

**EDUC 2210 Teacher Technology
Young Harris College
Spring Semester 2011**

Instructor: Bill Brown

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Office Hours: Monday, Wednesday, Friday: 10:00 – 12:00 a.m.

Tuesday and Thursday: 2:00 – 4:00 p.m.

- Other hours are available upon request.

Course Description: This course includes knowledge about and use of computers and related technologies in the integration of technology to support learning and assessment of instruction and to enhance teacher productivity.

Prerequisites: EDUC 2204 (or discretion of instructor)

Required Text: Shelly, G.B., Cashman, T.J., Gunter, G.A. & Gunter, R.E. (2006). Integrating Technology and Digital Media in the Classroom. (7th ed.). Boston: Thomson Course Technology.

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, Moodle), CD-ROM, DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, SmartBoard Notebook Software, QuickTime Player or QuickTime Pro

YHC Mission Statement:

Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

Goals:

Young Harris College will:

- Educate students through a comprehensive liberal arts experience.
- Challenge students through innovative academic, cultural, athletic, and spiritual programs.
- Recruit and retain excellent students, faculty, and staff.

- Empower students, faculty, and staff to reach their full potential.
- Increase significantly the College’s financial resources and facilities to support growth and development.
- Contribute to the quality of life of our local community.

Conceptual Framework for the Teacher Preparation Program

The Teacher Preparation Program at Young Harris College originates from the College Mission, Goals, and Values combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the history of a strong Liberal Arts background woven throughout, the institutional motto of “**Educate, Inspire, Empower**” supports the pillars of initial teacher preparation. The pillars of the program may be defined as: (a) Knowledge/Content; (b) Skills/Pedagogy; and (c) Dispositions/Professionalism/Ethics. Embedded throughout the program are commitments to (d) Diversity and (e) Technology. With continuous assessment providing constant feedback and monitoring of all components of the Conceptual Framework within the program, the importance of student centered pedagogy based on a strong liberal arts background characterizes both the approach of the Young Harris College faculty and the program expectations/outcomes for teacher candidates. Thus, the motto of the Conceptual Framework of the Young Harris College Teacher Preparation Program is “***Excellence in Learner-Centered Teacher Preparation***”

Student Outcomes/Proficiencies	INTASC Standards	Georgia Framework	Program/Content Standards	Institutional Standards
1. Demonstrate introductory knowledge, skills and understanding of concepts related to technology*	1-6	Domains 1, 3, 5, 6		1, 2, 3, 5
2. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	1, 2, 3, 7	Domains 1, 2, 3, 5, 6		1, 2, 3, 4, 5
3. Facilitate technology-enhanced experiences that address content standards and student technology standards.	1-5, 10	Domains 1, 2, 3, 5, 6		1, 2, 3, 4, 5
4. Apply technology in assessing student learning	1, 2, 3, 4, 5	Domains 4, 5, 6		1, 2, 3, 4, 5

of subject matter using a variety of assessment techniques				
5. Use technology resources to engage in ongoing professional development and lifelong learning	9, 10	Domains 6		3,
6. Model and teach legal and ethical practice related to technology use	9	Domains 6		3, 4

***Signature Assignment**

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for Early Childhood Education (P-5) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_ECE.pdf

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for Middle Grades Education (4-8) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_MGE.pdf

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for English Education (6-12) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_English_Education.pdf

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for History Education (6-12) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_History_Education.pdf

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for Mathematics Education (6-12) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_Mathematics_Education.pdf

A complete alignment grid for INTASC Standards, Georgia Framework, Program/Content Standards, and Institutional Standards (Goals) for Science Education (6-12) may be found at the following link:

http://bcbrown.net/YHC_website/preconditions/Content_Standards_Science_Education.pdf

Course Requirements:

Requirement/Project	Points	Student Outcomes/ Proficiencies
<p>Assignments and Class Participation. Students will attend and participate in class; they will complete class exercises and homework as assigned. (All objectives, written assignments, electronic assignments, etc.)</p>	10%	1, 2, 3, 4, 5, 6
<p>Production of Technology Rich Mini-Unit – This mini-unit will relate to the student’s area of certification interest and will incorporate the YHC expectations for unit and lesson planning. Instruction, assessment, enrichment and remediation, and management will all incorporate appropriate up to date technology. There will be a minimum of five (5) lessons for traditional 50+- minute courses and three (3) lessons for 90+- minute block courses.*</p>	30%	1, 2, 3, 4, 5, 6
<p>Tests. Two Exams – 1) Mid-term 2) Final (15% each)</p>	30%	1, 5, 6
<p>Electronic Portfolio. The electronic portfolio highlighting the production of the above unit will be the final project for the class. Progress will be monitored throughout the semester. The</p>	30%	1, 2, 3, 4, 5, 6

project's design will be in the form of a Web Site (which may or may not be actually hosted on the internet. Presentation will take place during the last week of class,		
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***Signature Assignment**

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60

I Incomplete

W Withdrew

WF Withdrew failing

Attendance Policy: TBA

Young Harris College considers the classroom experience to be a vital part of the comprehensive, liberal arts experience offered at the college. Each instructor sets an attendance policy appropriate to the nature of the course. Violation of the policy may result in reduction of grade or removal from the course.

Academic Honesty:

The Young Harris College Honor Code states that students of the college should commit themselves to nothing less than the rigorous adherence to honesty and integrity in all facets of academic and campus life, including the writing of papers and laboratory reports, quizzes, homework assignments, examinations, and all documents submitted to the college, as well as behavior on campus and on college-affiliated outings. Your signature on each assignment in this course is a reminder of the fact that you have signed a statement pledging adherence to the Honor Code.

Other Academic Policies:

All students are responsible for being familiar with the policies published in the Young Harris College Catalog.

Tentative Schedule

WEEKS 1- 3: Integrating Educational Technology into the Curriculum, Electronic Portfolio, Unit Plan, Lesson Plan

WEEKS 4-6: Integrating Digital Media into classroom Instruction, Electronic Portfolios, Unit and Lesson Plans, ISTE Standards,

TEST 1

WEEKS 7-9: Evaluating Educational Technology and Instructional Strategies, Electronic Portfolios, Unit and Lesson Plans

WEEKS 10-12: Security Issues, and Ethics for Technology Use in the classroom, Peer teaching,
WEEKS 13- 15: Electronic Portfolios, Student Presentations of Units and E-portfolios, **TEST 2**

Important Dates

January 11 Classes Begin

January 14 Last Day to Register/Change Schedule

January 17 MLK, Jr. Holiday

March 5-13 Spring Holidays

March 14-28 Advising for Summer/Fall 2011

April 21 Friday Class Schedule

April 22 Easter Holiday

April 28 Reading Day

April 29 - May 5 Final Examinations

May 7 Graduation