

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**SEED 4010
Integrating Technology in Secondary Education
2 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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 #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COURSE DESCRIPTION

Focus on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered class. The course's central theme is integrating technology into the curriculum.

REQUIRED TEXTBOOKS/ RESOURCE MATERIALS

Handouts and Supplementary readings as distributed in class and posted on BlazeView.

COURSE OBJECTIVES

1. Critically examine personal and professional instructional practices to determine how technology can play a role in optimizing teaching, learning processes, and planning. (InTASC1, 3 TL_{1,2})
2. Develop skills in the use of educational technology designed to meet the needs of users in five critical areas: Use of Modern Technologies; Curriculum Integration; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (InTASC 3,7 TL_{3,1} and _{3,2})
3. Participate in hands-on experiences using curricular goals to advance basic hardware and software skills. (InTASC 5 TL_{1,3})
4. After introduction, exploration and discussion of selected software, candidates will be able to discriminate between the uses of different software options by selecting

Positively Impacting Learning Through Evidence-Based Practices

developmentally appropriate software for the completion of tasks. Candidates will begin to evaluate various software programs and their instructional value in planning, executing and evaluating instruction. These software reviews will be incorporated into an online class database. (InTASC 8 TL_{1.1} and _{2.1})

5. After an introduction and practice with Internet research, candidate will be able to generate a presentation by exploring the Internet to locate an article related to the integration of technology and education, presenting this information to the class, and then inputting information into an online class database. (InTASC TL_{2.1})
6. Candidates will be exposed to, gain an understanding of, and reflect upon issues and trends impacting technology and education, including concepts such as the “Digital Native,” “Virtual Schools,” “Netiquette” and “Cyber ethics.” (InTASC 9 TL_{3.3})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Develop one content focused lesson plan and one content based research project in which candidates are actively engaged in the use of technology. The two lesson plans will be the Key Course Assessments.
 - a- **TL2A Key Course Assessment:** The lesson plan will involve the preservice teacher using his/her concentration to develop a lesson that involves a video creation component for the students. Students will utilize research tools to gather information and present the information in a video in a creative manner. The preservice teacher will be required to create a sample video project to model for students an exemplary product. The video will be published on Youtube or another online sharing component that would embody the global educational community. A summary of this lesson and the accompanying video will be presented in class to receive full credit. (25 points)

*TL_{2a}. *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

- b- **TL3A Key Course Assessment:** The academic research project will involve the preservice teacher utilizing an online database to guide students through academic research where the students locate articles in the appropriate Lexile range. Preservice teachers should customize the articles for learners of all levels by choosing credible databases and appropriate citation assistance. The proposed articles will need to be located and linked to an annotated bibliography. The student will locate 4 articles focused around his/her content area and about the subject of his/her choice. The student will annotate the articles, denote the Lexile Level of each article, and cite them correctly. The bibliography will also include a bulleted lists of supplies/equipment needed to teach research and a paragraph explaining how they would encourage students to use credible sources and the importance of doing so (25 points)

*TL_{3a}. *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

2. Evaluate 3 high school teacher’s web pages from different schools. Critique and analyze each teacher’s website by describing positives and negatives. Each of these characteristics should be distinct and insightful. Create a list, with justifications, of at least ten items that you will include on your classroom website. Using a technology tool of your choice, create a mock teacher webpage using the items you included in your list. (20 points)

3. Weekly discussion board post in Blazeview. Each student should create an original post and respond to a classmate's post. These posts should be thoughtful, academically focused, and grammatically correct. (3 points per discussion board (10 total) for 30 points)
4. During your apprenticeship, you will be required to videotape at least one lesson using the edTPA requirements from your content handbook.

*Anytime outside sources are consulted, proper APA citations and parenthetical documentation must be present.

COURSE EVALUATION

NOTE: All assignments must be completed and submitted on time to receive credit for the course. Students who have failed to complete all assignments in the course will receive an "Incomplete" until the work has been completed. All incompletes not resolved in the time allotted by the University will result in a grade of "F."

NOTE: NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.

Grading Scale:

100-90 pts=A

89-80 pts=B

79-70 pts=C

69-60 pts=D

59 and below=F

ATTENDANCE POLICY

Candidates are expected to attend all classes. Candidates who must miss a class will be expected to make up the missed session with the instructor during the final exam period. Students missing more than 20% or 3 class sessions are subject to failing the course, per University policy as outlined in the Valdosta State University Handbook. In this class, the fourth absence will result in a one-half grade deduction from the final grade.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism- Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism– Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism- Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism- Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism- Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates

Professionalism- Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](#) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you

should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.