



Knowledge to Go Places

School of Education
Course Outline for EDUC331
Educational Technology and Assessment
Fall 2013



Wednesday 1:00 – 3:40

The mission and goal of the Colorado State University Teacher Licensure Program are to teach and model best educational practices to prepare emerging teachers as learners, collaborators, and leaders.

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Credits: 2 (1, 1, 0) (One hour of lecture and two hours of lab each week)

Prerequisites:

Completion of Phase I courses and admission to Teacher Licensure Program

Catalog Description:

Skills and strategies for the use of appropriate technology and assessment in education.

Course Description: The purpose of this course is to help pre-service teachers develop skills in the thoughtful integration of technology and how to use assessment tools, both quantitative and qualitative, to support and adapt teaching to increase student learning. Upon completion of this course, students will be able to use technology in their content areas so that it enhances the teaching and learning process and understand the broad definition of assessment and the basic underpinnings of assessment and be able to utilize assessment tools to improve their teaching.

Course Requirements:

The primary instructional activities will be active instructional design experiences and lecture demonstrations. Due to the nature of the activities, it is required that students attend each lecture and lab activity period assigned to the course. Grades in the course will be based on a series of studio based design problems/ projects, student demonstrations of proficiency and application of technology, and innovative integration of technology in a content area.

It is extremely important that you realize that this course may not be like any other course that you have taken in the past. The course has been designed based on several well supported principles, these principles include the following:

1. **Technology is constantly changing.** Technologies that you learn about today will be antiquated by the time you graduate.
2. **Professionals know how to learn** and can effectively use their resources to learn on their own. You are a professional.
3. **Learning resources are abundant.** The Internet provides many resources for learning.
4. **You learn technology by doing it** (and by making mistakes). You simply can't learn technology without making mistakes. Technology requires experimentation.
5. **Technology is about collaboration.** We can now connect with people: that think like us, that are working in the same profession as us, and that live on the other side of the world from us.
6. **Technology is about creativity.** There is no "right way" to use technology in the classroom.
7. **Professional development is critical.** To remain current (as a teacher) you must continue to learn.

Instructional Methodology:

This course will meet approximately three hours a week. One hour of lecture/demonstration will be provided with the two hours available for lab work. The majority of the coursework will be project based. Heavy use of Internet resources will support the learning process. **Students must be prepared to spend at least 3-4 hours per-week outside of class time working on technology related projects and planning.**

Mode of Delivery:

Classroom instruction and computer lab time. Support materials and additional discussion time will be supported via a variety of Internet tools. Classroom discussion and course assignments are discussed at the beginning of each class period. Students are encouraged to attend each class meeting and participate in classroom activities for which they will receive participation credit.

Classroom Decorum:

Due to the nature of the instructional environment, it is requested of each student to turn off or silent all cell phones and pagers during the class meeting and laboratory activity. Because each computer is an open access machine, students are to refrain from printing documents, reading and sending private email, playing video games, and surfing the web during the lecture portion of the class.

Grading Scale

A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 69 – 60%
F = Below 60%

Grade of A = All requirements were exceptionally completed. Creativity and clear idea presentation were evidenced. Instructional content and use of technology were integrated to enhance instructional effectiveness.
Grade of B = One or more of the listed requirements is missing or not adequately completed. The assignment was completed in at above average standards.
Grade of C = Average level of accomplishment. Assignment was completed at a minimal level.
Grade of D = The assignment was turned in, but was below quality standards.

Methods of Evaluation	Achievement Points	
	Level 1*	Level 2**
Computer networks Computer network assignment (NetDrive)	25	20
e-Portfolio – start Webpage design (e-port start)	50	40
Copyright & Creative Commons MSword template (copyright MSword)	50	40
Excel assignment CSAP case problem (CSAP Excel)	100	80
Google documents (Spreadsheets & Forms) Survey	100	80
Professional development Diigo – (Diigo)	50	40
Smart Board Major topic – presentation (Smart Board)	100	0
WebQuest WebQuest planning / design (WebQ plan) WebQuest production WebQuest – final product (WebQ) Evaluation of another student’s webquest (EvalofOther) Links in e-portfolio to webquest (Links)	50 100 50 50	40 80 40 40
Digital story – 2-4 minute digital story (video) Distribution (video presentation) Team evaluation (360Eval)	100 100	80 0
e-Portfolio – complete (e-port finish)	75	60
Total Points	1000	

***Level 1 – points available to you for completing the assignment (including appropriate access / permission and available web links) by announced due date.**

****Level 2 – points available to you for completing the assignment (including appropriate access / permission and available web links) after the announced due date.**

Instructor reserves the option of making adjustments to this syllabus and course requirements and will notify students of such changes should they become necessary.

Academic Integrity Policy: This course "adheres to the Academic Integrity Policy of the Colorado State University General Catalog and Student Conduct Code."

Course Objectives (based on Colorado Teacher Education Technology Standards and ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers)

Colorado Technology Standards:

The student should be able to:

3.3 Develop and utilize a variety of formal and informal assessment, including rubrics.

3.5 Use assessment data as a basis for standards-based instruction

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards

3.7 Prepare students for the CSAP, Literacy Assessment, and other assessments

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards and the 1999 Colorado Accreditation Program

5.9 Communicate a variety of assessment results, and their implications, to students, parents, guardians, professionals, administrators, and the community

7.1 Apply technology to the delivery of standards-based instruction.

7.1.2 Create and implement a plan to manage technology resources, such as scheduling, room arrangement, student work centers, student demonstrations, one vs. multi-computer classrooms, and demonstrations vs. hands-on applications

7.1.3 Design, implement, and assess standards-based lessons that draw upon current research on teaching and learning with technology

7.1.4 Use various technologies and resources to create and deliver instruction

7.2 Use technology to increase student achievement.

7.2.1 Use various technology tools to individualize and extend instruction and expand the classroom, using such strategies as: collaborative learning; self-directed learning; problem solving; individualized learning; higher order thinking skills; distance and distributed learning; and incorporating information literacy skills

7.3 Utilize technology to manage and communicate information.

7.3.1 Have knowledge of and use of information management tools, such as grade books, spreadsheets, databases, test generators, and student information management systems

7.3.2 Select and apply appropriate tools for various information management tasks by creating, storing, accessing, distributing, presenting, and integrating information

7.3.3 Have knowledge of and use a variety of communication tools, such as Web pages, desktop publishing, e-mail, voice mail, presentation software, word processing, video, and evolving technologies

7.3.4 Select and apply appropriate tools to communication information with various audiences, such as: staff members, administrators, students, community members, and parents

7.4 Apply technology to data-driven assessments of learning.

7.4.1 Have knowledge of and select appropriate technologies to access or collect and analyze data of student performance, such as grade books, databases, spreadsheets, and student information management systems

7.5 Instruct students in basic technology skills.

7.5.1 Basic technology skills for students are defined in National Education Technology Standards for Students: Connecting Curriculum and Technology (NETS) by the International Society for Technology in Education (ISTE). Standards include: Basic operations and concepts; Social, ethical, and human issues; Technology productivity tools; Technology communication tools; Technology research tools; and Technology problem solving and decision-making.

7.5.2 All teacher candidates will demonstrate the introductory technology literacy

7.5.3 All teacher candidates will instruct students in basic technology skills by embedding them in their standards-based, content instruction

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Students will be able to:

- 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

Students will be able to:

- 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

Students will be able to:

- 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

Students will be able to:

- a. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- b. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- c. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Students will be able to:

- a. use technology resources to engage in ongoing professional development and lifelong learning.
- b. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- c. apply technology to increase productivity.
- d. 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

Students will be able to:

- a. model and teach legal and ethical practice related to technology use.
- b. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- c. identify and use technology resources that affirm diversity.
- d. promote safe and healthy use of technology resources.
- e. facilitate equitable access to technology resources for all students.

