Hamline University Graduate School of Education Continuing Studies Course Proposal Form

Integrating Technology in the Classroom, CSED 6998 Fall 2013-Spring 2014 One Graduate Semester Credit - \$162

PART I. COURSE DETAILS

A. Course Co-sponsor

TIES

B. Instructor

Name Cara Hagen, Educational Technology Coordinator, TIES

Work 1667 Snelling Avenue North, St. Paul, MN 55108

Phone 651-999-6505 Fax 651-999-6598

Email cara.hagen@ties.k12.mn.us

Co-Instructors: Troy Cherry troy.cherry@ties.k12.mn.us, Kari Huinker kari.huinker@ties.k12.mn.us,

Caroline Little <u>caroline.little@ties.k12.mn.us</u>, Chris Hesselbein <u>chris.hesselbein@ties.k12.mn.us</u>,

Kristin Daniels kristin.daniels@ties.k12.mn.us

C. Number of semester credits

1 semester credit

D. Target Audience

K	Primary	Interm.	Middle	High	Sp Ed	Resource	ESL	Admin	Other
X	X	X	X	X	X	X	X	X	

E. Course Specifics

October 2013 - May 2014

PART II. COURSE INFORMATION

A. Course Description

Integrating Technology in the Classroom is an opportunity to explore a variety of concepts and practices in the area of educational technology in order to gather a broad experience of what is currently happening in prek-12 education. This course provides educators an opportunity to define goals relating to integrating technology in their profession at the classroom or administrative level, seek information relating to those goals, and apply information gained in their own professional life. This constructivist model is ideal for encourage application. The use of technology tools is growing at a fast pace in our society. Educators in classroom or administrative positions need to acquire information about trends and best practices for integrating technology in the teaching and learning process. Attending professional development gives educators an opportunity to gather ideas, strategies and best practices that they can apply in their own professional life. This course will encourage them to set goals, acquire information, evaluate the information and apply what they learn.

B. Hamline University Shared Vision of the Conceptual Framework

1. Promote Equity in Schools and Society

- Understand the role education has played and plays in shaping society
- Value all children and youth inclusive of race, class, gender, exceptionality, home language or other social, physical, or cultural characteristics
- Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
- Act as agents of change in their classrooms, schools, and communities

Change in education is happening on many fronts, including technology leadership and integration. Professional development is identified as one of the keys to successful implementation and integration of technology education programs. From this course, teachers have the opportunity to explore how they will participate in this process of change and set goals and outcomes for that process.

2. Build Communities of Teachers and Learners

- Construct supportive communities of learners and colleagues
- Recognize teaching and learning as a social and cultural process
- Create physically and psychologically welcoming environments that foster positive selfworth

Teachers who use technology to meet the needs of their students are growing in numbers but have not yet reached critical mass. Often they struggle to identify and participate in communities of like-minded individuals in their own buildings and/or districts. Integrating Technology in the Classroom offers opportunities for these individuals to connect with a variety of other teachers who see technology as a effective method for teaching. Participants are often able to maintain these new relationships beyond the timeframe of the sessions in order to extend their professional support group.

3. Construct Knowledge

- Understand that bodies of knowledge are constructed and interpreted
- Transfer theoretical, foundational, and pedagogical knowledge to practice intentionally
- Use best practice, including technology, in the construction of learning

Integrating Technology in the Classroom is built on the concept of creating goals that connect current knowledge and practice with the outcomes of the sessions. Teachers are able to grow from where they are at as individuals, knowing that their application of the concepts and practices of the sessions will be based on best practice.

4. Practice Thoughtful Inquiry and Reflection

- Reflect on practice to improve teaching and reflection
- Research issues related to educational practice and theory
- Use practice as a basis for more in-depth study

The reflection applied through the Integrating Technology in the Classroom is the opportunity to synthesize the concepts of new learning with the prior knowledge brought to a learning situation. This practice leads to strengthened learning and increased application when participants return to their schools and classrooms.

C. Course Outcomes

Graduate Students will:

- Define personal professional goals about integrating technology in the education process.
- Participate in at least 12 hours of weekend workshops at TIES from the following dates.
 - o October 26, 2013
 - o November 16, 2013
 - o January 25, 2014
 - o February 22, 2014
 - o March 22, 2014
 - o April 12, 2014
 - o May 3, 2014
- Synthesize information about integrating technology in education gained from the sessions in relation to personal professional goals and experience.

D. Processes

- Set goals
- Learn from local and national experts
- Explore theoretical background
- Practice hands-on computer application
- Share best practices in the classroom
- Identify and explore newest teaching techniques and technology tools
- Summarize each session attended
- Assess each session attended
- Reflect on learning
- Synthesize new knowledge constructed with prior experiences
- Write a paper

E. Course Outline

- I. Define Outcomes
 - A. Write a paragraph defining how attending Integrating Technology in the Classroom relates to your professional goals.
- II. Gather and Evaluate Information
 - A. Attend 12 hours of sessions.
 - B. Summarize and assess each sessions attended.
- III. Summarize and Assess Learning
 - A. Write a reflective paper synthesizing your Integrating Technology in the Classroom experience based on the goal statement you wrote in the initial paragraph.

PART III. COURSE ASSIGNMENTS AND EVALUATION

Assignments

- 1. Write a brief statement (1 to 2 paragraphs) relating Integrating Technology in the Classroom to your professional goals for integrating technology in education. This statement should address your outcomes for the sessions and list the specific sessions you will attend.
- 2. Attend at least 12 hours of weekend sessions.
- 3. For each session you attend, write a brief summary of the session (include session name, date and time, the name of presenter, and a brief description of the content) and assess the information gained from the session.
- 4. Write a reflective paper synthesizing your experience based on your personal outcomes for the course. The paper should be 300 to 500 words in length. The paper should contain five specific applications of how you will integrate the information from the sessions into your classroom. The reflective paper should be separate from session summary described above in number three.

USE RUBRIC ON PAGE 5 OF THIS SYLLABUS AS A GUIDELINE FOR COMPLETING THESE ASSIGNMENTS.

Send Assignments to: Cara Hagen, Educational Technology Coordinator, TIES

1667 Snelling Avenue North, St. Paul, MN 55108

651-999-6505 651-999-6598

cara.hagen@ties.k12.mn.us

All materials should be submitted to Cara no later than May 30, 2014.

Evaluation

Assessment Criteria	
Name:	

Scoring Rubric		2	3
1. Goal statement includes:			
• specific outcomes from the sessions selected to attend.			
• personal benefit from session attendance.			
2. Session summary includes:			
• name, date, time and presenter for each session attended.			
brief summary of each session.			
• assessment of the information gained at the session.			
3. Reflective paper:			
• relates information gained at the session to professional goal statement.			
• is written in clear and concise style.			
• is 300 to 500 words, word processed or typed and grammatically			
correct.			
• contains 2 specific applications (2 points) or contains 5 specific			
applications (3 points)			

¹ point – completed by not developed; work is at a general or superficial level

Grade of B: Majority of scores are 2.

Grade of A: Majority of scores are 3. In order to receive an A, student MUST have at least 5 specific applications explained in the Reflective Paper.

² points – specific work that relates to pedagogy of teaching and learning

³ points – detailed work at a level that aligns with standards, is constructivist in nature, and will transform education for the participant

PART IV. RESOURCES

A. Required Readings and Texts

Handouts vary by selection of sessions offered from October 2012 through May 2013.

B. Bibliography

Educational technology standards and performance indicators for all teachers. Retrieved November 2, 2007, from ISTE NETS Web site:

http://cnets.iste.org/teachers/t stands.html

enGauge: A framework for effective technology use. Retrieved November 6, 2007, from North Central Regional Educational Laboratory Web site: http://www.ncrel.org/engauge/

NSDC's standards for staff development. Retrieved November 6, 2007, from National Staff Development Council Web site: http://www.nsdc.org/standards/index.cfm

Plugging In: Choosing and Using Educational Technology. Retrieved November 5, 2007, from North Central Regional Educational Laboratory Web site:

http://www.ncrtec.org/capacity/plug/plug.htm

Lemke, Cheryl (2005). Range of use: Technology and learning. OnCUE. Winter, 2005.

Porter, Bernajean (2002). Grappling with accountability 2002: MAPPing tools for organizing and assessing technology for student results. Denver, CO: Bernajean Porter.

PART V. POLICY STATEMENTS

Disabilities: Hamline University School of Education does not discriminate on the basis of disability in the recruitment and admissions of students, the recruitment, and employment of faculty and staff, and the operations of any of its programs and activities, as specified by the federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination during the first week of class.

"Hamline University complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The university provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Services at 651-523-2740 during the first week of class."

Academic Dishonesty: Students are encouraged to become familiar with the university's policy on academic integrity (see student handbook). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Office of Student Services to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Cell Phones and Laptop: Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops and cell phones may be used in class for taking notes and for engaging in learning activities for the course.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the School of Education collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Attendance/Drop Policy: If you are unable to complete this course, you must withdraw from it by the drop deadline. Withdrawing from this course is a formal procedure that you must initiate. Instructors cannot do it for you. Please discuss this decision with your instructor before taking action. If you stop attending and do not withdraw, you will receive a performance grade, usually an 'F'.

Student Attendance Policies and Religious Holiday Observance: Attendance policies at Hamline University are established by each of the five respective academic units: the College of Liberal Arts, the School of Education, the Graduate School of Liberal Studies, the School of Business, and the School of Law. However, Hamline University acknowledges that students follow many different religious faiths and practices, which occasionally require that students need to miss classes for holidays on dates when the university remains open.

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

- 1. Inform instructor in writing of anticipated absences at the beginning of the course;
- 2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
- 3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty. To the extent possible, faculty should try to avoid scheduling examinations or deadlines on dates that conflict with religious holidays.

All university offices and units should make every effort to schedule major events at times that do not conflict with major religious observances and that may inadvertently exclude the participation of some members of the campus community.

The instructor reserves the right to change, revise, modify, or delete any portion of this syllabus