



Widener University

School of Education, Innovation, and Continuing Studies

Conceptual Framework: The School for Education's goal is to develop our professional expertise as educators and leaders in the classroom, the field, and the communities we serve. We realize our goal through adherence to the values of **academic excellence, collaboration, diversity** and **life-long learning**, and by our commitments to *technology* and *best practices*

TED 1121 Introduction to Teaching & Educational Technology Sussex Tech High School Fall 2015, Spring 2016 Semesters

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Required Resources:

1. Textbook
Parkay, F.W., & Stanford, B. H. (2010). *Becoming a teacher*. (8th ed.). Boston: Allyn & Bacon. (Provided by Sussex Tech)
2. Electronic Portfolio

Course Description:

This course is designed for students who are interested in the uses of educational technology and the field of teaching and learning. Students will learn the technical skills and theoretical knowledge necessary to use emerging technologies (computers, internet, multimedia applications) in their coursework and when teaching. This course will complement and comply with the International Society for Technology in Education foundation standards for teacher preparation programs. Learning experiences will also focus on the art and science of teaching and the practical applications and responsibilities of the teaching profession today.

Technology plays a major role in this course. While I will assist you, it is YOUR responsibility to familiarize yourself with the required programs. Moreover, while some class time will be allotted for technology assignments, outside of class work time is expected. Please plan on attending a computer lab tech coaching if needed.

All Widener University course policies, including grading policy, will be followed.

Learning Objectives/Outcomes:

Students will be able to:

1. Discuss the influence of technology integration on learning.
2. Incorporate the use of multimedia to support active learning in the classroom.
3. Increase critical thinking skills through the development of graphic organizers and concept maps.
4. Demonstrate the ability to evaluate and select software and application programs that will assist in the differentiation of instruction.
5. Create Web-based learning activities that enhance curriculum development.
6. Create a variety of assessments using several different technologies.
7. Develop a knowledge of learning theory and pedagogy that supports differentiation of instruction.
8. Develop instructional strategies that can be applied to the construction of lesson and activity plans, that can be used to set instructional goals and objectives which incorporate content, pedagogy and developmental considerations.
9. Identify the characteristics of an effective teacher and the elements of different teaching styles.
10. Become a more reflective learner, with particular regard to personal skills and attitudes as they compare and contrast with the vocation of a classroom teacher today.
11. Develop a philosophy of teaching and learning that is dynamic, data driven and research based
12. Investigate the diversity of students and student needs (educational, social, cultural, behavioral) and the responsibility of a classroom teacher to these needs.
13. Comprehend the practical aspects of education, including governance, politics, funding, law, and societal impacts.
14. Experience and reflect on a variety of settings and roles within which a teacher operates.

The end of course electronic portfolio will align with the following INSTAC Teaching Standards:

1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Knowledge of Human Development and Learning: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. Classroom Motivation and Management: The teacher uses 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.
6. Application of Content/Communication Skills: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
7. Instructional Planning Skills: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. Partnerships: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Assessment Tasks & Grading

1st marking period (40% of Final Grade) Possible 525 points

1. Paper (Qualities of a Good Teacher)	100 pts
2. Quizzes/Tests on Readings & Class work	100 pts
3. Webpage	100 pts
4. WebQuest	100 pts
5. Reflective class work/homework assignments	125 pts (25 pts each x 5)

2nd marking period (40% of Final Grade) 575 possible points

1. Paper (Web 2.0 Tools)	100 pts
2. Quizzes/Tests on Readings & Class Work	100 pts
3. Philosophy of Education Paper	100 pts
4. Graphic Organizers	75 pts (25 pts each x 3)
5. Web 2.0 Activity/Lesson Plan	25 pts
6. Education Philosophy Survey	25 pts
7. Digital Story	100 pts

8. Classroom Observation Reflection	50 pts
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Final Exam/Assessment: Completed Portfolio (20% of Final Grade)

Each marking period grade will be calculated by dividing your total earned points by 525. For example, if you earned 500 pts, $500/525 = 95\%$

The final course grade is calculated using this equation— 1^{st} mp grade $\times 2 + 2^{\text{nd}}$ mp $\times 2 + \text{exam grade} \times 1 = \text{Final Course Grade}$

Students will earn 3 credits through Widener University with the passing completion of this course as well as $\frac{1}{2}$ credit toward their Sussex Tech High School diploma.

Writing Assignments

All assignments are to follow the fifth edition of the *APA Publication Manual*.

This manual is available in the library or bookstore. Each student is responsible to provide complete and accurate reference citations. **In accord with the university's policies on academic honesty, failure to give proper academic credit may result in a penalty for plagiarism.**

All assignments must be word-processed.

- Rubrics for the content grade of each assignment will be distributed as each assignment is given.
- All major assignments are due by midnight (EST) of the date due according to the syllabus.
- Daily class work and home work assignments are due in class on the due date.
- **All major assignments must be submitted using the assignments submission area of Blackboard.** Resubmissions must include the original submission and the new submission.
- Failure to submit a learning assignment on the date due will result in a reduction of 10% for the assignment for each day it is late.
- All major written assignments may be resubmitted. No changes in writing grades will occur. In order to be considered for resubmission, the learning task must have been submitted on time for the original submission and the student may not have been absent (unexcused) on the date due. **All resubmissions are due by the class period one week from the date returned.**

Papers

Topics for papers will be discussed in class. Papers are at least three pages double-spaced, 12pt type, following **APA style** as indicated in the rubric for written assignments. All papers must follow the rubric for written assignments. Papers are due on the date given by midnight.

Quizzes/Tests

Quizzes will be based upon the assigned reading and class discussions. They will typically involve synthesis of material and your evaluation of the material. **For those with an excused absence, it is the responsibility of the student to schedule a time to take the quiz ASAP and within two weeks as per Sussex Tech school policy.**

Classroom Observation

The ED 1121 class includes a 4.5 (3 class periods) field experience component. This requirement will be built into the course meeting times here at Sussex Tech. If you are absent during a scheduled visit, it is your responsibility to make up the visit during tech coaching session after school.

During each observation period, a journal entry is to be made, following the form provided in class. A summary of these observations will be collected at the end of the course.

Lesson Plans/Learning Activities

You will create various learning activities and plans using Web 2.0 tools and other technology.

Webpage & WebQuest:

You will create a functioning website on Weebly. It will be evaluated with a rubric and peer evaluations. The site must contain the following pages: index page, academic links page, and webquest page created on Zunal. Specific instructions and rubrics for each assignment will be provided.

Digital Story

You will create a digital story that is content driven. Use scanned picture, text, music and voice over. It is optional to use clips of video. Each digital story must be at least 2 minutes long, including appropriate music and sound effects, captions and/or voice overlays, conclusion, and credits. Specific instructions and a rubric will be provided.

Philosophy of Education

Developing a philosophy of education is an important starting point for teacher candidates. While this will be a dynamic task, changing with coursework and experience, an initial statement of philosophy gives a student a basis for his or her learning agenda. The Philosophy of Education Paper will be a one-page statement of a student's philosophy based upon current research, data and theory.

Portfolio Due at scheduled final exam time (Exam Grade)

At the end of the semester, each student will submit a portfolio that includes supporting documentation from the semester. This will be arranged according to the INTASC Standards and will provide evidence of your learning. Class notes, observation logs, photos, technology products and other items will be included in this portfolio.

The instructor reserves the right to make changes to this syllabus and to the assignments during the semester. She will make every attempt to give fair and ample warning of all changes.

