Average craftsmanship but not as good as possible with more care, time, effort and attention to de- tail. Quality varied from project to project.	Below average ef- fort. Lack of pride in work. Inconsistent use of tools / techniques from project to project.
Written Assignments	Depth of thought with thorough, candid and reflective replies. Relates personal/ professional experiences, when appropriate. Rare, if any, errors in spelling, punctuation, or grammar. Captivating, interesting and pleasurable to read.	Replies vague, generic, superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction. Word processing advised due to poor penmanship. Seems rushed. Not focused or engaged in topic.	Replies missing or incomplete. Did not follow directions. Gave only "yes" or "no" replies without offering further discussion to justify the response.
Lesson Plans	Enthusiastically developed creative and engaging lesson plans which thoroughly incorporated the topic in to the curriculum and were grade and skill level appropriate.	The lesson plans incorporated the topic selected, but not as detailed or engaging as hard work could make them; not grade or skill level appropriate.	Lesson plans incomplete or did not demonstrate incorporation of the topic chosen.

Final Course Grade and Transcripts

Once your coursework has been submitted, login to your account at the Center for Professional Development website (https://ce.fresno.edu/) and select "Request Final Grade" in your account settings. Once I submit your grade you will need to log back in to print off your Final Grade Report. Once your grade in this course has been posted you may proceed with ordering transcripts. Please allow at least two weeks from the date your coursework was submitted for your final grade to be posted. For more information, please refer to the Independent Studies Policies and Procedures which are available at https://ce.fresno.edu/ - under CE Policies and Procedures - at the bottom of the page.

Schedule of Topics and Assignments

Part 1 – Theory

      1. Your Technology Background

      2. Your Technology Profile

      3. Your Technology Environment

      4. Technology Standards for Teachers & Students

      5. Your Students' Proficiency

      6. Text Chapters 1 ~ 5

      7. Software Inventory and Evaluations

Instructor Contact

Part 2 - Hands-on Exercises

      8. Text Chapters 6 ~ 12 - Learning with:

            Graphics

            Word Processing

            Spreadsheets,

            Databases

            Multimedia

            Internet Tools.

Course Evaluation

Submit Request for Online Grading

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

Course Completion Checklist

Part 1 - Theory

Assignment 1:	Your Technology Background
Assignment 2:	Your Technology Profile
Assignment 3:	Your Technology Environment
Assignment 4:	Your Students' Proficiency
Assignment 5:	Text Chapter 1
Assignment 6:	Text Chapter 2
Assignment 7:	Text Chapter 3
Assignment 8:	Text Chapter 4
Assignment 9:	Software Inventory

Assignment 10: Text Chapter 5

Assignment 11: Software Evaluation (2)

Assignment 12: Trial Software Evaluation (2)

Instructor Contact

Part 2 - Hands-on Exercises

Your choice of **any four** of the seven presented:

Assignment 13: Chapter #_____ - Learning with _____ Tools

Assignment 14: Chapter #_____ - Learning with _____ Tools

Assignment 15: Chapter #_____ - Learning with _____ Tools

Assignment 16: Chapter #_____ - Learning with _____ Tools

Course Evaluation

Submit Request for Online Grading