

Syllabus
Integrating Technology into the Classroom Curriculum
EDTECH 541 - Fall 2009
Section 4172 – Online

Instructor Information:

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Office: Virtual
Virtual Office Hours: 8 AM to 8 PM EST
Monday through Thursday. Friday, 8 AM to 5
PM EST. I'm also usually available by
appointment.

If you have a quick question, feel free to
message me on Google when I'm online
anytime before 5 PM Monday through Friday.

Course Description:

Learners in this course will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. Participants will also identify relative advantages for choosing technology integration strategies and resources for teachers to draw upon in developing their own technology integration activities.

Course Goals:

Students will learn and demonstrate knowledge of computer hardware and operating systems in networked computing environments found in K-12 educational settings. Within these computing environments, students will develop classroom strategies and lessons for use in K-12 educational settings using a variety of technology tools including:

1. Internet (research, telecommunications)
2. Tool Software (Word, Spreadsheet, Database, Presentation/Hypermedia)
3. Instructional Software
4. Productivity software (Inspiration, Kidspiration, graphing software, lesson planning tool, etc.)

Students will create an electronic portfolio and presentation that demonstrates an understanding of the integration of technology into the teaching/learning process.

Course Objectives ([AECT Standards Addressed](#)):

At the end of the course, students will be able to:

1. Demonstrate knowledge of hardware function, installation, selection and maintenance by developing a networking/hardware lesson or conducting a field trip.
2. Examine historical foundations, learning theories, and current trends in the field of educational technology to assist in developing a broad understanding of the contexts

for effective technology integration.

3. Locate and evaluate current research on teaching and learning with technology and generate a personal rationale for using technology in education based on findings from research and practice.
4. Define and identify instructional software types and uses.
5. Identify and develop effective classroom activities using telecommunications tools and the Internet and will demonstrate this knowledge through reflective activities and the development of one or more web-based activities.
6. Develop effective classroom activities using advanced features of database management systems and/or advanced spreadsheet software tools and demonstrate knowledge of this through the development of a database or spreadsheet supported lesson.



7. Identify and classify adaptive assistive hardware and software for students and teachers and demonstrate this knowledge through reflective discussion activities.

8. Identify and describe teaching and learning tasks as well as productivity uses for Internet-based tools.

9. Identify and describe teaching and learning tasks with productivity software tools.

10. Identify current issues in all content areas that will impact the selection and use of technology, describe key strategies for integrating technology into those content areas, and identify example software and Web resources required to carry out each integration strategy.



Source: AECT Accreditation Standards for Programs in Educational Communications and Instructional Technology (ECIT) <http://www.aect-members.org/standards/>

Source: ISTE, NCATE Program Standards, http://cnets.iste.org/ncate/n_lead-stands.html

Required Textbooks:

Integrating Educational Technology into Teaching (4th Edition)

by, M.D. Roblyer

Pearson, 2006

ISBN: 0-13-119572-7

Textbook Website: http://wps.prenhall.com/chet_roblyer_integrate_4

Techtactics: Technology for Teachers (2nd Edition)

Carolyn Thorsen

ISBN: 0-205-45722-3

Allyn & Bacon

<http://edtech.boisestate.edu/techtactics/index.htm>

Optional Textbooks:

Reference books if necessary. There are a variety of resources on the web as well. Some examples are listed below:



Microsoft Office Excel 2007 - Visual QuickStart Guide
 Maria Langer
 ISBN: 0-321-46152-5 © 2007
 Peachpit Press

Microsoft Office Access 2003 - Visual QuickStart Guide
 Steve Schwartz
 ISBN: 0-321-19393-8 © 2003
 Peachpit Press

For Mac Users



FileMaker Pro 7 for Windows or Mac - Visual QuickStart Guide
 Nolan Hester
 ISBN: 0-321-19960-X
 Peachpit Press

FileMaker Pro 8 for Windows and Macintosh: Visual QuickStart Guide
 Nolan Hester
 ISBN: 032139674X
 PeachPit Press



The latest version of FileMaker Pro for mac is 8.5
 There appears to be only one book on the market for this version:

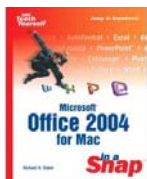
Learn FileMaker Pro 8.5

Jonathan Stars

Located at:

http://www.amazon.com/gp/product/159822025X/sr=1-5/qid=1156383678/ref=sr_1_5/104-9540689-2859958?ie=UTF8&s=books

There's also this for Excel 2004:



Microsoft Office 2004 for Mac in a Snap
 Richard Baker

Located at: http://www.amazon.com/gp/product/0672326698/sr=1-4/qid=1156383794/ref=sr_1_4/104-9540689-2859958ie=UTF8&s=books

Texts may be ordered through one of the following:

- BSU Bookstore: <http://www.boisestatebooks.com>
- Academic SuperStore: <http://www.academicssuperstore.com>
- Barnes & Noble: <http://www.barnesandnoble.com/>
- Amazon: www.amazon.com

Note: When ordering your textbooks, please be sure to calculate shipping time. Be sure

to allow plenty of time to get your books.

Equipment:

This is an online course requiring a computer with speakers and an Internet connection. Minimum hardware requirements for the EDTECH online courses may be located at:

<http://edtech.boisestate.edu/EquipmentNeeded.htm>

Software for This Course: (Many of these are free.)

- **Internet Explorer or Firefox** : The latest version of either will yield the best results in this course. **Be aware, if you are running the Vista operating system, Blackboard will operate most successfully in Firefox.**
- **Word Processor:** Microsoft Word is the best choice. If you use another word processor please make sure it can be used to save documents in rich text format. **If you are using Office 2007, please remember to save all documents as Word 98-2003 format.**
- **Microsoft Access Database Software (optional):** This is part of the Office suite. (Mac users may use FileMaker Pro)
- **Microsoft Excel Spreadsheet Software (optional):** This is also part of the Office suite.
- **PowerPoint Viewer:** Get this free viewer only if you do not own a copy of PowerPoint. The viewer may be obtained at:
<http://www.microsoft.com/downloads/details.aspx?FamilyID=428d5727-43ab-4f24-90b7-a94784af71a4&displaylang=en>
- **Flash Player:** This is a free player that may be obtained at:
http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash
You will need the Flash Player to view the video tutorials created for this course.
- **Adobe Reader:** Many of the downloadable files used in the course require this free reader to open and view them. It may be obtained at:
<http://www.adobe.com/products/acrobat/readstep2.html>

Optional

- **WinZip or Power Archiver:** These programs are used to compress single or multiple files together. They may also be used to open and extract compressed (zip) files. Chances are you already have one of these installed on your computer. If not there is an evaluation version available at: <http://www.winzip.com> or <http://www.powerarchiver.com/>
- **QuickTime Player:** This is a free media player. The software may be downloaded at: <http://www.apple.com/quicktime/download>
- **Windows Media Player (optional):** This free player is available at:
<http://www.microsoft.com/windows/windowsmedia/download/default.asp>

Please note that the BSU bookstore offers great academic discounts on software purchased by students. Please check there before purchasing Microsoft software (you can purchase online). You can save hundreds of dollars. Check out the price comparison chart at:
<http://www.boisestatebooks.com/outerweb/compare.asp?mscssid=480GBE4XF1MM8KG98V VHS24MMP9S9714>

Course Policies:

Time Management: An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you to have the chance to work out problems or get help if needed.

Participation: You are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis. You should check your email and [Blackboard](#) at least a couple of times per week for assignment changes and other notices.

Assignments: **I DO NOT ACCEPT LATE ASSIGNMENTS. PLEASE BE AWARE OF THIS POLICY AND SUBMIT YOUR WORK ON TIME. This policy will be strictly enforced.**

Reliable computer/Internet access: You will need to have a reliable computer, with Internet access and a knowledge of how to navigate the Web. We will be using different methods of file transfer and many resources will be available online. Therefore, high-speed Internet access is desirable, although not necessary.

Backing up your files: You will be offered several ways to save your work online. However . . . and this is important, **you should always save your work on another storage device on your own computer. I cannot stress this enough . . .**

Closing Comments and Cautions

Keep in mind that I follow the university guidelines regarding an incomplete grade which reserve this for unforeseen circumstances or emergencies, not merely a failure to complete the work on time. I am confident that those who heed this warning will be able to complete the course with sufficient time to produce a high quality product while gaining personal and professional satisfaction.

If the cost of this course is being reimbursed by your district or school, please review the policies regarding the minimum grade required for a complete reimbursement. It is not the responsibility of the instructor to assure a grade that meets those requirements.

Also, all students of the University should abide by Boise State University's Student Code of Conduct on academic dishonesty. You can find the University's Policy at <http://www2.boisestate.edu/studentconduct>. This web address also outlines disciplinary measures for those who violate this code. This can be found under the Conduct Sanctions section. Please spend some time reviewing this site so that you are aware of your academic responsibilities.

All work that you submit must show your own ideas and current understanding. Assignments completed for our courses must be original documents developed by yourself (finding applicable lessons on the Internet or from some other resource and claiming them as your own is not acceptable). You are welcome to get ideas from other sources, however

you must revise the activity significantly and cite your source. Also, an assignment you have designed for one course in our program cannot be used in its exact form for another course that you are currently taking. I occasionally use Blackboard "Safe Assignment" and other plagiarism detection utilities to test random assignments. Contact me if you have any questions regarding this issue.

To support this policy, I may choose at any time to submit select assignments to Blackboards "Safe Assignment" area as well as other plagiarism detection utilities.

Mission and Vision Statement

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The Department of Educational Technology contributes to this vision by emphasizing the following:

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector.

Grading

Grades are based on assignments, projects, and participation in online discussions. Point values are specified when the assignments are posted. You can check your grades in Blackboard to track your progress. Grades are updated regularly throughout the semester.

Grade Scale—Based on percentage of total points attained:

A+:97% - 100%

A:93% - 96%

A-:90% - 92%

B+:87% - 89%

B:83% - 86%

B-:80% - 82%
C+:77% - 79%
C:73% - 76%
C-:70% - 72%
D+:67% - 69%
D:63% - 66%
D-:60% - 62%
F:Less than 60%

If you ever have questions about your grades, please don't hesitate to contact me. I'll admit this now - I'm not perfect and occasionally make mistakes!

How to Get Help:

If you have questions or need help please contact your instructor by phone, email, or by posting a note on the class discussion board. I will do my best to respond within 24 hours on weekdays. Weekend messages will be answered on Mondays by the end of the day.

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be emailed and posted as an announcement.