RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey

05:300:350:98 Education & Computers
Index # 18058
Spring 2016
Online

Instructor: Jen Chingwe	Email: jchingwe@rutgers.edu
Phone Number: 732-500-2028 (cell)	Location: Online
Office Hours: By appointment	Prerequisites or other limitations: None
Mode of Instruction: Online	Permission required: No
Web site: eCollege.rutgers.edu	Required Equipment: Computer microphone & camera

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. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

Education and Computers 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.

Course Learning Objectives

By the end of the course, you should be able to:
- Provide a foundation for using computers and technology effectively in the classroom.
- Improve understanding of computers and technology (both hardware and software) as necessary to support the first goal.
- Discuss advantages and limitations of computers and computer-based technologies in the classroom.
- Understand how teachers plan effective learning activities with computers and computer-enhanced technologies.
- Demonstrate an understanding of the roles of the NJCCCS for Technology, NETS-T, and NETS-S in teaching and learning.
- Develop students' 21st Century Learning Skills using computer-enhanced technology.
- Employ basic principles of multimedia design for educational activities.
- Establish familiarity with trending topics in technology and provide assessment (both highlights and pitfalls) of those trends as they relate to learning and teaching.
- Provide discourse on the social, ethical, and legal issues surrounding the use of technology in learning and teaching.
- Examine and reconsider knowledge and beliefs about the role of technology in the classroom.
- Apply technology to develop students' 21st Century literacy skills, higher order skills, and creativity.

Course catalog description:

05:300:350 Education and Computers (3) 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.

Other description of course purposes, context, methods, etc.:
As an online course, students are expected to access the course daily to complete required assignments. The material covered in this course is practical and hands on. Students will explore a variety of online/web-based learning tools and work collaboratively with peers to explore how these tools can positively impact student learning and professional practice. Weekly class discussions, video reflections, and written essays will be assigned and due on specific due dates as assigned on the eCollege website.

Required texts:
- No textbooks are required for this course.

SAS Core Curriculum Learning Goals
Met by this Course: **ITR y**

For list of Core Curriculum learning goals, see:

http://sas.rutgers.edu/component/docman/doc_download
/413-summary-of-new-core-curriculum-learning-goals

For a list of Core Certified courses by learning goal, see:

http://sasundergrad.rutgers.edu/core

Teaching Standards:
This course is based heavily upon ISTE NETS standards located
here: http://www.iste.org/standards.aspx

The course addresses the following **New Jersey Professional Teaching Standards (2015)**. You can
find the complete listing of NJPTS here: http://www.state.nj.us/education/code/current/title6a/chap9.pdf

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:

- (6) The teacher accesses resources, supports, and specialized assistance and services to meet
  particular learning differences or needs and participates in the design and implementation of the
  IEP, where appropriate, through curriculum planning and curricular and instructional
  modifications, adaptations, and specialized strategies and techniques, including the use of
  assistive technology.

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.
- (9) The teacher continually seeks appropriate ways to employ technology to support
assessment practice both to engage learners more fully and to assess and address learner needs.

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

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.

- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

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

Technology & Digital Learning

The Commission's standards include several references to applications of new technologies to educational situations:

- Standard 1 endorses the InTASC teacher standards in their entirety, and the performances, knowledge, and dispositions that are extensions of those standards include a score of references to applications of technology. Educators must know how to use technologies and how to guide learners to apply them. They must know how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

- Standard 1 also states that providers are to "ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."

- Standard 2 on clinical experiences refers to technology-enhanced learning opportunities as part of clinical experiences, as well as appropriate technology-based applications for selection, development, evaluation, and continuous improvement and retention of clinical educators. Clinical partnerships are to include technology-based collaborations, as well.

- Standard 3 on candidate quality states that providers present multiple forms of evidence of candidates developing knowledge and skills during preparation, including "the integration of technology in all of these domains."

<div align="center">**Grading Policy:**</div>

Grading will be on a 100 point scale:

A	90 - 100 points
B+	87 - 89 points
B	80 - 86 points
C+	77 - 79 points
C	70 - 76 points
D	60 - 69 points
F	0 - 59 points

Grading
Discussions: 20%   Website Project: 40%   Final Paper: 40%

Grades for each assignment will be posted in the "gradebook" tool on the eCollege web site as soon as they are complete.

Grading Policies: Care, respect, and integrity are expected in written and classroom exchanges. All written work, including postings on eCollege should be proofread for clarity, spelling, and grammatical errors. Please use language that is appropriate for the classroom setting and maintain a professional tone in discussion postings and assignments. Outside sources, in any assignment, must be referenced appropriately (either APA or Chicago style is acceptable)

Graded assignments cannot be missed except in case of a serious issue. If you miss an assignment for another reason, it is at my discretion whether or not to allow a make-up. If there are questions or an assignment cannot be completed, contact me as soon as possible. Illness will require a doctor's note. Missing any assignment without a sufficient reason will result in a grade of 0 for that portion of the course.

Late Policy: Any assignment in this course will be accepted late with a penalty of 1 point per day the assignment is late. My advice is to get things done earlier rather than later. Things happen. Your computer can crash. The power might go out. We have to get a lot of material covered in a short amount of time. It's best not to wait to the last minute. As Murphy's Law states: Anything that can go wrong WILL! If something does go wrong, contact me right away. ALWAYS back-up all data. That means having at least 2 copies of work on different storage media. It is your responsibility to make sure you have working equipment and a plan of action if you have problems.

Email Policy: Course updates and other important communication will occasionally be e-mailed to you. You are responsible for all course-related e-mail, so please check your mail regularly, and be sure you are not losing messages to a spam box. The course website on eCollege is populated with your e-mail address as it stands in the University directory at the time when you enroll in the course. If you change your address or you prefer a different address than the one the University has on record, you can change it by reading the instructions here: https://onlinelearning.rutgers.edu/updating-email-in-ecollege"

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: eCollege.rutgers.edu

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings	
Week 1 1/19 – 1/24	Educational Technology	**Discussion:**	Introduce Yourself. Initial post by Friday of this week.
		Discussion #1:	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
Week 2 1/25 – 1/31	Learning Theories	**Discussion #2:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *Website Project (Part 1) - Proposal* for review and approval by 1/31 to the Dropbox.
Week 3 2/1 – 2/7	Technology Tools	**Discussion #3:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *SAS Core Final Paper (Pre-Work) – Website Selection* by 2/7 to the Dropbox.
Week 4 2/8 – 2/14	Technology Tools	**Discussion #4:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *Website Project (Part 2) – Rubric* by 2/14 to the Dropbox.
Week 5 2/15 – 2/21	Internet	**Discussion #5:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	No assignment this week.
Week 6 2/22 – 2/28	Internet	**Discussion #6:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *SAS Core Final Paper (Part 1) – Website Mission, Structure, Organization* by 2/28 to the Dropbox.
Week 7 2/29 – 3/6	Intranets	**Discussion #7:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	No assignment this week.
Week 8 3/7 – 3/11	Communication	**Discussion #8:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *Website Project (Parts 3 and 4) – Live Site and Interactive Component* by 3/11 to the Dropbox.

Week 9 Spring Break		Spring Break (3/12 – 3/20)	
Week 10 3/21 – 3/27	Collaboration	**Discussion #10:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *SAS Core Final Paper (Part 2) – Website Quality* by 3/27 to the Dropbox.
Week 11 3/28 – 4/3	Collaboration	**Discussion #11:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *Website Project (Part 5) – Multimedia* by 4/3 to the Dropbox.
Week 12 4/4 – 4/10	Multimodal Literacies	**Discussion #12:**	Peer Review. Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Peer review of Website Project Reflection. See instructions under Discussion #12 in eCollege.
Week 13 4/11 – 4/17	Multimodal Literacies	**Discussion #13:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	Submit *SAS Core Final Paper (Part 3) – Research* by 4/17 to the Dropbox.
Week 14 4/18 – 4/24	Integration	**Discussion #14:**	Initial post by Thursday of this week, and comment on two peers' posts by Sunday.
		Assignment:	No assignment this week.
Week 15 4/25 – 5/1	Integration	**Discussion:**	No discussion this week.
		Assignment:	Submit *Website Project (Part 6) – Reflection* by 5/1 to the Dropbox.
		Assignment:	Complete Course Evaluation by 5/1
Week 16 5/2 – 5/8	n/a	**Discussion:**	No discussion this week.
		Assignment:	Submit *SAS Core Final Paper (Part 4) – Theory* by 5/8 to the Dropbox.