

2016\_WI\_05\_300\_350\_92

**05:300:350:92 Education and Computers  
 Winter 2016  
 Online December 23 to January 15**

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Phone Number 858 461-0063 <b>PST</b> Office hours by appointment. <a href="#">I welcome your phone calls.</a>	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

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 Objectives**

1. Identify advantages and risks of Internet use in the classroom.
2. Evaluate effective computer-based learning activities
3. Demonstrate an understanding of the education technology standards: NJCCCS for Technology, NETS-T, and NETS-S.
4. Distinguish the use of wikis, weblogs and RSS feeds and their role in instruction
5. Apply technology to develop students' 21st Century literacy skills, critical thinking skills, and creativity.
6. Employ basic principles of multimedia design to create an interactive website.
7. Compare the roles of stakeholders (students, parents, teachers, community) in supporting the appropriate use of technology in education.
8. Discuss the social, ethical, and legal issues surrounding the use of technology in learning and teaching.

## **Council for the Accreditation of Educational Preparation (CAEP) Objectives**

### **Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

#### **Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

The specific InTASC standards the course supports are:

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Standard #5: Application of Content

Standard #6: Assessment.

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

## **International Society for Technology Instruction (ISTE) Teaching Standards**

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

## **New Jersey Core Curriculum Content Standard (NJCCCS) 8**

<http://www.state.nj.us/education/cccs/2014/tech/>

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

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For list of Core Curriculum learning goals, see: [http://sas.rutgers.edu/component/docman/doc\\_download/new-core-curriculum-learning-goals](http://sas.rutgers.edu/component/docman/doc_download/new-core-curriculum-learning-goals)

For a list of Core Certified courses by learning goal, see <http://sasundergrad.rutgers.edu/core> :<http://sasundergrad.rutgers.edu/academics/requirements>



## Course catalogue description

Education & 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.

## Course Text

Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Third Edition. Thousand Oaks, California. 2010. ISBN # 978-1-4129-7747-0

## Reading List

American Association of Colleges of Teacher Education & Partnership for 21st Century Skills (P21). (Sept. 2010). 21<sup>st</sup> Century Knowledge and Skills in Educator Preparation. Retrieved from [http://www.p21.org/storage/documents/aacte\\_p21\\_whitepaper2010.pdf](http://www.p21.org/storage/documents/aacte_p21_whitepaper2010.pdf) .

Ayas, C. An examination of the relationship between the integration of technology into social studies and constructivist pedagogies. The Turkish Online Journal of Educational Technology – TOJET. January 2006 ISSN: 1303-6521 volume 5 Issue 1 Article 2. Retrieved from <http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Module%201/Ayas-Article.pdf> .

DeKanter, N: [\*Gaming Redefines Interactivity for Learning\*](#) TechTrends: Linking Research & Practice to Improve Learning, p26-32 May-Jun 2005. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

Federal Trade Commission. (2013) [OnGuard Online!](#) Retrieved from <http://www.onguardonline.gov/>

Hung, D: [//Theories of Learning and Computer-Mediated Instructional Technologies//](#) Educational Media International, v38 p281-87 Dec 2001. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

How Stuff Works: A Discovery Company. (2013). [How Internet Infrastructure Works](#). Retrieved from <http://computer.howstuffworks.com/internet/basics/internet-infrastructure.htm>.

International Society for Technology in Education. (2012) [ISTE NETS Standards](#). Retrieved from <http://www.iste.org/standards>.

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Jenkins, H. (2009). [Confronting the Challenges of Participatory Culture](#). MacArthur Foundation. Retrieved from [http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS\\_WHITE\\_PAPER.PDF](http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF).

Lankes, R. D. “[Trusting the Internet: New Approaches to Credibility Tools](#).” *DigitalMedia, Youth, and Credibility*. Edited by Miriam J. Metzger and Andrew J. Flanagin. The John D. and

Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 101–122. doi: 10.1162/dmal.9780262562324.101

Lawrence, S. *Teachers Should Know Copyright from Wrong* 2008. Retrieved from <http://www.edutopia.org/copyright-rules-teachers>.

McKee, T: *Thirty Years of Distance Education: Personal Reflections*. International Review of Research in Open and Distance Learning, v11 n2 p100-109 May 2010. 10 pp. (Click on link above, login to ERIC, and click on “Full Text from ERIC”.)

National Council of Teachers of English. (2008). *Multimodal Literacies*. Retrieved from <http://www.ncte.org/governance/MultimodalLiteracies>.

November, A. (2013). "*Information Literacy Resources*". November Learning. Retrieved from <http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/3-websites-to-validate/>.

Pape, L. (2010). *Blended Teaching and Learning*. Education Digest: Essential Readings Condensed for Quick Review, v76 n2 p22-Oct 2010. 6 pp. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

Peters, D. (Sept. 2005). *Mayer's Principles for the design of Multimedia Learning*. Retrieved from <http://designerlearning.blogspot.com/2005/09/mayers-principles-for-design-of.html>.

State of New Jersey Department of Education. (2010). Core Curriculum Content Standards: Technology. Retrieved from <http://www.state.nj.us/education/cccs/standards/8/index.html> .

Strickland, J: *What's inside my computer?* How Stuff Works: A Discovery Company. Retrieved from <http://computer.howstuffworks.com/inside-computer.htm>.

TechTrends: Linking Research & Practice to Improve Learning, p26-32 May-Jun 2005. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

Wikipedia. (2013). Child Internet Protection Act. CIPA act of 2000. Retrieved from [http://en.wikipedia.org/wiki/Children's\\_Internet\\_Protection\\_Act](http://en.wikipedia.org/wiki/Children's_Internet_Protection_Act).

Wetschler, E. (Feb. 2011). *Going Out of Print* . District Administration: Solutions for School District Management. Retrieved from <http://www.districtadministration.com/article/going-out-print>.

## Unit Objectives

Title	Objectives
Unit 1 What is a School?	<ol style="list-style-type: none"> <li>1. Discriminate didactic, tutorial instructional methods from student-centered, interactive, exploratory instructional methods.</li> <li>2. Explain differing views of educational technology and its role in today's world, educational environments, and beyond.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Compare key learning theories such as behaviorist, cognitive, and constructivist and relate them to technology, teaching, and learning.</li> <li>4. Describe various teaching styles through the lens of learning theories and describe their impact on technology, teaching, and learning through these theoretical lenses.</li> <li>5. Articulate a personal view of the relationship among teaching, learning, and technology and describe the implicit theories that are behind these personal assumptions and beliefs.</li> <li>6. Appreciate and understand ISTE and NJ state standards for educational technology usage.</li> </ol>
<p><b>Unit 2 Hardware and Software</b></p>	<ol style="list-style-type: none"> <li>1. Relate the components and functions of a computer system to teaching and learning tasks.</li> <li>2. Identify input and output devices and their applicability in the classroom. (i.e., Tablet PC, SMARTboard, Touch Screens).</li> <li>3. Describe administrative and academic software.</li> <li>4. Identify advantages and risks of educational software packages and gaming as they apply to the classroom.</li> <li>5. Identify advantages and risks of associated with hypermedia.</li> <li>6. Describe changes to classrooms that may result as both hardware and software advance.</li> </ol>
<p><b>Unit 3 Networking</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the basic concepts of how networking and the Internet work.</li> <li>2. Identify the benefits and risks to students related to the use of the Internet and instruction.</li> <li>3. Review methods of insuring student safety on the Internet.</li> <li>4. Critique validity and quality of websites and software programs for the purposes of teaching and/or learning.</li> <li>5. Appraise the changes brought about by the "Read/Write" web to the teaching of literacy.</li> <li>6. Locate and evaluate instructional support websites, classroom management and academic tools, and teaching resources that are available on the Internet.</li> </ol>
<p><b>Unit 4 Collaboration</b></p>	<ol style="list-style-type: none"> <li>1. Identify, critique, and use various social and collaborative tools and explain their role in teaching and learning.</li> <li>2. Discuss participatory culture and its role in classrooms.</li> <li>3. Create a collaborative website.</li> <li>4. Defend the use of social and collaborative tools.</li> <li>5. Identify the roles of various stakeholders (students, parents, teachers, community) in ensuring the appropriate use of technology.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Write a letter to parents asking permission for students to engage in online social activities.</li> <li>7. Use social bookmarking as a classroom resource.</li> </ol>
<p><b>Unit 5 Multimedia</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the uses of audio and video media in support of teaching and learning.</li> <li>2. Identify types and applications of projected and non-projected visual media in the learning environment.</li> <li>3. Describe how the Internet can provide audio and visual support to teaching and learning.</li> <li>4. Create multimedia that incorporates digital images, audio, and video.</li> <li>5. Describe multimodal literacies.</li> <li>6. Understand when materials are used under a "fair use" clause.</li> </ol>
<p><b>Unit 6 Technology Integration</b></p>	<ol style="list-style-type: none"> <li>1. Identify pros and cons of distance learning.</li> <li>2. Identify the pros and cons of the "blended" model of distance learning.</li> <li>3. Recognize how to use RSS to save time and share sources.</li> <li>4. Describe 21st century issues and challenges facing new teachers as they enter the workforce.</li> <li>5. Discuss social, ethical, and legal issues associated with integrating technology into the curriculum.</li> <li>6. Identify emerging technologies that may affect teaching and learning.</li> </ol>

## Course Schedule and Assignment Due Dates

Begin	Assignments	Due Date	Points
<b>WEEK 1</b> December 23-29	Introduce Yourself	December 26	5
	Readings and Discussion	December 26	4
	Project Proposal	December 29	7
<b>WEEK 2</b> December 30-5	Readings and Discussion	January 2	4
	Software Evaluation	January 2	5
	Project Rubric	January 3	7
	Project Draft	January 5	7
<b>WEEK 3</b> January 6-12	Readings and Discussion	January 8	4
	Internet Safety	January 8	5
	Your Project Link and Critique	January 8	0
	Wiki Letter to Parents	January 9	7
	Project Multimedia Component	January 12	7
	Project Interactive Component	January 12	7
<b>WEEK 4</b> January 13-16	OPTIONAL: DRAFT Course Paper for Dr. Pancer's feedback	January 13	0
	Readings and Discussion	January 14	4
	Project Reflection	January 14	7
	Course Paper	January 15 Last day of class	20
	Course Evaluation	January 15 Last day of class	**3 extra credit

**Grading:** 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

Grades for each assignment will be posted in the Gradebook tool on the eCollege web site. I score all work by one week after the due date, usually much sooner.

**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.

**Care, respect, and integrity are expected in written and classroom exchanges:** All written work, including postings on E-companion, 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 both your E-college postings and classroom discussions. Outside sources, in any assignment, must be referenced appropriately (either APA or Chicago style is acceptable)

**Late Policy:** Assignments are due by midnight on the specified Due Date.