**IDE 201.M002, Fall 2019 Syllabus**

**Integrating Technology into Instruction I (one-credit)**

Instructional Design, Development and Evaluation

School of Education, Syracuse University

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**Class Meeting Time**

The class meets for two hours and fifteen minutes per week (6:45 p.m. – 9:00 p.m. on Mondays, including a meeting for presentations), for six consecutive weeks (see [Course Schedule](#Course_Schedule) for details) that will be devoted to five educational technology topics. The two hour and fifteen -minute class periods will allow for sufficient time to organize coherent class sessions that include lectures, demonstrations, student activities, and student hands-on learning activities with on-site guidance from the instructor.

**Location**

070A Huntington Hall, Syracuse University.

**Course Description**

This series of technology integration courses is structured as three one-credit courses (IDE 201, IDE 301, and IDE 401), which will provide students with the knowledge, skills, and experiences that PreK-12 teachers need in order to incorporate emerging informational and communication technologies into their teaching in the Digital/Information Age; to develop strategies for improving teaching and student learning using technology tools that are easy to learn and readily available in most school systems; to develop technology-infused lessons and other instructional resources to support student learning; and to create tools for creative and flexible evaluation of students’ academic progress.

This series of courses will help students build meaningful connections among their knowledge of subject matter, pedagogical knowledge, and technological knowledge. IDE 201 introduces basic technologies, such as PowerPoint, Excel, and the Internet, with an emphasis on connecting students’ technology and learning experiences with teaching tasks through hands-on technology activities. IDE 301 introduces emerging technologies, such as Web 2.0 technologies, with an emphasis on enhancing students’ understanding toward the concept of technology integration by using technology in real-world teaching. IDE 401 introduces more advanced technologies, such as video production, technology tools for English as a Second Language (ESL) and science education, and advanced assistive technologies, with an emphasis on comprehensive and skillful integration of technology in PreK-12 teaching.

IDE 201 is the first of the series. This course will help students develop an understanding of the concept of technology integration and help bring relevance to the how and why of technology integration into instruction.

**Course Objectives**

Upon successful completion of IDE 201, students will demonstrate competence in the following:

* Describing technology integration and the importance of integrating technology into classrooms;
* Demonstrating basic technology knowledge and skills;
* Using available technologies to create instructional materials;
* Identifying and evaluating resources intended to promote or support learning;
* Recognizing appropriate strategies and resources, including new and adaptive technologies, that can be used to assist students with diverse learning abilities, styles, and needs;
* Sharing reflections on how technology can be integrated into teaching to facilitate successful learning through participating in discussions, writing individual weekly reflections, and taking class surveys;
* Discussing the legal, ethical, and social issues related to technology integration.

**Intended Audience**

This course is designed for pre-service and in-service teachers, and students who are interested in technology uses in educational settings, especially in PreK-12 schools.

**Readings**

Reading materials may include journal articles, book chapters, essays, and Internet resources. There are no textbooks for this course. Please see the timeline and the reading list for detailed information. The readings may evolve through the course. Reading materials/sources will be available on the Blackboard (<http://blackboard.syr.edu>) course management system.

**Course Format**

This course will be carried out in a lecture/discussion/hands-on activities format. A typical class meeting will involve some reading and discussion about the reading (both in and out of class). Each class meeting will consist of the following:

(a) Tech Talk/Discussion (15 minutes);

(b) Lecture/demonstration/model lessons related to weekly course topic (60 minutes);

(c) Working on mini projects and course projects with on-site help from the instructor   
(60 minutes).

**Course Requirements**

All students need to fulfill the requirements listed below. Each requirement is described further in the following pages and on documents provided in class.

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| **Course Requirement** | **Point Value** | **Date Due** |
| **Class Participation**  Includes…  Pre-course survey  Five weekly reflections  Overall participation | **25 points total**  5 points  15 points (3 each)  5 points | September 19, 11:59 p.m.  Thursdays, 11:59 p.m.  October 21, 11:59 p.m. |
| **Five Mini Projects**  Website evaluation  Using PowerPoint, 3D printing  Using Excel as a tool  Electronic communication  Exploring Assistive Technology | **40 points total**  8 points  8 points  8 points  8 points  8 points | September 16, in class  September 27, 11:59 p.m.  October 4, 11:59 p.m.  October 11, 11:59 p.m.  October 18, 11:59 p.m. |
| **Group Course Project**  Includes…  Statement of intent  Final presentation  Final report | **35 points total**  5 points  10 points  20 points | September 27, 11:59 p.m.  October 21, in class  October 26, 11:59 p.m. |
|  | **100 points total** |  |

***Class Participation***

1. *Pre-Course Surveys*

Participate in Technology Use Survey for Students. The link to this survey will be available on the Blackboard course site, under the Assignment Dropbox section. Completing the survey will take approximately 20 minutes. The survey will help us better understand your technology use, help us design instructional activities that accommodate your learning needs, and give you experience using an online survey tool.

1. *In-Class Participation*

The participation grade will include the following components:

* **Weekly class reflections:** Submit a personal reflection after each class. You must attend class to receive credit for the reflection. Reflections should be a minimum of a good paragraph (7 sentences) and a maximum of one page, double-spaced. Guidance on reflection content will be provided in class.
  + **Overall participation:**   
    At instructors’ discretion, based on your…
    - attending every session.
    - reading and reflecting on the assigned reading materials in class.
    - participating and contributing during group activities.
    - participating in class discussions by raising questions and responding to other people’s questions.

***Group Course Project***

**Project Description**

Form a team of three students. In class, you will be assigned a grade level and subject area. Your task is to work with your teammates and create a 15-minute presentation that teaches a curriculum standard through the use of technology. The following steps will help you to be successful in completing your project.

**Step I.**

Think about the following:

* Who are the learners?
* What do they need to learn (what subject/topic)?
* What are the learning goals and curriculum standards for the learners?
* Are there issues/concerns that could impact the success of the learners?
* Any other questions/concerns/issues you might think of that will help you consider the best instructional solution?

**Step II.**

Based on your answers to the previous questions, you will create a plan that uses strategies and activities that will best help your “students” learn. Questions that might help guide your plan include, but are not limited to, the following:

* How should the content be organized?
* How should the content be delivered?
* How do you determine if/how much the learners have learned?

**Step III.**

Develop instructional materials that you will actually use in your lesson based on your plan. The “students” should be using technology at least half of the time. You may consider a practice session before you actually teach your lesson.

**Step IV.**

In the final class, you will teach your lesson. Your presentation must include the following: introduction of material, activity for students, assessment of learning, and references used. (More on this below; see ***Final Presentation***.)

**Step V.**

Determine if your lesson has achieved the learning goals and curriculum standards for the learners. You should address the following issues:

* Did your learners successfully learn what you taught them?
* How did you assess their learning?
* What would you have done differently?

**This project includes three tasks or segments:**

1. Statement of intent: This must include the following information: Title, Team Members, Date, Grade Level/Subject/Standards [copied and pasted from the relevant NYS Common Core Learning Standards], and information/responses to questions in Steps I and II. This statement should be no longer than two pages in length, double-spaced.
2. Final presentation: Each team will implement their course project by teaching their lesson to your classmates in 15 minutes. All team members must present during the 15-minute lesson. Your “students”—the rest of the class and the instructor—will grade you on this task using a rubric which will be provided in advance.
3. Final report:

* Summarize your activities and results in all the steps of this project (Steps I-V, as above). Your final report must include the following parts: Title, Authors, Date, Grade Level/Subject/Standards [copied and pasted from the relevant NYS Common Core Learning Standards], Results from each step of the project, including your responses to the questions in Step V and References used for **all** parts of your course project. The final report should be about 3-4 pages.
* In your *separate,* *individually prepared* one-page **reflection** **of team collaboration**, summarize the strengths and/or weaknesses of the team learning experience, and write briefly about each team member’s contribution.

***Mini Projects***

A number of specific technologies will be introduced in the context of integrating technology into teaching, and you will have the opportunity to work on hands-on activities in class to develop technology-based tools or resources for use in PreK-12 classrooms. Specific instructions on these mini projects will be provided in class.

**Grading**

Grades will be assigned based on total points earned:

A 94-100 C+ 77-79

A- 90-93 C 74-76

B+ 87-89 C- 70-73

B 84-86 D 60-69

B- 80-83 F < 60

**Course Policies**

***Attendance***

Students are expected to attend and participate fully in each session.  This course is a highly experiential, production-oriented course that relies on team-based learning and collaborative work to achieve its goals.  If you are unable to fully participate in a session due to a legitimate excuse AND you have a note from the doctor, the Assistant Dean for Academic and Student Services, or your supervisor, notify the instructor as soon as possible to schedule a make-up session. If you miss a class and do not have a note from a legitimate source, it will be your responsibility to make up for the content covered in class and you may not receive credit for in-class activities.

***Late Assignments***

You are strongly encouraged to keep up with assignments and turn them in on time. Assignments are expected to be turned in by the date and time specified. Unexcused late assignments will be penalized at a rate of 10% for each late day and will not be accepted after one week. Permission for late assignments must be requested from the instructors no later than 2 business days before the due date. Depending on the reason for the extension, excused assignments will be due within one week of the original due date.

***Paper Formatting***

All papers should be written in a professional manner. Follow the guidelines provided in the *Publication Manual of the American Psychological Association* (see <http://www.apastyle.org/apa-style-help.aspx>). Each paper should comprise a coherent whole and contain the following items: Title, Author, Date, Course, Introduction (in which the purpose, scope and approach are identified), Discussion, and Conclusion (in which the main points are revisited and reinforced). IDD&E has high standards for written work and places a premium on the coherent expression of ideas. Papers should be submitted electronically in DOC or DOCX file format. Students are expected to adhere to university policies and standard practice with regard to plagiarism and other intellectual property rights issues (see

<http://supolicies.syr.edu/ethics/acad_integrity.htm>).

***Academic Integrity Policy***

The following statement provide an overview of Syracuse University Academic Integrity Policy. The Academic Integrity Policy came into effect on January 1, 2017. You can find the policy at <http://class.syr.edu/wp-content/uploads/2017/05/Academic-Integrity-Policy_final.pdf> Links to other Syracuse University Academic Integrity resources are provided below.

“Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.”

The culture of PreK-12 education in the United States encourages teachers to share materials with each other and to adopt and adapt commercially published materials for their particular teaching contexts. It may be quite appropriate, therefore, for you to use in your coursework or field placements activities, handouts, and/or lesson plans that you obtained from a mentor teacher, found on the Internet, or developed with another student teacher. At the same time, units, lesson plans, and curriculum materials are products used in many School of Education courses, including this one, to gauge your individual mastery of concepts and skills central to your success in the profession. Consequently, ***you are expected to cite sources, including personal communication or professional development workshops, for any material in those assignments that you did not create on your own***. Please see the instructor if you have questions about how to do this accurately.

Please refer to the Syracuse University Academic Integrity Office’s website (<http://academicintegrity.syr.edu/>) for more information, including their Resources for Students website (<http://academicintegrity.syr.edu/student-resources/>) and their list of Twenty Questions and Answers about the Academic Integrity Policy (<http://academicintegrity.syr.edu/2011/08/368/>).

***Disability-Related Accommodations***

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 (TDD: 315-443-1371) for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and we are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

You are also welcome to contact us privately to discuss your academic needs, although we cannot arrange for disability-related accommodations.

***Religious Observances***

If your class schedule is impacted by a religious observance, please make sure to register on MySlice (“My Religious Observances” under “Student Services” and “Enrollment”) so that all of your appropriate instructors will be notified. Per Syracuse University, “You are only able to submit and/or delete religious observance notifications during the first two weeks of classes.” Therefore, this must be done between August 27 and September 7 (from the first day of class through the end of the second week of classes).

If you are registering for religious observance notifications, Syracuse University provides the following guidelines:

“If a religious observance takes place over more than one day, students are instructed to submit a form for each day.”

“Students are reminded that this process only provides notification to instructor(s) and that it is their responsibility to make sure they understand each instructor’s requirements for making up missed work. Instructors may, of course, require that work be submitted prior to rather than after an absence.”

Please also note that Syracuse University’s “religious observances policy requires accommodation for the religious holiday itself, not for travel days if a student will be observing the holiday elsewhere.”

**Tentative Reading List**

National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. “Key Messages of the NAEYC/Fred Rogers Center Position Statement on Technology and Interactive Media in Early Childhood Programs.” 2012. Retrieved 10 January, 2019 from [*https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/12\_KeyMessages\_Technology.pdf*](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/12_KeyMessages_Technology.pdf).

National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. *Selected Examples of Effective Classroom Practice Involving Technology Tools and Interactive Media*. 2012. Retrieved 10 January, 2019 from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_Examples.pdf>.

The NETS (National Educational Technology Standards) for students and teachers, developed by ISTE, the International Society for Technology in Education. Retrieved from <https://www.iste.org/standards/standards>

Teach-nology, Inc. (2007). Excel in the classroom. Retrieved from <http://www.teach-nology.com/tutorials/excel/>

Rosenstein, Amy. “Videoconferencing Magic in the Elementary School Classroom.” *KQED Education*, 18 Apr. 2017, <https://ww2.kqed.org/education/2017/04/18/videoconferencing-magic-in-the-elementary-school-classrom/>.

“How to Use Video Conferencing in the Classroom.” *ResourcEd*, 12 May 2017, [https://resourced.prometheanworld.com/use-video-conferencing-classroom/](file:///Users/amberwalton/Desktop/IDD&E/TA/IDE%20201%20M001%20S19/).

Herold, Benjamin. “Five Top Technology Trends in Special Education - Education Week.” Education Week, Dec. 2018. Education Week, <https://www.edweek.org/ew/articles/2018/12/05/five-top-technology-trends-in-special-education.html>.

IRIS | Page 7: Tips for Teachers. 2010. <https://iris.peabody.vanderbilt.edu/module/at/cresource/q3/p07/>. Accessed 10 Jan. 2019.

***Other Resources***

AAP COUNCIL ON COMMUNICATIONS AND MEDIA. Media and Young Minds. Pediatrics. 2016;138(5):e20162591

*New York State P-12 Common Core Learning Standards for English Language Arts and Literacy | EngageNY*. /resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy. Accessed 10 Jan. 2019, <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>.

*New York State P-12 Common Core Learning Standards for Mathematics | EngageNY*. /resource/new-york-state-p-12-common-core-learning-standards-for-mathematics. Accessed 10 Jan. 2019, <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>.

“Science Learning Standards.” *New York State Education Department*, http://www.nysed.gov/curriculum-instruction/science-learning-standards. Accessed 10 Jan. 2019, <http://www.nysed.gov/curriculum-instruction/science-learning-standards>.

*New York State K-12 Social Studies Framework | EngageNY*. /resource/new-york-state-k-12-social-studies-framework. Accessed 10 Jan. 2019, <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

“Physical Education.” *New York State Education Department*, http://www.nysed.gov/curriculum-instruction/physical-education. Accessed 10 Jan. 2019, <http://www.p12.nysed.gov/ciai/pe/pels.html>.

**Course Schedule**

***Mondays 6:45 p.m. – 9:00 p.m.***

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings**  (To be read AFTER listed class meeting date. May be modified) | **Activities** |
| 1 | 9/16/19 | Course Introduction  Educational Websites | <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/12_KeyMessages_Technology.pdf>  <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_Examples.pdf> | * Introductions * Blackboard & Syllabus Review * Defining Technology * Kidspiration * Website Centers * Mini Project 1 |
| 2 | 9/23/19 | The Creative Use of PowerPoint as a Teaching Tool  3D Printing | <http://images.apple.com/education/docs/Apple-ISTE-NETS-Students.pdf>  <https://www.kent.edu/sites/default/files/file/ISTEstandards.pdf>  <https://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4>  NYS Common Core Standards/EngageNY (*see reading list for links*)  <http://www.teach-nology.com/tutorials/excel/> | - Debrief Class 1  - Debrief Mini-Project 1  - Powerpoint pumpkin project  - Introduction to final group project  - Tour of MakerSpace  - Mini Project 2 |
| 3 | 9/30/19 | Using Excel as a Tool | <https://ww2.kqed.org/education/2017/04/18/videoconferencing-magic-in-the-elementary-school-classrom/>  <https://resourced.prometheanworld.com/use-video-conferencing-classroom/> | * Review of Class 2 & Statement of Intent * NETS – Analysis with Google Forms and Sheets * Spreadsheet Survey Activity * Mini Project 3 |
| 4 | 10/7/19 | Electronic Communication Tools | <https://www.edweek.org/ew/articles/2018/12/05/five-top-technology-trends-in-special-education.html>  <https://iris.peabody.vanderbilt.edu/module/at/cresource/q3/p07/> | - Intro to Edmodo  -Videoconferencing - Readings  - Excel debrief  - Walking Interview  - Asynchronous and Synchronous communication  - Mini Project 4 |
| 5 | 10/14/19 | Introduction to Assistive Technology | *no assigned readings* | * Readings Kahoot! * Mini-Project 5 using Picture It * Centers Part I * Tour of Bird Library Assistive Technology Room * Centers Part II |
| 6 | 10/21/19 | Course Project Presentation | *no assigned readings* | * Presentations & feedback * Wrap-up Activity * Course evaluation |