

William Jessup University
Course Outline

TEDU 480/510	Applied Technology for Teachers
Department	Teacher Preparation
Level	Senior 400
Semester	Fall
Prerequisites	Teaching as a Profession Multicultural Education Curriculum and Methods in History and Social Science Curriculum and Methods in Math and Science Curriculum and Methods in Literature and Language Senior Seminar

Course Description

This course is a comprehensive overview of the use of computer-based technology in the educational environment and integration of computer-based applications into instruction in the classroom. Emphasis is on making significant changes in teaching and learning through technology by connecting instructional strategies with relevant technologies. Topics for study include interactive technologies, computer applications, educational utilities, computer ethics, computer access and equity, critical thinking/problem solving, computer-assisted instruction, and the impact of these technologies on our schools and nation.

The focus of the class hour will contribute to the completion of the Teaching Performance Assessment #4, Academic Lesson Design, Implementation, and Reflection after Instruction. This assessment contributes to Teaching Performance Expectations (TPEs), Making Subject Matter Comprehensible to Students (TPE 1), Assessing Student Learning (TPE 2, 3), Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7), Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9), Creating and Maintaining Effective Environments for Student Learning (TPE 10,11), and Developing as a Professional Educator (TPE 12, 13). William Jessup University Catalog 2006/07

Course Objectives: At the end of this course, the student will be able to:

1. Demonstrate competency in the operation of computer systems and peripheral hardware and software.
2. Develop an awareness of the impact of computers on the individual, society and education.
3. Demonstrate knowledge of the legal, ethical, and acceptable use of technology including understanding of copyright, privacy, and safety issues.
4. Demonstrate competence in the use of on-line research resources and develop awareness of issues concerning authenticity, reliability, and bias of the data gathered.
5. Select criteria to evaluate technologies for relevance and effectiveness in teaching and learning in the culturally diverse classroom (multimedia, internet resources, telecommunications, computer assisted instruction, productivity and presentation tools).
6. Demonstrate the integration of various computer learning tools in classroom instruction aligned with California content standards and curriculum frameworks
7. Design, adapt, and use lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
8. Demonstrate knowledge and skills in the use of technology for teacher productivity and management of records (e.g. word processing, database, spreadsheet, charts, tables, forms, grade-books, and performance assessments).
9. Communicate through printed media and desktop publishing (incorporating charts, graphic design, lay-out, newsletters, signs, student reports, drawing, scanning, painting).
10. Demonstrate ability to assess the authenticity, reliability, and bias of data gathered through media (print, news, internet, etc.)
11. Author interactive multimedia and hypertext presentations for use in classroom instruction using text, graphics, sound, or animation (web authoring, presentation programs, and hypertext authoring).

Course Content Standard

This course contributes to the character aspect of the *Credentials with Character* program with a focus on honesty.

Course California State Benchmarks

Teaching Performance Assessments (TPAs) based on California Teaching Performance Expectations (TPEs)

1. TPE 1 is one target of this course.
2. TPE 2 and 3, that addresses the assessment of student learning, will be part of the contribution to develop the student teacher.
3. TPE 4, 5, 6, and 7, Engaging and Supporting Students in Learning is an important objective of this course.
4. TPE 8 and 9 will be practiced as the student prepares a curriculum plan integrating technology and presents it to the class for discussion and reflection.
5. TPEs 10 and 11 state that the teacher must be able to plan instruction and design learning experiences for their students. The student cannot pass this course without being able to plan and design learning experiences.
6. TPE 13 states that the teacher is developing as a professional educator. This course provides the information and the motivation for this expectation.

Texts and References (* required text)

**** Please read chapter 1 in the Grabe text before the first day of class.**

*Grabe, Mark and Grabe, Cindy. Integrating Technology for Meaningful Learning. 4th Edition Houghton Mifflin, New York, 2004, ISBN 0-618-30580-7.

Lynch, Patrick J. and Horton, Sarah. Web Style Guide Basic Design Principles for Creating Web Sites. 2nd Edition. New Haven, Yale University Press, 2001, ISBN 0300088981.

Maran, R. Office XP Simplified, IDG Books Worldwide, Inc., New York, 2001, ISBN 0-7645-0850-4

Shelly, Gary B & Cashman, Thomas J. & Gunter, Randolph E., & Gunter, Glenda A., Integrating Technology in the Classroom, 3rd Edition, Course Technology, Boston, Massachusetts, 2004, ISBN 0-7895-5841-6

Essential Student Materials

- Required textbooks.
- A notebook for class notes.
- Access to a computer and printer for creating and producing teaching materials.
- Teaching Performance Assessment Portfolio — containing the products from TPA 1, 2, and 3.

Essential University Facilities

- Classroom in a computer lab setting
- LCD or Computer Projection Device
- Printer Capabilities in the Computer Lab