Course Title: Introduction to Technology

I. Catalog Description and Credit Hours of Study:

**Catalog Description:** An introductory level technology course which allows teacher candidates to explore and gain knowledge about the integration and implementation of technology into P-12 curriculum. 2 Credit hours

II. Co-Requisite: None

III. Purposes or Objectives of the Course:

The teacher candidates will learn how to:

A. Facilitate and Inspire Student Learning and Creativity
B. Design and Develop Digital-Age Learning Experiences and Assessments
C. Model Digital-Age Work and Learning.
D. Promote and Model Digital Citizenship and Responsibility.
E. Engage in Professional Growth and Leadership

Alignment Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>COE Conceptual Framework Standard Met</th>
<th>NTASC Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Digital-Age Work and Learning.</td>
<td>5.4</td>
<td>6.1</td>
<td>1.2.7.4 1.2.11.4</td>
<td>Newsletter, group presentations, development of instructional materials</td>
<td>5</td>
</tr>
<tr>
<td>Facilitate and Inspire Student Learning and Creativity.</td>
<td>5.3</td>
<td>6.4</td>
<td>1.2.2.(1-4) 1.2.4.(1-4) 1.2.5.1 1.2.11.(1-4)</td>
<td>Lesson plan development, individual reflections,</td>
<td>9</td>
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</table>
Relationship of the Conceptual Framework to Standards

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

IV. Student Learning Outcomes:

The students will:

A. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

B. Exhibit attitudes representative of an innovative professional in a digital society.

C. Design digital tools to communicate with families and community members.

V. Expectations of the Teacher Candidate:

A. The teacher candidate is expected to actively participate in regularly scheduled class meetings and complete assigned work in a timely fashion.

B. The teacher candidate is expected to demonstrate an understanding of technology as a tool for learning and research through completion of course projects.

C. The teacher candidate is expected to exhibit professionalism and ethical behavior throughout the course.
D. The teacher candidate is expected to demonstrate the ability to effectively use current computer hardware and software throughout the semester.

VI. Course Content or Outline:

1. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   
   A. promote, support, and model creative and innovative thinking and inventiveness.
   
   B. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
   
   C. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
   
   D. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

   A. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   
   B. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
   
   C. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.
   
   D. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

   A. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
B. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

C. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

D. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

A. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

B. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

C. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

D. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

A. participate in local and global learning communities to explore creative applications of technology to improve student learning.

B. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

C. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

D. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

VII. Textbook(s) and/or Other Required Materials or equipment:

Lever-Duffy Judy, McDonald Jean B., & Mizell (2011). Teaching and learning with technology. Pearson Education
VIII. **Basis for Teacher Candidate Evaluation:**

**Detailed Point Distribution:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter Project</td>
<td>50</td>
</tr>
<tr>
<td>Excel Project</td>
<td>50</td>
</tr>
<tr>
<td>Individual Research Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Lesson</td>
<td>50</td>
</tr>
<tr>
<td>Group Project</td>
<td>50</td>
</tr>
<tr>
<td>Individual Reflection Paper</td>
<td>50</td>
</tr>
<tr>
<td>Participation (15 weeks X 10 pts)</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td>450</td>
</tr>
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*Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.*

**Description of Assignments:**

Rubrics for each assignment will be discussed and/or developed collaboratively between the instructor and the students.

**Newsletter Project:** Students will use Microsoft Word to design a 1-2 page newsletter to send home to the parents of students for their hypothetical classroom or course.

**Excel Project:** Students will use Microsoft Excel to communicate data in a graphical format.

**Individual Research Presentation:** After the discussion of using Internet resources to conduct research, students will create research presentation on the technology- or education-related topic of their choice, including properly-cited information found using online databases of scholarly materials.

**Lesson:** Students will teach a short lesson from their content area to the class utilizing available technology.

**Group Project:** Students will collaborate on a group project regarding a topic related to the discussions about social, ethical, legal, and human issues surrounding the use of technology. Each group will prepare a 4-6 page paper on their topic, plus present their findings to the rest of the class via a formal presentation.

**Individual Reflection Paper:** Each student will prepare a 2-4 page reflection paper discussing their ideas on how they might incorporate technology into their courses or classrooms, taking into consideration the NETS standards. Students will present their ideas within the framework of the acceptable use policies of any school or district where they might someday like to teach.
Participation: Participation will be assessed during each class period, based on active engagement in class discussions and completion of in-class projects.

IX. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% to 90%</td>
</tr>
<tr>
<td>B</td>
<td>89% to 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% to 70%</td>
</tr>
<tr>
<td>D</td>
<td>70% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

X. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education
The **Dispositions**, as assessed within Teacher Education are guided by the central core of the **Conceptual Framework**. The beliefs and attitudes related to the areas of **competence, reflection and caring**, were the guiding force in establishing the 11 current **dispositions** assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These **dispositions** continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement **Disposition Plan** (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed **dispositions** are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12