TELC 2011 - Teaching and Learning with Technology in the School Setting
3 Credit Hours

Course Description:

This course addresses the “Tennessee Statement of Education Teacher Licensure Standards for Professional Education.” It assists instructors in examining various issues related to teaching with Internet technology and resources, as well as learning to evaluate and integrate this technology into "teaching" and "learning" online and on-ground. It will also assist instructors in locating curriculum resources that support and enhance instruction. Addresses Standards # 4, 6, 11 of the Tennessee Teacher Licensure Standards for Teaching Strategies, Communication, and Technology.

Course Outcomes:

In this course, "Teaching with Technology," the primary focus will address Standards # 4, 6, 11 of the Tennessee Teacher Licensure Standards for Teaching Strategies, Communication, and Technology. This course will also address as a secondary focus the other noted professional standards below:

Standard # 1
**Discipline Taught**
Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Standard # 2
**Student Learning and Development**
Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Standard # 3
**Diverse Learners**
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Standard # 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard # 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard # 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Standard # 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

Standard # 10

Colleagues, Parents, and Community

4. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students. They organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers. Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas. Using a wide variety of resources and methods, including technology and assessment data, candidates develop and use clear, accurate presentations of concepts to promote student learning. Candidates use reading comprehension and writing strategies in the content area and assist students in applying
mathematics concepts to subject content. They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.

6. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom. They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.

11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

Supporting Explanation

Candidates use technology resources to guide classroom decisions regarding student learning. They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving activities for all students.

Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum. They apply technology to analyze assessment data and to target individual student learning needs.

11.b. Candidates use technology to enhance their professional growth and productivity.

Supporting Explanation

Candidates use technology in their own learning process and to change their current educational practice. They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals. Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources. They use presentation tools in a networked environment for sharing information in multiple professional formats.

11.c. Candidates effectively use and manage all technology available to them and
explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

Supporting Explanation

Candidates design effective environments for using and managing technology in the classroom. They are able to perform minor trouble-shooting operations. When planning units of instruction, candidates address software purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources. Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications. They model the legal and ethical use of technology resources.

- to explore different perspectives by interacting with people, as well as, resources to learn what others have researched and noted about Internet usage in the literature
- to think critically about the issues, and gain a knowledge base that is useful for solving real world problems when teaching with the Internet
- to contribute to the learning of others in the class in a very active way by sharing thoughts, knowledge, resources, experiences, etc.
- to engage in authentic types of learning experiences and produce projects that will be used by yourself as well as others.

Prerequisites and Corequisites:

None

Course Topics:

Students will complete twelve (12) learning modules and a final project. Topics will include:

- Module One: Orientation & Overview of Educational Technology
- Module Two: Technology Integration in the Classroom
- Module Three: The Impact of Technology and Student Learning
Module Four: Technology as an Instructional and Teaching Tool

Module Five: Technology as a Communication Tool

Module Six: Technology Enhancement of Curriculum & Presentation

Module Seven: Resources of Internet Technology (World Wide Web)

Module Eight: Internet Technology: Teaching, Learning, Research Tools

Module Nine: Virtual Learning /Virtual Labs / Virtual Field Trips / Schools

Module Ten: Teacher Practice, Training, and Professional Development

Module Eleven: Assessing Technology Plans and Programs

Module Twelve: Innovations in Educational Technology: Future Perspectives

*See description of the final project below under the section: "Assignments and Project"

Specific Course Requirements:

D2L is the official course management tool for TN eCampus. Students should be skilled in using the tools of D2L especially the email, discussion board, assignment dropbox, and taking a quiz. An online tutorial website is also available that will explain and demonstrate each of the tools. You may also contact your home university for a hands-on training on how to use D2L.

Students should be skilled in using WORD, sending and receiving e-mails with attachments. Skilled in using a web browser to connect to websites (Internet Explorer). Skilled in developing PowerPoint presentations and sending them by e-mail attachment.

*Note: Students in need of assistance in acquiring these skills may contact their home university campus content for on-site assistance and training in the noted areas.

Required Textbooks:
Please visit the Virtual Bookstore to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

Supplementary Materials:

Columbia Guide to Online Style by Janice R. Walker and Todd Taylor Citation Styles

Online

Microphone that you can connect to your computer (You will be talking online in this class) There will be no additional software required to participate in the oral portions of this class. The software is already loaded into the class. Directions will be given on how to access the Voice Board.

Speakers (either external speakers that can be connected to your computer or those that have been built internally in your computer. As long as you are able to hear sounds.)

PC users... A minimum computer system that will help you access all the tools in the courses is a Pentium 166 or better 32 Megabytes of RAM or better Windows 95 (or higher if possible) Communications software (this lets your computer talk to the modem) A modem (56k or better will give you best performance) And a dependable internet service provider (ISP). Any provider will do as long as you get an email account, have access to the World Wide Web, and don't have serious problems connecting.

For Mac users... Minimum system requirements for Mac users are a 604 PowerPC processor Preferably a G3 (iMacs are included) or G4 processor computer running Mac OS 8.5 or above Internet browsers, Explorer 5.0 or Netscape 4.75 A minimum or 64 MB RAM, preferably 128 with at least 25 MB assigned to your browser. If you need assistance in adjusting memory please refer to your Apple Help file searching under the header Memory - Adjusting your memory usage. It is advised that you not have multiple applications open while working in your browser within the Online Degree Program. This requires more RAM and will cause the browser to run very slowly. You also need communications software (this lets your computer talk to the modem) A modem (56K or better will give you best performance) And a dependable internet service provider (ISP). Any provider will do as long as you get an email account, have access to the World Wide Web, and don't have serious problems connecting or maintaining a connection.

Disclaimer: TBR nor the instructors are responsible for any software, hardware failure or serve failure. As with any type of technology you may experience some technical problems. Therefore you are highly encouraged to back-up and keep a copy of your work.

Computer Emergency Back-Up Plan:
Student should develop a "computer emergency back-up plan" in case of your personal computer failure. Please know that the public libraries and the campus libraries have computer available for students.

**Software Requirements:**

The minimum requirements can be found at [http://www.tnecampus.info/d2l-hardware-and-software-requirements](http://www.tnecampus.info/d2l-hardware-and-software-requirements)

Students must have access to **Microsoft PowerPoint** and **Microsoft Word Software**.

Plus, the **plug-ins for the latest Internet multimedia.** Students can find these **free resources** at: [http://www.tnecampus.info/d2l-hardware-and-software-requirements](http://www.tnecampus.info/d2l-hardware-and-software-requirements)

Essays and other assignments will be submitted electronically. Students must use a compatible Internet browser software. Perform a [system check](http://www.tnecampus.info/d2l-hardware-and-software-requirements) to see if your browser is properly configured to access D2L.

**Hardware and Software Requirements:**

Minimum hardware requirements can be found [here](http://www.tnecampus.info/d2l-hardware-and-software-requirements).

Minimum software requirements can be found [here](http://www.tnecampus.info/d2l-hardware-and-software-requirements).

**Common applications you might need:**
To read a PDF file download the latest version of [Adobe Reader here](http://www.tnecampus.info/d2l-hardware-and-software-requirements)
Don’t have Microsoft Word? Explore an alternative [OpenOffice here](http://www.tnecampus.info/d2l-hardware-and-software-requirements)
Accessing a PowerPoint file? Download the [PowerPoint Viewer here](http://www.tnecampus.info/d2l-hardware-and-software-requirements)

**Web Resources:**

Purdue [OWL Online Writing Lab](http://www.tnecampus.info/d2l-hardware-and-software-requirements) (for APA, MLA, or Chicago style)

The Writing Center [Online Writer’s Handbook](http://www.tnecampus.info/d2l-hardware-and-software-requirements)

**Student Resources:**

- Technical support information can be found on the [TN eCampus Help Desk](http://www.tnecampus.info/d2l-hardware-and-software-requirements) page.
- Smarthinking virtual tutoring is available **FREE** of charge. to access Smarthinking, visit
the course homepage and select Smarthinking under Course Resources. You also view sample sessions to see what Smarthinking offers and how it works.

- Information on other student issues or concerns can be located on the TN eCampus Student Resources page.

**Instructor Information:**

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information. You can expect to receive a response from the instructor within 24-48 hours unless notified of extenuating circumstances.

**Testing Procedures:**

All exams will be conducted online. No proctors required. *Honor Code*

**Grading Procedures:**

Students will be graded on the following items that will reflect on their competencies of the twelve course modules plus the final project.

**Each module will be presented in this format:**

- Learning Objectives
- Key Words/Concepts
- Online Reading Assignments & Questions [20 pts.]
- Assignments [20 pts.]
- Application of Concepts (classroom) [20 pts.]
- Quiz [20 pts.]
- Reflection (Educational Impact) [10 pts.]
- Internet Website Demonstrations / Beta Testing [10 pts.]
Bonus Points for Extra Work [10pts.]

*100 points per module x 12 modules = (total composite of 1200)

Final Project= 300 [pts.]

TOTAL POINTS = 1500

Grading Scale:

Grading Scale: (Students must complete all assignments, modules, quizzes, and final project for consideration of a final letter grade)

- 1500 - 1475 [A]
- 1474 - 1450 [B]
- 1449 - 1400 [C]
- 1399 - 1350 [D]
- 1349 - below [F] (conference with instructor to address class participation, performance and products)

Students must present documentation of their unexpected circumstances to request an "I" (incomplete). *Students receiving an incomplete must complete assignments within three weeks after the end of the semester.

Assignments and Projects:

Students must complete all the assignments noted in each of the twelve modules. These assignments will include readings, investigations, assessments, application of course concepts, administering and analyzing surveys, developing teaching plans, experiments with virtual learning, beta-testing websites, researching, participating in various modes of electronic communication (e-mail, discussion board, voice board, etc.), reviewing multimedia web based presentations, developing power point presentations, completing a Student Home Page in D2L, and developing a website for a classroom.
Final Project: (Three weeks to complete project)

• (1.a) **Design a lesson** (content specific to your major classroom subject area) and teach the lesson to one group of students using an instructional technology tool (of your choice) and teach the same lesson to another group of students without using the instructional technology tool that you used with your first group. Assess and compare the performance and outcomes of the two groups and note your findings and recommendations. Be sure to also assess your presentation of the lesson.

*You are to present your final project in a power point presentation using the instructor's format and template.*

• (1.b) **Technology Integration Teaching & Learning Unit** for enhancing one of your classroom major subject areas (i.e. Chemistry, Biology, Math, Reading, etc.) You may include technology from your specific classroom, school, and/or community. *Use the recommended format for completing the unit.*

• (1.c) **Internet Curriculum Supplementary Resource Guide** for enhancing your major classroom teaching subject(s). *The guide should have a minimum of twenty-five websites with an annotated description and a statement of how each website will enhance the subject matter.*

• (1.d) **Classroom Centered Interactive Website** that includes website links to subject matter curriculum resources (you may use the same information from your Internet Resource Guide in 1.c and websites from the course), a student interaction section (where students may use electronic forms of communication for interaction with instructor or group project, subject matter educational online games, threaded discussions of subject matter, virtual labs or virtual field trips), and parent resource guide (to provide parents a list of resources and school - community events to reinforce the subject matter).

**Note:** Online training and support for developing the above website will be provided, along with the option of on-site / hands-on regional training.

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**Class Participation:**

Students must participate in all interactive aspects of the course in order to make a satisfactory grade. For example, students must communicate with other students via D2L email and discussion board exchange. Students are expected to communicate with the instructor on a regular basis each week and check the course calendar weekly for announcements. Students must actively participate in threaded discussion activities to complete the core concepts of each module.
Late Policy:

Students must complete essays and other assignments as noted by the due date on the class calendar. Students are responsible for notifying the instructor upon any late assignments. Assignments more than a week late will not receive the maximum grading points.

Course Ground Rules:

The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEMWIDE STUDENT RULES CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

Read the document in its entirety here.

1. Standards of Conduct:

   • Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

2. Review the TN eCampus Academic Integrity/Academic Honesty Policy:

   • In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

   • an attempt by one or more students to use unauthorized information in the taking of an exam
   • to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
   • or to knowingly assist another student in obtaining or using unauthorized materials.
Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

**Other Course Rules:**

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace
- Keep abreast of course announcements
- Use the assigned course management (Brightspace) email address rather than a personal email address
- Address technical problems immediately:
  - Contact Technical Support
  - View Term Calendar here
- Observe course netiquette at all times.

**Guidelines for Communications:**

**Email:**

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

**Discussions:**

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

**Library:**

The **Tennessee Virtual Library** is available to all students enrolled in TN eCampus programs and courses. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will be included within the course modules. To access the Virtual Library, go to the course homepage and select the **Virtual Library** link under Course Resources.

**Students with Disabilities:**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution’s disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

**Disclaimer**
The information contained in this syllabus is for general information purposes only. While we endeavor to keep this information up-to-date and accurate, there may be some discrepancies between this syllabus and the one found in your online course. The syllabus of record is the one found in your online course. Please make sure you read the syllabus in your course at the beginning of the semester. Questions regarding course content should be directed to your instructor.