EED 467, Integrating Technology Into Instruction in the Elementary Classroom

EED 467 is a required course for the ACS Education Major

College of Education
Department of Curriculum and Instruction

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Texts:

Course Description: The purpose of EED 467 is to apply technology and computers to support instruction in various content areas in elementary and middle schools. The course will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well as to assess student learning.

Overall Objectives for the Course:
1. Learn to apply technology in the instructional process
2. Learn the fundamental principles, generalizations, or theories involved in applying technology in the instructional process
3. Gain factual knowledge (terminology, classifications, methods, trends) used in applying technology in the instructional process
4. Develop specific skills, competencies, and points of view needed by professionals while applying technology in the instructional process

Standards Matrix:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards: Texas Technology Applications Standards</th>
<th>Standards ISTE</th>
<th>Standards ACEI</th>
<th>Standards NAEYC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the knowledge and proper application of technology-related terms and concepts</td>
<td>Ability demonstrated throughout assignments</td>
<td>Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s</td>
<td>1</td>
<td>2a</td>
<td></td>
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<tr>
<td>Meaningful application of data input strategies</td>
<td>Ability demonstrated throughout assignments; Review &amp; critique of various software; Analysis of Student Learning</td>
<td>Informal assessment – determined by ability to use skills learned previously and apply appropriately; Written Reports</td>
<td>1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s</td>
<td>5</td>
<td>2a, 3e</td>
<td></td>
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<tr>
<td>Develop a working knowledge of the ethical practices in making informed</td>
<td>Discuss and present conclusions; Ability demonstrated throughout assignments</td>
<td>Copyright and Fair Use Online Collaborative Project; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s</td>
<td>6</td>
<td>2a, 3e</td>
<td>IV - 5</td>
</tr>
<tr>
<td>Decision</td>
<td>Activity</td>
<td>Assessment/Grading</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate process in identifying task requirements necessary to acquire, analyze, and evaluate a variety of electronic information</td>
<td>Hands-On Computer Lab activity; Discuss and present conclusions; Ability demonstrated throughout assignments</td>
<td>Written Report; Technology Mini-Lesson; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>2.2k, 2.3k, 2.3s, 2.8s</td>
<td>4</td>
<td>2a, 3e</td>
<td></td>
</tr>
<tr>
<td>Apply strategies in the efficient acquisition, analysis, and evaluation of electronic information</td>
<td>Hands-On Computer Lab activity; Discuss and present conclusions; Ability demonstrated throughout assignments</td>
<td>Copyright and Fair Use Online Collaborative Project; Analysis of Student Learning; Technology Mini-Lesson; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>2.1k, 2.1s, 2.2s</td>
<td>5, 6</td>
<td>2a, 2i, 3e</td>
<td></td>
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<tr>
<td>Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating electronic information</td>
<td>Hands-On activity; Discuss and present conclusions</td>
<td>Online Collaborative Project; Analysis of Student Learning; Technology Mini-Lesson; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>2.3s, 2.4s, 2.5s, 2.6s, 2.7s</td>
<td>5, 6</td>
<td>2a, 2i, 3e</td>
<td></td>
</tr>
<tr>
<td>Utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations.</td>
<td>Student Projects for Classroom; Blackboard assignments and usage; Discuss and present conclusions; Use of various production software; Ability demonstrated throughout assignments</td>
<td>Presentation of Mini- Lessons in Classroom; Copyright and Fair Use Online Collaborative Projects; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s</td>
<td>3</td>
<td>2a, 2i</td>
<td></td>
</tr>
<tr>
<td>Create and Modify solutions that support the work of individuals and groups in problem-solving situations.</td>
<td>Ability demonstrated throughout assignments; Student Projects for Classroom; Blackboard Assignments and usage; Discuss and present conclusions; Use of various production software; Ability demonstrated throughout assignments</td>
<td>Informal assessment – determined by ability to use skills learned previously and apply appropriately; Written Report; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s</td>
<td>2</td>
<td>2a, 2i</td>
<td></td>
</tr>
<tr>
<td>Evaluate the results of using task-appropriate tools to support work in problem-solving situations.</td>
<td>Student assignments using various software; Presentation of Mini-Lesson; Discuss and present conclusions; Use of various production software; Ability demonstrated throughout assignments</td>
<td>Analysis of Student Learning; Informal assessment – determined by ability to use skills learned previously and apply appropriately</td>
<td>3.3k, 3.14s, 3.15s, 3.16s, 3.17s</td>
<td>2</td>
<td>2a, 2i</td>
<td></td>
</tr>
<tr>
<td>Demonstrate communication of information in different formats and for diverse audiences and purposes</td>
<td>Ability demonstrated throughout assignments; Student Projects for Classroom; Use of Online Chats; Copyright and Fair Use Online Collaborative Projects; Technology Assistant Assignment; Need Analysis; Web Page</td>
<td>Online Collaborative Projects; Copyright and Fair Use Online Collaborative Projects; Technology Assistant Assignment; Need Analysis; Web Page</td>
<td>4.1k, 4.2k, 4.3k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s</td>
<td>5</td>
<td>2a, 2i, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d</td>
<td></td>
</tr>
<tr>
<td>Audiences</td>
<td>Various Production Software</td>
<td>Needs Analysis; Mini-Lesson Presentation</td>
<td>5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s</td>
<td>2,3</td>
<td>1, 2a, 3a, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d</td>
<td>III – 4b, 4c, 4d</td>
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<tr>
<td>Plan and Organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum</td>
<td>Plan for delivery of instruction</td>
<td>Needs Analysis; Mini-Lesson Presentation</td>
<td>5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s</td>
<td>2,3</td>
<td>1, 2a, 3a, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d</td>
<td>III – 4b, 4c, 4d</td>
</tr>
<tr>
<td>Deliver and Evaluate instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum</td>
<td>Review of software; Student Demonstrations;</td>
<td>Presentation of Mini-Lesson; Website Reviews; Needs Analysis</td>
<td>5.7k, 5.3s, 5.4s, 5.10s, 5.11s, 5.12s, 5.13s, 5.14s, 5.15s, 5.16s, 5.18s</td>
<td>3,4</td>
<td>1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d</td>
<td>III – 4b, 4c, 4d</td>
</tr>
</tbody>
</table>

**Texas Pedagogy and Professional Responsibilities Standards**

<table>
<thead>
<tr>
<th>Design instruction for all students that reflects relevant content and appropriate assessment</th>
<th>Student Projects for Classroom</th>
<th>Needs Analysis</th>
<th>1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24,</th>
<th>2</th>
<th>1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d</th>
<th>1-1, 4b, 4c, 4d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create classroom environment of respect and rapport, fostering positive climate</td>
<td>Designing Mini-Lesson; Technology Assistant Assignment</td>
<td>Presentation of Mini-Lesson; Needs Analysis; Web Page</td>
<td>2.10k</td>
<td>2</td>
<td>1</td>
<td>II – 4b, 4c, 4d</td>
</tr>
<tr>
<td>Create instruction that makes use of effective communication techniques, engaging instructional strategies, and efficient feedback</td>
<td>Designing Mini-Lesson; Student Projects for Classroom; Technology Assistant Assignment</td>
<td>Presentation of Mini-Lesson; Needs Analysis</td>
<td>3.7k</td>
<td>2,3</td>
<td>1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d</td>
<td>III – 4b, 4c, 4d</td>
</tr>
</tbody>
</table>

**NAEYC Standards**

1. Promoting Child Development and Learning

2. Building Family and Community Relationships

3. Observing, Documenting, and Assessing to Support Young Children and Families

4. Teaching and Learning
   - 4a. Connecting with children and families
   - 4b. Using developmentally effective approaches
   - 4c. Understanding content knowledge in early education
   - 4d. Building meaningful curriculum

5. Becoming a Professional
TECHNOLOGY APPLICATIONS STANDARDS (SBEC)
FOR ALL BEGINNING TEACHERS

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

ACEI Standards

Standard 1 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.

Standard 2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Standard 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

Standard 3.2 Standard Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development and use of critical thinking and problem solving.

Standard 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

Standard 3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the
effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Standard 5.2 Collaboration—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

**International Society for Technology in Education (ISTE)**

*(National Education Technology Standards)*

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)*

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

C. identify and locate technology resources and evaluate them for accuracy and suitability.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

*Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:*

A. facilitate technology-enhanced experiences that address content standards and student technology standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students’ higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

A. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

B. apply technology to increase productivity.

C. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
- model and teach legal and ethical practice related to technology use.
- A. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- B. identify and use technology resources that affirm diversity
- C. promote safe and healthy use of technology resources.
- D. facilitate equitable access to technology resources for all students.

Pedagogy and Professional Responsibilities:
The Sam Houston State University Elementary Education Program is committed to helping the pre-service elementary teachers achieve the following Pedagogy and Professional Responsibilities proficiencies, which, collectively, describe a vision of an ideal elementary school teacher in Texas.

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Course Format:
The format of the class includes lecture, small group discussions, whole class discussion, on-line discussions/assignments, and field experience. Grades consist of professor and classroom mentor teacher assessment of organizational spreadsheets, written reports, journals, class participation, on-line discussions, needs analysis, webpage preparation/maintenance, appropriate implementation of technology into instruction, newsletter, contribution of technology skills in a community setting, designing appropriate assessment tool, evaluation of computational spreadsheets, and written test.

Course Content:
Introduction/Application of Technology in Classroom
Use of technology in instruction and learning
Theory of learning and the role of technology
Use of computer and technology in teaching and learning
Review and critique of educational websites
Development of instructional plan
Identify methods and media for learning
Select appropriate methods, media, and materials for more meaningful learning
Use of various forms of technology in instruction
Using the Internet and distance education
Analysis of student work and materials used during instruction
Current and future issues in instructional technology
Presentation of instructional lesson in a classroom setting

Course Requirements:
1. Student projects include organizational spreadsheet, needs analysis, assessment tool, webpage, and website review to determine various learning theories incorporated into the websites and application of websites
2. Act as a Technology Assistant in a public school/community setting, assisting the teachers and staff in the area of technology
3. Preparation of technology Mini-Lesson Presentation
4. Analysis of Student Learning
5. Copyright and Fair Use Project
6. On-line chats addressing processes in the instructional cycle
Evaluation

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Organizational spreadsheet     25</td>
</tr>
<tr>
<td>Homepage in Blackboard         10</td>
</tr>
<tr>
<td>Website Review for Learning Theories and Classroom Implementation 40</td>
</tr>
<tr>
<td>Needs analysis                 70</td>
</tr>
<tr>
<td>Technology Mini-Lesson Presentation 70</td>
</tr>
<tr>
<td>Formative assessment tool      25</td>
</tr>
<tr>
<td>Technology Assistant Reflection &amp; Log Sheet 50</td>
</tr>
<tr>
<td>Analysis of Student Learning/Reflection &amp; Self-Evaluation 85</td>
</tr>
<tr>
<td>Copyright and Fair Use Collaborative Project 50</td>
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<tr>
<td>On-line chats addressing topics related to the instructional process 25</td>
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</tbody>
</table>

Total Points from EED 467 450

+Points from Methods Block 150

GRAND TOTAL OF POINTS 600

Grading Scale

A = 552-600 points
B = 492-551.9 points
C = 432-491.9 points
D = 372-431.9 points
F = 371.9 points or lower

*A grade in any methods course of “D” or lower will result in the candidate repeating the course before they are eligible for student teaching.

Time Requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Evaluation by Group

At the end of the semester, each student will be asked to complete an evaluation form regarding each group member he/she worked with throughout the semester. Although not included in the total points for the course, consistent negative comments about the willingness of a student to work well with peers will be documented as a Dispositions matter in the candidate’s file.

Attendance

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate’s file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in EED 467 for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.
It is the student’s responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student’s responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

**Tardies**

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

**Late Work**

Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.

**Professionalism**

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student’s work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

**Dispositions**

In addition to the requirements for this course, in order to be eligible to register for the next level/course in your program, you must demonstrate the dispositions listed for the “Emerging Competence” level. These “Emerging Competence” levels consist of the following categories: Values, Commitment, Professional Ethics, and Organization/Flexibility. Dispositions Notebook details will be given later.

**Additional Information**

Please visit the following website for additional Sam Houston State University syllabus information:

[http://www.shsu.edu/syllabus/](http://www.shsu.edu/syllabus/)

**Bibliography:**