**COURSE SYLLABUS**
**Southeast Missouri State University**

# THE TEACHER AS PROFESSIONAL EDUCATOR

**Department of Middle and Secondary Education** **Course No.: SE 617**

**Course Title: Foundations of Educational Technology** **New: Fall 2004**

## I. Catalog Description and Credit Hours of Study:

An introduction to educational technology and integration into educational programs through examination of history, philosophy, theory, planning, funding, and current issues and trends in technology. (3)

## II. Prerequisites: None

## III. Purposes and Objectives of the Course:

Students will:

A. Increase knowledge in the history of technology and develop a philosophy for application to teaching and learning.

B. Increase understanding about the role and importance of technology in education as a tool for learning through examination of learning theories that support technology with direct application to specific content areas.

C. Conduct an analysis of current technology used in specific school settings and develop or critique a technology plan for teaching and learning in a department or district.

D. Demonstrate a commitment to improvement of technology skills by applying a personal philosophy to an individual professional development plan for opportunities to increase personal skills in technological areas.

E. Examine and analyze current issues and trends in educational technology as related to specific problems and needs at student, department, and district levels.

## IV. Expectations of Students

A. Demonstrate graduate level analysis and writing through completion of a variety of class activities such as online discussions, research, reports, journal readings, individual projects, and written assignments.

B. Read relevant literature on educational uses of technology and evaluate the effectiveness of the literature in relation to educational needs of students, teachers, and district goals.

C. Collect and evaluate information or design a technology plan for a district.

D. Design a personal philosophy of educational technology and plan for professional development to improve technology skills.

E. Demonstrate achievement of the course objectives and expectations by preparing a series of reflection papers on topics related to educational technology.

**V. Course Content:** **Hours**

A. Introduction: History of Educational Technology 5
   1. History of Computers in Society
   2. Computers in Schools: Evolution of Educational Technology
   3. Expectations Past and Present: The Millennial Student

B. Learning Theories Related to Educational Technology 6
   1. Why Should We Use Technology
   2. Research Supporting Technology in the Classroom
   3. Cognitive Theories and Technology
   4. Application of Theories to Specific Content Areas
   5. Philosophy of Educational Technology

C. The New Technology-Literate Teacher 8
   1. The Classroom and Workplace of Tomorrow:
   2. State and National Standards, Legislation Involving Technology, Computer Competencies
   3. Professional Development Opportunities in Technology: Training, Conferences, Workshops, Professional Organizations.

D. Planning for Technology 10
   1. Assessing the Needs of Learners and School Districts
   2. Writing and Maintaining a District Technology Plan
   3. Planning and Management of Classroom Technology
   4. The Internet, Classroom, and District User's Agreements
   5. Legal and Ethical Issues
   6. Grant Writing and Other Funding Issues

E. Exploring Ways to Use Technology Effectively in the Classroom 8
   1. Software Possibilities
   2. Hardware Possibilities
   3. Wireless Classrooms
   4. The One Computer Classroom
   5. Students with Disabilities or Special Needs

F. Issues and Trends in Educational Technology (topics updated periodically) 8

Total Hours 45

## VI. Textbook and Other Required Materials:

Forcier, R. & Descy, D. (2002). *The computer as an educational tool* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

## VII. Basis for Student Evaluation

A. Participation in online discussions and written assignments to demonstrate a personal understanding of historical and theoretical philosophies of educational technology and implications for teaching and learning.

B. Critique an existing technology plan or develop one for a school district or department.

C. Development of a personal philosophy and professional development paper reflecting the student's goals and plan for personal improvement in technology skills.

D. Successful completion of reflection papers on a variety of topics and current issues related to educational technology.

Suggested Percentages for Student Evaluation:

| | |
|---|---|
| Online Discussions/Written Assignments | 20% |
| Technology Plan Paper | 20% |
| Philosophy & Professional Dev. Paper | 30% |
| Reflection Papers | 30% |

Percentages at which letter grades are given:

| | |
|---|---|
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| 0% - 69% | F |

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

**Academic Policy Statement**:

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

## VIII. Knowledge Base


Alessi, S. & Trollip, S. (2001). *Multimedia for learning: Methods and development* (3rd ed.). Boston: Allyn and Bacon.

Geisert, P., and Futrell, M. (2000). *Teachers, computers, and curriculum*. Boston: Allyn and Bacon.

Grabe, M. & Grabe, C. (2000). *Integrating technology for meaningful learning*. New York: Houghton Mifflin.

Heinich, R., Molenda, M., Russell, J., Smaldino, S. (2001). *Instructional media and technologies for learning (3rd ed.).* Columbus: Merrill Books, Inc.

Jonassen, D. & Howland, J. (2003). *Learning to solve problems with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Lever-Duffy, J, McDonald, J., & Mizell, A. (2003). *Teaching and learning with technology*. Boston: Allyn and Bacon.

Maddux, C., Johnson, D., & Willis, J. (2000). *Educational computing: Learning with tomorrow's technologies* (3rd. ed.). Boston: Allyn and Bacon.

Morrison, G. & Lowther, D. (2002). *Integrating computer technology into the classroom* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Newby, T., Stepich, D., Lehman, J., and Russell, J. (2000). *Instructional technology for teaching and learning*. Columbus: Merrill Books, Inc.

Norton, P. & Wiburg, K. (2003). *Teaching with technology: Designing opportunities to learn. Belmont,* CA: Wadsworth/Thomson Learning.

Roblyer, M. & Edward, J. (2000). *Integrating educational technology into teaching*. Columbus: Merrill.


**Student with Disabilities Statement:**

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.