EDPS 5441/6441
Integrating Technology into Instruction I:
Reading and Writing

Fall 2015

Online Course

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Hours: By Appt.

Pre-requisite
EDPS 3140 Using Technology in Diverse Classrooms

Text
All required course readings will be available online or through Canvas
(http://utah.instructure.com).

> *Suggested Resources for Additional Learning (Not Required for the Course):*
> - Covili, J. (2012). Going Google: Powerful Tools for 21st Century Learning. Corwin Press. http://amzn.com/1412998786
> - Websites & Newsletters:
>   - Google for Teachers: http://www.google.com/edu/teachers/
>   - UEN NetNews Newsletter: http://www.uen.org/netnews/index.shtml
>   - Utah Coalition for Educational Technology Newsletter and Blog: http://www.ucet.org
>   - Free Technology For Teachers blog: http://www.freetech4teachers.com/

Course Description
This is a required one-credit, pass/fall, course for teacher certification programs. The course has been designed to meet the National Educational Technology Standards for Teachers (NETS-T) as proposed by the International Society for Technology in Education.

The current trend in teaching technology to pre-service teachers is to teach a basic technology-in-education course in which students learn basic technology skills through meaningful project-based learning scenarios followed by modeling and use of technology in methods courses or field experiences. This approach allows students to examine ways in which technology can be seamlessly integrated with practice. This is the approach that has been adopted in the Department of Educational Psychology; therefore, you should have already taken the basic technology-in-education course (EDPS 3140) and are now ready for this course and its companion course EDPS 5442/6442 (Integrating Technology into Instruction II: Science), a 1-credit technology course to accompany your science methods course.

This is a flexible format workshop/lab course designed to familiarize you with the integration of technology into the K-6 classroom, specifically in the areas of reading and writing. In this course, you will investigate ways to use technology to collaborate with your colleagues, to engage your students in meaningful learning, and to be a leader in your school in the effective use of technology to enhance learning. This course is tied directly to your reading and writing methods courses (Reading: T & L 5131/6131 or T & L 5320/6320, and Writing: T & L 5000/6000 or T & L 5005/6005) and you will be expected to design learning activities in conjunction with one of these methods courses. To ensure that learning for diverse students is encouraged, the variety of learning modes that you learned in EDPS 3140 will be used, including blogging, online multimedia presentations, web-based resources, audio/video/digital presentations, and word processing. You will assess your own growth in this course in multiple ways as you create coherent representations of knowledge and link new knowledge with existing knowledge in the areas of reading and writing through the creation of a comprehensive online portfolio.

Professionalism
Students in this course are expected to meet the Fitness to Teach criteria located at:
http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20 Final.pdf

Course Objectives
By the end of this course, you will be able to demonstrate that you can apply appropriate technology tools to the classroom, enhance student learning, and enhance your own professional learning and productivity. Specifically, you will be able to:

1) integrate technology for multiple purposes and in multiple ways to enhance student learning in the areas of reading and writing

2) design technology-enhanced assessment strategies

3) integrate multiple technology tools to design a teaching or learning tool

4) monitor your own learning toward becoming a proficient technology-user

Course Requirements

There are four course requirements: technology projects, technology-enhanced lesson (s), reflective journal, and portfolio development.

Technology projects. You will develop two technology projects focusing in on language arts instruction. These projects will help you understand how technology can enhance your curriculum and strengthen your students reading and writing comprehension.

- Project #1: Create a Website using Weebly
- Project #2: Create a Google Lit Trip using Google Earth
- Project #3: Create a Children's Vocabulary Chart using Prezi

Technology-enhanced lesson. You will develop a technology-enhanced lesson that support student learning in reading and/or writing. If you are taking this course at the 5000 level, you will be responsible for one lesson; if you are taking this course at the 6000 level, you will be responsible for two lessons. Each technology-enhanced lesson will begin with a concept-development page. In this one page document, you must provide the following information:

1) Summary of the lesson including overview of technology used.

2) Intended learning outcomes: list your specific objectives for this lesson.

3) Materials needed for the lesson: provide hardware, software, websites are involved in lesson.

4) Instructional procedures: step-by-step instructions for the instructor.

5) Assessment: how will you determine if your lesson addressed the intended learning outcomes.

When completed with your concept-development page, upload it into Canvas, and you will be provided feedback on each your technology-enhanced lesson. After you receive feedback, you will create the lesson using the UEN Lesson Plan Tool, using the above criteria, and once completed, submit it using Canvas. Each lesson will be reviewed and evaluated, and you will be provided with additional feedback on how to improve on each. You will be expected to make those revisions, and a final lesson will then be uploaded into your online portfolio. If you fail to make the necessary revisions to the satisfaction of the instructor, you will receive a "fail" on the project. If you "fail" on two of the three assignments (either technology projects or lesson plans), you will receive a "fail" for the course.

Reflective journal. To become a reflective teacher, you need to think about what you are doing as a teacher and why you are doing it. In other words, you must become a "metacognitive" teacher. In your reflective journal, you will keep a record of your personal observations about how your understanding of technology to enhance learning in reading or writing is developing. You will be provided with discussion prompts that will focus on your technology-enhanced lessons, and specifically on how each one is showing a development of your growth in knowledge about technology and about the content of the reading/writing course. Your journal will be created online using Weebly so you can share your thoughts in an online forum.

Portfolio development. The technology projects and your reflective journal will be maintained in your professional portfolio. This portfolio will be maintained across the semester so that at the

end of your teacher education program you will have tangible evidence of your work and a collection of technology enhanced lessons that you can use in your classrooms.   We will be using Weebly to create your portfolio.

Grades
Each of your technology projects in worth 20 points, your technology-enhanced lesson is worth 20 points, each of your reflections are worth 5 points, and maintaining your portfolio in a professional manner is worth 10 points.

Technology Projects (3)	50 points
Technology-enhanced lesson using UEN Lesson Plan tool (1)*	20 points
Reflections (4)	20 points
Portfolio	10 points

This is a pass/fail course; therefore, you must earn at least 68 out of the 100 points to pass; you also must receive a pass on two of the three projects to pass.

*(Note: If you are taking the course at the 6000 level you are required to create 2 lesson plans. Each of your lessons is worth 10 points.)

For each assignment there will be an assigned due date. All assignments are due by midnight of that due date. If you need help with an assignment, please ask early. Late assignments will be accepted for up to one week past the due date; however, you will lose 10% of the original points for each 24-hour period after the due date. Please be sure you back up your assignments and keep a copy ready in case some unforeseen technical failure occurs.

Course Schedule

Assignment	Due Date
Project #1: Create Weebly website: Submit URL in Canvas. Be sure to publish your site so I can evaluate it.	**9/3/15**
Reflection Journal #1: Post your reflection to guided question (s) on your Weebly website. Submit URL in Canvas.	**9/10/15**
Reflection Journal #2: Post your reflection to guided question (s) on your Weebly website. Submit URL in Canvas.	**9/17/15**
Project #2 – Google Earth Lit Trip: Submit as attachment through Canvas.	**9/24/15**
Reflection Journal #3: Post your reflection to guided question (s) on your Weebly website. Submit URL in Canvas.	**10/8/15**
Project #3 – Create a Children's Vocabulary Chart: Submit as attachment through Canvas.	**10/22/15**
Concept Development Page on Lesson Plan #1: Submit your concept paper for Lesson Plan #1 in Canvas.	**11/5/15**
Reflection Journal #4: Post your reflection to guided question (s) on your Weebly website. Submit URL in Canvas.	**11/12/15**
Lesson Plan #1: Submit URL in Canvas.	**11/19/15**
Lesson Plan #2 (if in 6441): Submit URL in Canvas.	**12/315**
Portfolio: Submit URL in Canvas.	**12/3/15**
Final Revisions: submit through email	**12/10/15**