

Rutgers, The State University of New Jersey
05:300:350:E1/Education and Computers/Summer 2015
M/T/W/H/10:20 AM - 12:05 PM/June 22 – July 30
ED-208

Instructor: Dr. James O’Kelly	Email: james.okelly@gse.rutgers.edu
Phone Number : 848-932-0789	Location: ED-208
Office Hours: By Arrangement	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning goals: *Students will be able to:*

- Think critically about the advantages and limitations of computers and computer-based technologies in the classroom.
- Understand how teachers can integrate computer-based technologies into learning contexts.
- Use computers and computer-enhanced technologies to support professional growth.
- Develop a rich understanding of the roles of the NJCCCS for Technology, ISTE Standards-T, and ISTE Standards-S in teaching and learning.
- Develop students’ 21st Century Learning Skills using computer-enhanced technology.
- Consider how computer-based learning activities can promote the use of complex cognition.
- Critique Internet and multimedia learning tools.
- Develop skills in the use of several computer-based tools that can enhance students’ learning (e.g., Prezi, Google Docs, Smart Notebook).

New Jersey Professional Standards for Teachers (2014)¹:

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances:

3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings

ii. Essential Knowledge:

6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances:

2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally

ii. Essential Knowledge:

1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals

iii. Critical Dispositions:

3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards

7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

iii. Critical Dispositions:

1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. Essential Knowledge:

4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

iii. Critical Dispositions:

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

i. Performances:

7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

ii. Essential Knowledge:

3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning

iii. Critical Dispositions:

3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning

Council for the Accreditation of Education Professionals (2013)²:

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Course catalog description

Establishes a foundation for using the computer and technology in a variety of educational settings across all subject areas. The course is hands-on in nature, with focus on current trends. Additionally, learners can expect to discuss theory, practice, and social/philosophical issues related to the use of computers in education. Some familiarity with computers is recommended; no prior computer skills are required.

Student/Instructor Communication

The best way to contact me is by email (james.okelly@gse.rutgers.edu). Most days I check my email account several times – unless, of course, I am away for the day or otherwise engaged. When you contact me, it is necessary for you to inform me of the section in which are enrolled. (That little bit of information saves me a lot of time.) If you do not let me know which section you are enrolled in, I will return the email to you, requesting you to add the information about your section.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

In case you want to speak with face-to-face I am usually free prior to each class session. I can also meet with you immediately after a class session if that is necessary.

Course Materials, Tools, Methods

Materials and Tools: There is no need to purchase any materials for this course. The tools that will be used for projects (i.e., WQ, DS) in the course can be found on the Internet or on the computers in the GSE computer labs (i.e., IWB).

Students will need to have a Google account and a Prezi account in order to work on projects. Also, students should save their work on Google Drive.

Methods: The course will use a variety of instructional approaches, including lecture, videos and discussion, computer lab activities, and frequent small group activities.

Required texts

There is no textbook for this course. Students will refer to ecollege for a set of required readings. However, students will need to purchase an information book from a bookstore or from a source such as iBooks. (If you have ready access to a public library, that source may suffice.) These books will be used for one of the three course projects.

Grading Policy:

Evaluation of Written Work

- There will be one term paper for this course. The requirements for the term paper, including the format and the content, will be provided and explained to students several weeks prior to the due date for the assignment. This term paper is mandated by the Rutgers School of Arts and Sciences.
- Each of the three course projects will include a written component. A rubric will be provided and explained for each of those assignments.

Assessments/Evaluations

Independent Projects (60 points; 20 points per project)

There will be three independent projects. Specific instructions will be uploaded to ecollege.

- Project 1: Digital Storytelling (DS)
- Project 2: WebQuests (WQ)
- Project 3: Interactive Whiteboard Tutorials (IWB)

Term Paper (20 points)

- Title: Utilizing Web-based Tools to Find and Research Classroom Resources
- This assignment will be returned to students at the final exam.

Final Exam (20 points)

- The final exam will include items from the entire course.
- An exam blueprint will be provided to students near the end of the semester in order to prepare for the exam.
- The final exam will be administered during the final class meeting.

Please Note

- This course employs a point system for grading. Students may earn up to 100 points. Each course assignment has been allotted a certain number of the 100 points. At the end of the semester the instructor will tally the points a student has accumulated for all the assignments, and assign a grade. (Please refer to chart.)
- An assignment that is submitted late will receive a one-point penalty for each day that it is overdue.
- Be sure to save all returned grade/scoring sheets. These documents will be your records in case there is a discrepancy between what you believe is your grade and what is on the grade spreadsheet for your section. If there is a dispute about the grade of an assignment, and a student fails to produce a grade sheet, the instructor's record will be the official grade.
- If, for any reason, a student fails to take an exam, the instructor, at his discretion, will assign a paper in lieu of the missed quiz.
- All course requirements must be fulfilled by the end of the semester, unless there is a reason that falls under University policies (e.g., documented illness, extreme family emergency).
- **Be advised that there will be no extra credit tasks, assignments, or projects for this course.**

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: <https://onlinelearning.rutgers.edu/ecollege-student-login>

Course Requirements

Attendance Policy

This course adheres to the University policy for attendance. Students are expected to attend class regularly, with the exception of certain circumstances (e.g., serious illness, death in a family, court appearance, religious observations). If such a circumstance does occur – particularly when an exam or quiz is scheduled – please contact the instructor, and the matter will be handled in a discreet manner. *However, the instructor reserves the right to request documentation for a quiz or exam that has been missed.*

If you expect to miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Be aware, however, that reporting an absence does not in any way obviate a student's course obligations.

Upon entering the computer lab for a class meeting, students should initial an attendance sheet that will be at a table near the front of the lab. This record will be the official record for the

course. (In other words, if a student fails to initial the attendance sheet, he or she will be considered absent.)

Teams

When the drop/add period is over, students will set up work teams. In most cases each team will be comprised of three members. Students will provide a list of teams and members to the instructor. There are several purposes for the teams:

- Absences: When a student misses a class, he or she should contact a member of the team for notes or other information pertinent to the course.
- Class work: There will be frequent use of small group activities or tasks over the course of the semester. Once the directions for an activity are explained, groups can quickly assemble to complete the work. This work may be part of one of the quizzes that are part of the course assessment procedures.
- Peer Review: Students often find it valuable to have peers review and critique work that they plan to submit for grading.

Course Schedule

<p><i>Weeks 1 & 2</i></p> <p>Dates</p> <ul style="list-style-type: none"> • 6/22 – 6/25 • 6/29 – 7/2 <p>Project/Tool</p> <ul style="list-style-type: none"> • Digital Storytelling (DS) • Prezi <p>Readings and Topics</p> <ul style="list-style-type: none"> • Digital Storytelling • Models of Instruction • 21st Century Learning • The “Standards” <ul style="list-style-type: none"> ○ National ○ State ○ NGO <p>Cognitive Rigor/Bloom’s Taxonomy</p>	<p><i>Weeks 3 & 4</i></p> <p>Dates</p> <ul style="list-style-type: none"> • 7/6 – 7/9 • 7/13 – 7/16 <p>Project/Tools</p> <ul style="list-style-type: none"> • WebQuests (WQ) • Google Sites • SAS Essay • Mindmeister (mind mapping tool) <p>Readings and Topics</p> <ul style="list-style-type: none"> • WebQuests • Cognitive Rigor/Webb’s Depth of Knowledge • Assessment • Quality of Internet Resources • Theories of Learning 	<p><i>Weeks 3 & 4</i></p> <p>Dates</p> <ul style="list-style-type: none"> • 7/20 – 7/23 • 7/27 – 7/30 <p>Project/Tools</p> <ul style="list-style-type: none"> • Interactive Whiteboard Tutorials (IWB) • Smart Notebook 11 • SAS Essay <p>Readings and Topics</p> <ul style="list-style-type: none"> • Explicit Instruction • Multimedia • Universal Design for Learning
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Due Dates			
<i>Projects & Exams</i>			
<i>Activity</i>	<i>Date Assigned</i>	<i>Date Due</i>	<i>Points</i>
Project 1/ DS	6/22	6/28 (11:59 PM)	20
Project 2/WQ	7/6	7/12 (11:59 PM)	20
Project 3/IWB	7/20	7/31 (11:59 PM)	20
SAS Essay	7/2	7/28 (11:59 PM)	20
Final Exam	x	7/30	20
Grades/Points			
<i>Grade</i>	<i>Points</i>		
A	90 - 100		
B+	85 - 89		
B	80 - 84		
C+	75 - 79		
C	70 - 74		
D	60 - 69		
F	↓ 60		