Integrating Computer-Based Technologies in Teaching

University of Wyoming
College of Education

Instructor Information
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Course Description
This course equips students with information, skills, and insights necessary for successful integration of computer-based technologies into classroom teaching. Content includes modeling of techniques, teaching strategies, and appropriate applications of computer-based technologies in specific content areas, and consideration of computer-related issues facing educators.

This course is an introduction to the theory and practice of integrating instructional technology into a classroom setting. This setting is not limited to the traditional face-to-face classroom, but can be extended to all instructional environments—including online, compressed video, and virtual environments.

Several issues and topics relating to the nature of teaching and learning with technology, the process of designing materials/activities for use with various technologies within both educational and training environments, and the role technology plays in the delivery of instruction will be discussed.

Required Texts

Goals and Objectives

The goal of this course is to examine teaching and learning strategies utilized with various technologies and identify technology that can be used within your specific teaching, learning, and/or work related environments. There are eight main objectives:

1. Develop a consistent set of rationales for using technology and media in education and/or training
2. Describe instructional problems and their potential solutions in terms of the processes of communication and learning
3. Discuss instructional situations in terms of the methods and media that would be most appropriate for different types of learners and objectives.
4. Develop an awareness of the accepted practices in your profession
5. Apply learning theory perspectives (e.g. behaviorist, cognitivist, constructivist) to the selection and use of technology and media.
6. Describe the physical characteristics, advantages, limitations, and instructional applications of various technologies
7. Defend and criticize the use of various instructional systems in given situations
8. Discuss the implications of recent trends in education and training for the future use of various forms of technology and media

Course Delivery

This course is mainly limited to online systems. The majority of this course is delivered through the online e-College system. However, the class will periodically meet in synchronous format (e.g., Elluminate) to answer questions, discuss topics, and trouble-shoot challenges. The schedule for synchronous sessions is available in the course calendar. The Course Home includes a syllabus, brief instructor bio, course calendar, threaded discussion area, and links to assignments.

Other course tools are linked to the tabs across the top of the page. I use the Gradebook to provide feedback regarding course participation and assignments. Check this tab weekly to stay on top of your grade (and to ensure that I don’t make errors). If there is an asterisk in the grade column, it means I haven’t graded that item yet. In Email, you can send a message to one person or the entire class. Doc sharing is where we can upload documents to share with the class. You can make them private (instructor only) or public (entire class). The Dropbox tab is an assignment management tool, which provides a place for students to turn in coursework to instructors for grading and feedback. It is integrated with the Gradebook and uses an "inbox/outbox" paradigm as well as assignment baskets to organize student work. You can find the available Dropboxes under the tab.

Regular interaction is required in this course. This includes active participation in the study, discussion, critique, practice, and evaluation of course activities. Students are expected to:

1. Check the web site at the beginning of each week for announcements, readings, and assignments.
2. Read and complete all assignments.
3. Post individual communication in an iterative and timely manner.
4. Read, research, and react to other postings (primarily in the threaded discussions) throughout the week.
Course Participation

Participation is worth 50 points (25% of your final grade). Participation is assessed at the end of each week and is awarded on a pass/fail basis.

Participation in discussion posts is defined as quality, written interaction appearing on the web site as each student reacts to peer questions and comments. Do not post spurious comments just to have a posting. I expect that you will post a minimum of three posts per week. These posts should consist of posing questions, providing detailed summaries of course readings, and other relevant materials, answering questions, and/or providing feedback. Engagement requires a commitment that conveys evidence of research, reflection, and understanding. I expect you to appear in the weekly threaded discussions in a substantive, consistent manner. Participation in synchronous class sessions is awarded based on attendance.

Course Communication

Like any distance delivery, it has the advantage of being convenient but the potential disadvantage of student isolation and communication/technological problems. Do not hesitate to contact me if you have questions or concerns. Communication works best if you first try posting in this site and then try email. If I have not responded to those methods within a reasonable amount of time (2-3 days), call my office.

When a message is sent, follow these guidelines:

1. Use the email system provided within the course web site and make sure your email address is up-to-date (you can change it in with the "my profile" link in your eCollege home page).
2. Include at the end of the message a signature line with your name and working phone number.

Course Overview & Assignments

This course is structured around helping you to develop a conceptual, theoretical, and practical framework for integrating technology in educational settings. The course will begin by reviewing the Technology Integration Professional Development Guide from EduTopia. You will explore activities and case studies intended to help you conceptualize ways to integrate technology. Once you have established a working definition of technology integration, we will focus on establishing a theoretical foundation of technology integration that supports 21st century classroom instruction. At the end of the course, you will create a lesson that synthesizes the conceptual and theoretical components of technology into a practical application.

The calendar reflects activities and due dates. This course is structured to help you work on the same topic area at the same time. This is a graduate level course, and the community that comes from working together is as important as some of the content. I expect you to log into the course 3 to 4 times a week. Your consistent attention to the course will make it worthwhile. Threaded discussions require all of us to participate; if you only post material on one day of the week, you will miss the majority of the conversation. Frequent log-ins of a short duration are expected. Your colleagues need feedback. I will respond to weekly posts but your comments and experiences will situate theory in reality.
Threaded Discussion Participation: (50 points)
Each student is responsible for actively participating in the discussions during the course. Each unit will have topics relating to the text and other readings related to the course. Substantial postings during these discussions and active engagement with other students will be the measure by which this activity is assessed.

Technology Integration Paper: (50 points)
After completing the EduTopia Technology Integration in Education component, write a 5-6 page response paper (not including the title and references) that demonstrates your understanding of how technology can be integrated into education. Select an issue or topic that personally interests you as an educator in today’s classroom environment. Use the 6th edition of the APA Style Manual.

Article Summaries: (2 @ 25 points each)
Read and summarize two articles from two different professional peer-reviewed journals on the use of technology in education or training. Select one article for each summary. Journal articles can be found through COE Library Services available at http://www-lib.uwyo.edu. The summaries should be at least two pages in length, but should not exceed three pages (not including the title and reference page). Use the 6th edition of the APA Style Manual.

ASSURE Lesson: (50 points)
Create a lesson plan using the ASSURE model outlined in chapter three of the Smaldino text. This lesson plan should take into consideration the issues and elements of quality learning experiences and be developmentally appropriate material for a class or group of students. This lesson plan should incorporate some form of technology into the classroom that includes the aspects of the ASSURE model. The appropriate media/technology rubric should also be included with the project, depicting how the technology was chosen and possible alternatives. These selection rubrics are available in the back of each chapter in the textbook.

Grading & Late Submission Policy
There are 200 points possible in this class. The grade breakdown follows:
A = 93-100%
B= 80-92%
C= 70-79%
D= 60-69%
F= 59% and below
Marks of "I" (Incomplete) are given only in extreme circumstances and only when university requirements have been satisfied.

Assignment due dates are posted in the course calendar. All assignments are due by 11:59 p.m. MST on the due date. I am happy to provide opportunities to make up work if you have been in touch with me and alerted me to problems. However, make-up work is not normally awarded full credit. If you anticipate a legitimate absence or encounter an unavoidable situation, contact me before the assignment is due to discuss alternative arrangements. I will make all final decisions regarding late submissions.
University Policies

Academic Honesty
As with all university courses, any written work a student submits is expected to be the student’s work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. The student code of conduct can be found at: [http://www.uwyo.edu/dos/judicial/](http://www.uwyo.edu/dos/judicial/).

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

Accessibility
A campus environment characterized by diversity, free inquiry, free expression has always been a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the university and will not be tolerated. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate university functions. Every effort, within the context and protection of the First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious environment. It is the obligation of the faculty, staff, students and the administration of the University of Wyoming to provide this environment.

It is the policy of the University to accommodate students with disabilities, pursuant to federal and state law. Any student who needs accommodation because of a disability should inform the instructor at the beginning of the course. Students with disabilities who seek accommodations must contact Student Educational Opportunity Services, Knight Hall room 330, at 766-6189.

The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.