

3. To promote critical inquiry through research and practice in order to improve teaching, learning, and communication.
4. To broaden knowledge and skill bases in terms of pedagogical multicultural principles conducive for effective curriculum delivery and instruction in diverse settings.
5. To utilize and integrate various current multimedia resources and technological tools to enhance teaching and learning in an ever- changing society.
6. To apply multiple methods of assessment with a special focus on critical reflection and self-analysis for continual professional development and on-going program evaluation.

Course Purpose and Objectives

The main purpose of this course is to allow the educator to apply and build upon their knowledge of educational technology for use in their classroom.

In this course, educators will learn how to --

- * Communicate through a variety of electronic media.
- * Collaborate with others (parents, teachers, students) using technology.
- * Contribute to technology planning at school site or district level.
- * Develop lessons about information literacy and problem solving skills.
- * Create technology enhanced lesson plans.
- * Address legal and ethical issues with students.
- * Search and use research skills on the Internet for personal growth and for student achievement.
- * Manipulate and analyze data using technology.
- * Provide assessment information to parents and students using technology.
- * Reflect upon the value and future technology use in the classroom.

Expectations and Academic Success

- Professional attitude and rapport is expected at all times.
- Active participation and attendance is **required** for every class meeting. Habitual tardiness, leaving early, extended class breaks, unprofessional behavior, and non-participatory behavior will be considered in the grading process.
- Weekly online discussion participation is required.
- All assignments are due when required, unless prior arrangements have been made with the instructor. It is the student's responsibility to notify the instructor of any difficulty in completing their assignments **prior** to the due date—not at the beginning of class on the due date.
- All assignments are to be typed/word processed unless otherwise stated.
- Quality of work: All submitted work must follow the standards and conventions of the English language. This is a master's level class and work should reflect a dedication to strong analysis and evaluation. College level writing skills are expected. Papers must be in APA style.
<http://www.apastyle.org/electmedia.html>
- Academic honesty is expected.
- Cell phones and pagers: Turn your cell phone/pager to vibrate when you are in the classroom; ringing cell phones disrupt the class dynamics. If you do receive a call, please step outside the classroom to take the call.
- **Do not bring food to the computer lab. Beverages may be kept at the table at the front of the room—not at the computer stations. You will be asked to leave the lab with food and beverages.**

Grading System/Evaluation:

Please review the criteria listed below that are used to determine your grade for this class. Attendance at the first class session is required. Students should not miss more than one class without prior approval of the instructor. Weekly online assignments will be included in the grading process.

For a grade of “A” successfully complete:

CTAP/Applied projects for Levels I & II*

Multimedia Presentation/PowerPoint

Weekly Discussion Participation

Website Reviews–within weekly online discussions

Article Review–within weekly online discussions

Personal Technology Plan

Technology Research Paper, Webquest, or Treasure Hunt**

Active participation and attendance

*The portfolios must be signed off, meeting the requirements of the Level I and II proficiencies that are listed on the Region 8 CTAP Check Off List before a grade of "A" can be given.

**Additional requirement for the grade of “A”

For a grade of “B” successfully complete:

CTAP/Applied projects for Levels I & II*

Multimedia Presentation/PowerPoint

Weekly Online Participation

Website Reviews–within weekly online discussions

Article Review–within weekly online discussions

Personal Technology Plan

Active participation and attendance

*The portfolios must be signed off, meeting the requirements of the Level I and II proficiencies that are listed on the Region 8 CTAP Check Off List before a grade of "A" or “B” can be given.

Certain rubrics and requirements are included with thanks to Kris Hines, Carol Lombardo, Cory Osvog, and Scott Smith.

Course Requirements

1. CTAP Proficiencies/Applied Projects - This is a collection of technology projects aligning themselves with the technology portfolio needed to obtain CTAP Technology Certifications, Proficiency Level I (personal technology use) and Proficiency Level II (instructional technology use.) The completed project is an electronic or hard-copy portfolio of all the projects required to meet each proficiency. Before each group of projects, for all proficiencies, you will include a brief narrative (one-half page or more per bullet point) of how you met the requirements, with your narrative referring to the artifacts in your portfolio. The last section of your portfolio will include space to hold additional class work such as article reviews, Website reviews, personal technology plan, and research paper.

2. Online Activities - Identify, review, and critique Internet websites; demonstrate the ability to use several search engines to locate online information. Please find and evaluate websites not referenced by the instructor during class activities. The summaries may be typed in one word processed document and

attached to the reviews. (Add to evidence section of CTAP Proficiency 2.3). Rubric in syllabus.

3. Review One Technology Educational Article - Read and critique one article that deal with technology in the classroom. Articles may be found online or in published professional journals. Your articles should deal with an aspect of technology as it relates to school, teacher, or student use. Software or website review articles will not be accepted. (Hint: If you are planning to do a research paper to receive an A for the course, plan your topic in advance and use this article as research for your Research Paper. Then to complete your paper all you will need are a few additional sources. See instructor for assistance if needed. Add to applicable evidence section of the portfolio (possibly proficiency 2.2). Rubric in syllabus.

4. Produce and Present a PowerPoint Presentation -
Using PowerPoint, produce and present to the class a presentation for use in the classroom. (Possible evidence for CTAP Proficiencies 2.1, 2.6) Rubric in syllabus.

5. Develop a Personal Technology Plan - This plan (3-5 pages) will address your technology learning curve as you entered this class, where you are as you leave this class, and where you see yourself in a year from now. This should be a realistic plan that is workable and achievable. This will also serve as your Final Exam. Place this in a separate section at the end of your portfolio. Rubric in syllabus.

6. Technology Research Paper - Produce a 3 -5 page paper addressing the issues surrounding the use of technology in the classroom. You should have three to five sources with APA style citations and a bibliography listing your sources. Place this at the end of your portfolio or in the appropriate evidence section. Rubric in syllabus.

7. WebQuest or Treasure Hunt - Create and use a Webquest or Treasure Hunt with your students.

Text and Materials

Selected readings will be available online. Each student should have at least 2 high density 3.5 inch, formatted computer disks or a pen drive or another portable storage device, and paper for the printers at each face to face class session. You will also need a two-inch view binder, section dividers, and 50 - 100 slip sheet protectors to showcase your technology portfolio. You will need to download and print 2 copies of the application and one copy of the sign-off sheet for the Level II Proficiencies from the CTAP site: <http://www.ctap.org/ctc/download.htm>

Be sure to fill out the top portion of the application and put your name on the top of each checklist page.

Online resources for proficiencies and research are available at:

<http://www.onlineeducator.info/CTAP/CTAPindex.htm>

<http://www.ctap.org/ctc/onlinetraining.htm>

<http://www.ctap.org/leveltwo/>

Website Review Rubric for EDCI 560

Student Name _____ Date _____

Passed (8-10) _____ Redo (7 or less) _____

CATEGORY	2.5 points	2 points	0 point
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes 3 or more supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.
Contains a completed Web Evaluation Sheet *	Information is very organized and correctly evaluated.	Information is organized with an evaluation.	Information is not completely evaluated.
Narrative Evaluation (containing how the site is relevant to curriculum taught and application in the classroom)	Contains a complete narrative on relevancy to subject or content taught and how it can be applied in the classroom. (at least one paragraph)	Contains a narrative on relevancy to subject or content taught and how it can be applied in the classroom. (at least one paragraph)	Contains an incomplete narrative on the site that does not address one of these two areas. (at least one paragraph)

*Use the following "Web Evaluation Sheet" for each review.

Web Evaluation Sheet

developed by Tammy Payton

<http://www.siec.k12.in.us/~west/edu/rubric3.htm>

Name of Site _____ Date _____

URL: _____ Time _____ a.m./p.m.

1=poor; 5= Exceptional

Design

Navigability is good. Links are clearly labeled.						
	Can move from page to page easily.	1	2	3	4	5
This site offers interactivity.	The visitor engages with the site.	1	2	3	4	5
This site uses appropriate page format.						
	Pages are not inordinately long.	1	2	3	4	5
	Can easily find information.	1	2	3	4	5
This site is aesthetically appealing.	Good use of graphics and color.	1	2	3	4	5
This site is aesthetically courteous.	Text and background colors do not clash.	1	2	3	4	5

Content

Has a proper title.	1	2	3	4	5
Additional resource links are included.	1	2	3	4	5
Information is useful.	1	2	3	4	5
Rich content and will likely be revisited.	1	2	3	4	5
How this website compares in content to similar websites.	1	2	3	4	5

Technical Elements

All links work.	1	2	3	4	5
Thumbnail graphics used. Graphics download quickly.	1	2	3	4	5
Alternative text page is offered when heavy graphics or frames are used.	1	2	3	4	5
Image links and image maps have a text alternative.	1	2	3	4	5
Can see meaningful information within 30 seconds.	1	2	3	4	5

Credibility

Contact person is stated with their e-mail address.	1	2	3	4	5
Announces when this page was last updated. Links have been kept current.	1	2	3	4	5
Resource links used to develop content are included.	1	2	3	4	5
States the name of the host school or institution.	1	2	3	4	5

Total Points _____/100

Summary:

Article Review Rubric for EDCI 560

Student Name _____ Date _____

Passed (40-50 points) _____ Redo (39 or less points) _____

CATEGORY	10 points	8 points	6 points	0 points
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	A few grammatical spelling, or punctuation errors. Did not affect the reading.	Many grammatical, spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes 3 or more supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information (containing all three parts: summary, rebuttal, and how to apply to the classroom)	Contains a complete summary of the article, paragraph of agreement or disagreement and how it can be applied in the classroom.	Contains a summary, support or disagreement and how it can be applied in the classroom.	Contains two of the three areas needed to properly review the article yet they are complete.	One or more topics were not addressed.
Sources (APA format)	All sources (information and graphics) are accurately documented in the APA format.	All sources (information and graphics) are accurately documented, but a few are not in the APA format.	All sources (information and graphics) are accurately documented, but many are not in the APA format.	Some sources are not accurately documented.

Personal Technology Plan for EDCI 560

Student Name _____ Date _____

Passed (80 -100 points) _____ Redo (79 or less points) _____

CATEGORY	25 points	21 points	17 points	0 points
Mechanics	No grammar, punctuation, and/or spelling errors.	Almost no grammar, punctuation, and/or spelling errors.	A few grammar, punctuation, and/or spelling errors.	Many grammar, punctuation, and/or spelling errors.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Information for all three components: Where you were, Where you are, Where you want to be in a year.	Information clearly relates to the three parts assigned. It includes at least 3 specific details and/or examples for each component.	Information clearly relates to the three parts. It provides 1-2 specific details and/or examples for each component.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
One year Plan	Plan shows personal reflection and is realistic and achievable.	Plan shows some personal reflection and is realistic and achievable.	Plan shows little personal reflection and is not very realistic or achievable.	Plan shows no personal reflection and is un-achievable.
Points Received				

Research Report: EDCI 560

Student Name _____ Date _____

Passed(80-100) _____ Redo(79-less) _____

CATEGORY	20 points	16 points	12 points	0 points
Sources	Information is from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the research.	Information is from a variety of relevant sources-- print and electronic.	Information is from a limited range of sources and displayed minimal effort in selecting quality resources.	Information lacks relevance, quality, depth and balance.
Synthesis and Organization of Information	Information is logically and creatively organized with strong, smooth transitions.	Information is organized with good connection among ideas.	Information is organized, more effort could have been put into connections and transitions.	Information is not logically organized or effectively structured.
Analysis and Evaluation of Information	Information clearly relates to the main topic. It includes careful analysis and evaluation of the topic.	Information clearly relates to the main topic. Analysis and evaluation attempts to stay on topic.	Information relates to the main topic. Analysis and evaluation could be supported by additional details.	Information has little or nothing to do with the main topic. Analysis and evaluation not present.
Mechanics	Sentences and structure is complete. No errors. Well written at college level.	Generally well written with a few errors. Organization could be more clear.	Some sentence, grammar, and spelling concerns. Organization needs improvement.	Many grammatical, spelling, or punctuation errors. Not college level writing.
APA Format	All sources (information and graphics) are accurately documented in the APA format.	All sources (information and graphics) are accurately documented, but a few are not in the APA format.	All sources (information and graphics) are accurately documented, but many are not in the APA format.	Some sources are not accurately documented.

POWERPOINT RUBRIC EDCI 560

Activity	Does Not Meet Standards–Redo	Meets Standards–8 points	Exemplary–10 points	Points
Planning	No evidence of preplanning for presentation.	Preplanning was adequate to enable the PT to prepare the presentation. Additional planning would enable the PT to more efficiently create their presentation.	Preplanning enabled the PT to construct their presentation easily and quickly. Preplanning shows evidence of logical sequence for material, attention to background, fonts, colors, and transitions. URLs and graphics are listed for insertion.	
Content	Content was weak, or incorrect. No evidence of research.	The content is written in a logical sequence. Information is accurate and effective.	The content is well organized and appropriate to the audience. Material is correctly documented when appropriate.	
Text Layout	Difficult to read due to use of paragraphs, dark fonts, and non-contrasting backgrounds.	Fonts are easy to read and point size varies to enhance readability of the text. Some lengthy information is included on slides. Graphics enhance the presentation and are to the side of the slide. Bulleted lists are used effectively.	Font size and color changes for text emphasis and titles. Use of italics, bold and underline enhance the readability of the text. Text is appropriate length for audience.	
Graphics, Sound, Transitions	No graphics, sound, or transitions are used in the presentation.	Graphics, sounds, and transitions are used in the presentation. They are generally used appropriately and enhance the presentation.	Graphics, sound, and transitions are used appropriately and enhance the presentation. Design elements combine with content to create a high impact presentation.	
Save and Print	PT cannot save or print the presentation without help.	PT can save the presentation. PT can print the presentation. PT has difficulty printing in multiple formats.	PT can print the presentation in multiple formats such as 3, 6, or 9 to a page. PT can save presentation as an HTML document.	
Presentation Reflection	PT did not give the presentation.	PT gave the presentation. Reflection shows evidence of student learning.	Student learning or PT's presentation was enhanced through the use of the slides and handouts.	

Sources for rubric <http://www.ncsu.edu/midlink/rub.mm.st.htm> <http://www.uni.edu/profdev/rubrics/pptrubric.html>

Student's Name _____

PowerPoint Presentation has been scored as:

Exemplary (60 points) Meets Standards (48-59)

Does Not Meet Standards Resubmit

Tentative Course Schedule

Date	CTAP Proficiency	Additional Topics and Assignments
June 22 nd Face-to-Face	Collaborating Using Technology 2.2, 2.3, 2.4 PowerPoint in the Classroom 2.1, 2.10	Course Introduction/Overview, Checklist Review, Rubrics, Requirements http://www.onlineeducator.info/ PowerPoint, Electronic Presentations, Electronic Portfolios http://www.actden.com/pp/
June 29 th Online		Let's Explore the Web Activities and Discussion http://www.teach-nology.com/ http://www.marcopolo-education.com/
July 6 th Online	Assessment and Evaluation 2.9, 2.10	www.portical.org
July 13 th Face-to-Face	Collaboration Continued 2.1, 2.2, 2.3, 2.4	Website creation, group work, and research www.scholastic.com Weblogs (Blogs) http://www.blogger.com/start http://www.trashotron.com/agonny/index.htm http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47 Proficiencies 2.1 through 2.4 for review
July 20 th Online	Lesson Planning 2.5, 2.6, 2.7	Webquests http://webquest.sdsu.edu/webquest.html
July 27 th Face-to-Face	Acceptable Use Policies 2.8	Article Review Due —attach copy of rubric Workstations activity—good for proficiency 2.3 Proficiencies 2.5 through 2.7 for review
August 3 rd Online	Assessment and Evaluation 2.9, 2.10	
August 10 th Face-to-Face	Lab time, PowerPoint Presentations	Personal Technology Plan Due —attach rubric Research Paper, WebQuest or Treasure Hunt Due —attach rubric Complete Portfolio Due

August 10, 2005 is the last date to turn in portfolios and assignments for sign-off.

CTAP 2 Portfolio Correlation

Proficiency and Activity	Related Activities	Related Proficiencies or additional evidence items
2.1 PowerPoint Presentation	Lesson Plan and Assessment of Student Learning	2.1, 2.6, 2.10 if students create their own PowerPoint Presentation or Slide
2.1 Website/Webpage or Video Project	Collaboration and Communication Assessment	2.1, 2.2 (if used in current classroom), 2.10
2.1 Hot List or WebQuest	Lesson Plan	2.3, 2.10
2.2 Collaboration	web site/page e-mail and threaded discussion	2.1, 2.2, 2.3
2.3 Collaboration on Projects and lesson plan	Collaboration Cross-age Lesson Plan/Activity: e-pals Hot List or Webquest	2.2 2.5, 2.6, or 2.7 2.1
2.4 Collaboration Interview/Meeting required	Site or District Technology	Article review and Internet site reviews
2.5 Lesson Plan on Teaching Information Literacy	teach evaluation of authenticity of information, collaboration, assessment	2.3, 2.10
2.6 Lesson Plan on Any technology enriched lesson based on standards	content standards or instructional objectives, analysis of results, assessment	2.6, 2.9, 2.10
2.7 Lesson Plan on Student use of Information Literacy	apply information literacy, analysis of results, assessment	2.9, 2.10
2.8 Student AUP	write classroom AUP	District AUP, District-Student AUP
2.9 Manipulate and Analyze Data	graphs of comparative grades and test scores for districts	2.6, 2.7
2.10 Assessment of Student Learning	Rubrics, checklists, lesson plans, activity results, student generated webpage, class website	2.1, 2.5, 2.6, 2.7 (if assessment is different for each lesson)
2.11 Use of Primary Source and Internet based student activities	Lesson plans and student evidence	2.5, 2.6, 2.7

Place this cover sheet at the front of your portfolio:

Portfolio Requirements:

- Each portfolio must include the proper application documents.
 - o Certification application form
 - o Current resume
 - o Cover letter explaining the context of your professional position and work environment
 - o Narrative describing each artifact contained in the portfolio
 - o Proficiency checklist and associated artifacts
- There are two methods for describing the artifacts in your portfolio. With either method, *the narrative description should clearly describe how the artifact has met the requirements of the proficiency standard.* These two methods are:
 1. Narratives at the beginning of each proficiency section describing the artifacts in that proficiency; or
 2. Individual narratives placed on or with the artifacts themselves describing the artifacts.

Complete and Sign this checklist before turning in your portfolio:

- 2 copies of the Region 8 CTAP Certification Application
- I have filled in the top portion of each application.
- 1 copy of the CTAP level 2 checklist
- I have written my name at the top of each checklist page.
- I certify that this is my own work. Any copied materials or information have been properly cited.

Printed Name

Signature and Date