

Course Proposals

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Course Name: Instructional Technology for Teachers

Course Prefix: MSRT

Course Number: 6230

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 1/3/2013

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

change number MED 6230

Current Course Subject MED

Current Course Number 6110

Designed for students who have had prior introduction to technology. Topics include classroom applications of technology, software applications, and technology integration.

New/Revised Course Information:

Check all that apply:

Subject:

This is for courses already approved for gen ed.

*Use a **different form** for proposing a new gen ed designation.*

Course Number: 6230

DV CA HU LS PS SS

EN AI QL TA TB TC TD TE

Course Title: Classroom Management

Abbreviated Course Title: Classroom Management

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture 45 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program
 a required course in a minor program
 a required course in a 1- or 2- year program
 elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Course Syllabus

Instructional Technology

Instructor: Vicki S. Napper, Ph.D.

Day/Time: Monday, Wednesdays, 4:30-7:10 PM

Level Description: Elective course for Master of Curriculum and Instruction or Teacher Education degrees

Course Description: : The focus of this course is to provide class participants with an opportunity to explore instructional uses of technology, beyond basic knowledge of how to use applications, for instructional purposes in educational settings. It also provides an opportunity for course participants to create media enhanced support materials designed specifically for a course or lesson they are teaching. Each participant has the opportunity to create materials specific to their instructional needs.

Required Materials:

Texts:

[Using Technology with Classroom Instructions that Works \(2007\). ASCD/MCREL. ISBN 978-1-4166-0570-6/](#)

Storage media for saving files. RECOMMENDED a minimum of 1G thumb drive (USB flash drive). If you have a Dropbox or other cloud storage account, you may also use that to save your files. However you save your files, you need to be store anything you need to continue working in past class time. The labs in the computer are reimaged everytime

Course Objectives/Outcomes

All WSU masters of education courses are articulated with Weber's teacher education conceptual framework: Student Achievement: Students, Teachers, and Communities Working Together. This framework (represented by a stylized easel) acknowledges that courses are: (a) based on national and state standards where they exist and grounded in current best theory and practice, (b) structured to foster reflecting, engaging, and collaborating; and (c) geared toward increasing student achievement.

This course is designed to help educators who are fairly comfortable using computers to learn to create attractive and useful media enhanced instructional materials to support a unit/lessons in their classroom setting. This course also explores the use of a wide variety of the newly emerging electronic media being used in classrooms. This course supports technology literacy requirements for the Master of Education, Curriculum and Instruction program at Weber State University.

The learning outcomes for this course are:

- The ability to evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts appropriate to grade level and how to use them in multimedia presentations (INTASC principles 1, 6)
- The ability to understand how to use technology based teaching approaches that are sensitive to the multiple learning styles of learners and that address different types of learning and assessment of knowledge and performance (INTASC principles 3, 8)
- Knowledge of effective multimedia communication techniques. (INTASC principle 5)
- Understanding of how to use software suites (such as MS Office) to create instructional materials for both the MED assignments and classroom environments. (INTASC principle 5)
- Understanding of ethical issues related to technology use in public school settings. (INTASC principle 9)
- Ability to find relevant research for the participant's chosen field of study and discuss the implications for using that research in their area. (INTASC principle 9)

Prerequisite skills:

1) Knowledge:

No prerequisite academic courses. However, teaching experience in an instructional setting is helpful. If you are not a licensed teacher, you will need to talk to Dr. Napper about what you intend to teach for your final unit plan. If you need assistance with writing lesson plans or a unit, you will need to make arrangements to work with Dr. Napper on these skills or with a teacher you may know.

2) Skills:

Basic computer file management skills are required. Also familiarity with basic word processing techniques and how to search the Internet are helpful.

3) Other special requirements (software tools, etc.):

The course is taught in a computer lab with Macintosh computers, so students will be taught how to use the Maps. However, students are allowed to work on projects using their home computers having the required media production software (MS Office, browsers, Inspiration). All of the applications taught have both a Mac and Windows version of the software, so if you have the software at home on your Windows machine, you may use it to complete assignments.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Master's of Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Course Activities

The Canvas WSUonline site will be used to turn in assignments and also to allow you to check your points toward your final grade.

The focus of all activities and assignments for this class is to create a media-enhanced final project that includes a variety of instructional materials appropriate to your teaching needs.

1. If you are a K-12 educator, your media-enhanced lessons/materials should focus on the grade level you teach or a special need you have in your instructional setting. You may not do a home page for your school.
2. Course participants who are not K-12 educators, should discuss media-enhanced materials and receive approval from the instructor for this course.

A variety of assignments will be given over the course of the semester.

Draft of Unit Plan: In order to help you focus on a topic for these assignments, you will be asked to provide an idea about what you want to do for your course final project. A draft of a unit plan or other planning document (outline, etc.) will be due at the beginning of the 3rd class. This will be critical to your success in this class. If you don't have a topic you would like to teach using media enhanced materials, talk to the instructor as soon as possible.

Final Unit Plan: You will also be identifying a variety of instructional resources to support your final unit of lessons to teach a concept. Your final unit should have at least 3 lessons but you may have more if you wish.

Each lesson plan should have objectives, an overview of what will be taught, best practice strategies, and a list of instructional materials you will use. Those may include any resources discussed in class, PowerPoint presentations, Excel spreadsheets, concept maps, WebQuests or other activities identified as useful in the final presentation of your media-enhanced lessons.

You should also turn in any media resource documents you have created for your lessons with your final unit plan (i.e. PowerPoint, WebQuest, Notebook, Excel, Inspiration). If you are using resources from web sites (i.e. Library of Congress Primary Source document, National Library of Virtual Manipulatives) then put the URL to that web site in your lesson plan document

A final reflection on your final unit plan should be submitted with your lesson plan(s). The reflection should cover why you chose the media you did for your media-enhanced lessons and what you learned about instructional media during the semester. This is also submitted in the Canvas course.

Research Report: Each student will identify a research topic related to the use of technology for instructional purposes as reported in the NMC Horizon Report for K-12 Technology report. A formal review/report of 2-3 pages maximum will be completed on the chosen technology topic. APA formatting is expected for the paper.

Each student will also give a brief 10 minute presentation about their findings.

Reflections: An important part of integrating media into your lesson planning will be keeping a reflection journal about what is discussed in class as well as how you may apply it in your final unit or daily teaching activities. Reflections should be no less than 100 words. The reflections should be made in the Canvas course in the assignment for the reflection related to the Chapter.

Weekly in-class assignments: A variety of activities will be taught during class time. The assignments will be application of what is being read in the support text. The weekly assignments will be discussed in class.

Assignments are due either in class or by the beginning of the next class (as indicated in class when assignment given). If you are unable to turn in the assignment

when assigned, discuss this with Dr. Napper. Otherwise, no assignment that is more than 2 weeks late will receive any points. I have observed that the quality of late assignments tends to diminish as the amount of "lateness" increases.

Grading Standard:

All points are awarded based on quality of effort. Therefore, productive thought is more valuable than "mindless" time spent before a computer terminal. Also, your effort expended in stretching your horizons is considered when deciding between two grades. Points will not be awarded solely on a minimum of effort. A lack of instructional elements in the unit and lesson plan (e.g. objectives, best practices criteria, clearly defined activities, etc.) and a lack of media integration in your curriculum materials will result in a loss of points.

There is no paper and pencil test for this class because your grade is based on effort; however, the instructor reserves the right to throw a pop quiz if the members of class indicate they would like to have a test to increase their preparation to discuss the content being discussed in class.

If you submit an assignment that does not show effort or the task was not completed correctly, it will be returned to you for additional effort to achieve points for the assignment.

Attendance

Attendance is critical to build your skills. You need to sign in on the SmartBoard every week (**5 points per class awarded**). This is considered participation and part of your grade (15%). If you have a valid reason for not being on time to class, please let me know. Chronic lateness or leaving early without reason will also result in a loss of participation points.

Grades

In-class assignments are generally graded as completed during class time and points are given for each assignment. The research paper presentation and final unit lesson plans assignment are awarded the most points. Participations points are also considered in your final grade. Details for the final lesson plan will be discussed in class.

100-97=A	96.9-90=A-	89.9-86=B+	85.9-83=B	82.9-80=B-	>=79.9 retake
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Date	Day	Details	
Jan 23	Wed	Draft of Unit	due by 11:59pm
Jan 30	Wed	NMC HORIZON Research report	due by 8pm
Feb 3	Sun	Reflection Chp 1	due by 9pm
Feb 10	Sun	Reflection Chp 2	due by 9pm
Feb 17	Sun	Reflection Chp 3	due by 9pm
Feb 20	Wed	Concept map of unit content	due by 9pm
Feb 24	Sun	Reflection Chp 4	due by 9pm
Feb 27	Wed	Extra credit	due by 11:59pm
Mar 3	Sun	Reflection Chp 5	due by 9pm
Mar 6	Wed	Spring Break (https://weber.instructure.com/calendar?event_id=345684&include_contexts=course_219853#7b2273686f77223a2267726f75705f636f757273655f323139383533227d)	12an
Mar 10	Sun	Reflection Chp 6	due by 9pm
		Identify a learning strategy to teach	due by 4:30pm
Mar 13	Wed	Get REAL with the Internet	due by 8pm

		Searching for search engines	due by 8pm
Mar 17	Sun	Reflection Chp 7	due by 9pm
Mar 20	Wed	Hyperlink activity for students Hyperlinked resource guide	due by 8pm due by 8pm
Mar 24	Sun	Reflection Chp 9	due by 9pm
Mar 31	Sun	Reflection Chp 10	due by 9pm
Apr 17	Wed	Final reflection on unit plan Final Unit w/lessons Weekly attendance	due by 7:30pm due by 11:59pm due by 11:59pm
	Other	Chapter 10 activity Chapter 2 activity Chapter 3 activity Chapter 4 activity Chapter 5 activity Chapter 6 activity Chapter 7 activity Chapter 8 activity Chapter 9 activity NMC Horison report presentation Office (something with MS Office) SmartBoard/Notebook	