



TOURO UNIVERSITY
C A L I F O R N I A

EDU 742: Integrating Technology into Classroom Teaching

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Contact information

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Office Hours: By Appointment

Course Meetings:

Face to Face Location: Vaca Peña Middle School, Room 2

Note: Additional on-line time required

Session	1	2	3	4	5	6	7	8	9
Date	2/2	2/16	3/9	3/23	4/2	4/6	4/27	5/4	TBA
Time	4:30-9:30	4:30-9:30	4:30-9:30	4:30-9:30	10 am – 4 pm	4:30-9:30	4:30-9:30	4:30-9:30	4:30-9:30
F2F or Online	F2F/Online combination class	F2F class	F2F class	F2F class	Bencia Mini Maker Faire	F2F class	F2F class	F2F class	Online

Course Description and Objectives

Learners in this course will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. Participants will also identify relative advantages for choosing technology integration strategies and resources for teachers to draw upon in developing their own technology integration activities.

Objectives:

Students will learn and demonstrate knowledge of computer hardware and operating systems in networked computing environments found in K-12 educational settings. Within these computing environments, students will develop classroom strategies and lessons for use in K-12 educational settings using a variety of technology tools. To accomplish this task students will:

1. Contribute to bi-weekly discussions and collaboration.
2. Continued design and maintenance of your Weebly
3. Identify elements of effective web and presentation design.
4. Examine historical foundations, learning theories, and current trends in the field of educational technology to assist in developing a broad understanding of the contexts for effective technology integration.
5. Investigate various ways in which screencasting can be used by teachers and students in the classroom.
6. Identify and develop effective classroom activities using Chromebook Apps.
7. Examine ways in which spreadsheets and databases can be used in the classroom to analyze, organize and manipulate data. Develop a database or spreadsheet supported lesson.
8. Identify and classify adaptive assistive hardware and software for students and teachers and demonstrate this knowledge through reflective discussion activities

Optional Texts

- Meaningful Learning With Technology (4th Edition), Howland, J., Jonassen, D., and Marra, R.M. (2011)

Recommended Texts and Materials

- Baggio, B. (2011). *The Visual connection: You listen with your eyes*. New York, NY.: Proteus Press.
- From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments, Thornburg, David (2014)

Technology Resources

Touro University MIS Help Desk	Phone: 707-638-5424 email: servicedesk@tu.edu
Touro University Library, Bldg 1322 Miranda Carpenter, COE Library liaison Phone: 707-638-5317 email: miranda.carpenter@tu.edu	Library web site: www.tu.edu click California, click TU-CA Library
Blackboard Access:	bb-tuc.touro.edu Blackboard Course Name:
TCWeb: To check your grades and transcripts	http://tcweb.touro.edu/ you will need to know your student ID Password is the last four of your social security number
Taskstream	www.taskstream.com Mentoring services: 800-311-5656

Course Requirements

Students who successfully meet requirements for this course will :

1. Demonstrate knowledge of the elements of effective web and presentation design through designing and maintaining a webpage, Wiki, or Blog that can be used for socially networking with parents and/or students and through the creation of presentations.
2. Share a Chromebook app that can be used in the classroom. The presentation should discuss issues of integration into the classroom or use as a teacher productivity tool.
3. Select, read, and evaluate an educational technology related book on a topic of the student's choice. The book will be selected from a list provided by the teacher. The student will write a review of the book using a book review guide provided by the instructor of the course and post a review of their book on their webpage, Wiki, or Blog.
4. Identify and develop effective classroom activities using a Chromebook App.
5. Design a screencast that examines the historical and philosophical foundations of educational technology, addresses key strategies for integrating technology into various content areas, or identifies and discusses adaptive assistive hardware and software for students and teachers.
6. Develop an effective classroom activity that integrates telecommunications tools and/or the Internet or makes use of a database and/or spreadsheet software tools.

Assessment of Learning

Student grades in this course will be determined by performance in the following areas:

Assignments	Percentage of Grade
1. Attendance and Participation.	10
2. Complete Reflections and participate in On-line Discussions . The contribution of peers, your preparation, full engagement and timely responses are critical to the success.	8 @ 5 points each = 40 points

3. Create a PowerPoint presentation that shares a Chromebook app that can be used in the classroom. Discuss issues that may effect the integration of this application into the classroom or use as a teacher productivity tool.	10
4. Book Review (40 points) posted to your webpage, Wiki, or Blog of a book selected from a list provided by the instructor.	40
5.	
6. Complete a lesson plan that makes use of a Chromebook App	20
7. Designing and maintaining a webpage, Wiki, or Blog (20 points) that can be used for socially networking with parents and/or students	20
8. Screencast examining the historical and philosophical foundations of educational technology, addresses key strategies for integrating technology into various content areas, or identifies and discusses adaptive assistive hardware and software for students and teachers.	40
9. Technology Supported Lesson Plan that integrates telecommunications tools and the Internet or makes us of a database and/or spreadsheet software tools.	20
Total	200

Discussion Board Requirements

The online discussions provide opportunity for professional collaboration and dialogue with other teachers. Each Discussion consists of the following:

- Introductory information/prompt to be considered prior to making your **initial posting** in the Discussion forum.
- A Discussion forum activity, in which you are asked to interact with the members of your cohort group to brainstorm ideas, practice using new skills and strategies, and begin applying your knowledge.

For the online Discussion, you will be directed to:

- **Post** your thoughts/insights/ideas for your colleagues to consider within 48 hour of class end for courses that meet once per week. Within 24 hour for classes that meet once per week
- **Read** a sampling of your colleagues' postings.
- **Respond** to at least **three** of your colleagues' postings no later than 6 days after class. Late postings will be penalized as then affect everyone's ability to effectively process and respond to the prompt.
- **Review and reflect** your initial posting and consider your colleagues' responses and your own learning.

ASSESSMENT RUBRICS (4 Point Scale)

On-line Discussion Rubric

This rubric will be used as a tool for providing a grade for online discussions and comments made on the work of others in the class.

Category	4	3	2	1
Quality of Information	Comments relate to the topic, add to the discussion, and are	Comments relate to the topic and are supported by a least	Comments relate to the topic, but are not supported by	Comments are generally unrelated to the topic or are

	supported by several details and example	1 detail and/or example	details or examples	merely restates the topic
Critical Thinking	Comments enhance the critical thinking process through reflection on the issues and the questioning of self and others	Comments demonstrate critical thinking on the part of the individual, but do not apply reflection and questioning on the statements of others	Comments respond to the questions of others, but do not demonstrate reflection on and questioning of ideas	Does not respond to the questions of others
Use of Reference Materials	Comments encourage and facilitate interaction among other members of the cohort	Shows evidence of having read the required material, but references are infrequently made	Evidence of having read the required materials is present, but references are not made	Comments make use of opinion only
Contribution	Comments encourage and facilitate interaction among other members of the cohort	Comments respond to other members of the cohort	Interactions with others in the cohort is limited	Comments respond to the main question only
Use of Professional Language	Professional writing style and vocabulary is used consistently in comments	Professional writing style and vocabulary is used frequently	Professional writing style and vocabulary are infrequently used	Professional writing style and vocabulary are not used

This rubric adapted from the work of Amy Finch PhD and Liane Connelly PhD, RN, Fort Hays State University, 10/08

Mission of the Graduate School of Education

The mission of the Graduate School of Education is to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging, and diverse student population.

Touro University Institutional Student Learning Outcomes (ISLOs)

Touro University California students will demonstrate the ability to:

1. Apply knowledge from their discipline in a context reflecting real, complex situations in their profession.
2. Think critically to make evidence-informed decisions and evaluate conclusions.
3. Communicate effectively with a variety of audiences.
4. Act in a professional and ethical manner.
5. Serve the needs of their communities.
6. Collaborate with colleagues across disciplines.
7. Access and evaluate information.
8. Commit to lifelong learning.

Grading Policy

Touro University's Graduate School of Education reports course grades in percentage scores and uses the following grading system:

Percentage Grade GPA Equivalent									
96 - 100%	90 - 95%	86 - 89%	80 - 85%	76 - 79%	70 - 75%	69 - 0%	I	W	WU
4.00	3.70	3.30	3.00	2.30	2.00	Unsatisfactory	Incomplete	Withdrawal	Withdrawal Unsatisfactory

Courses are rated at one credit hour for each 15 hours of lecture or 30 hours of laboratory and/or practice sessions. A cumulative weighted grade point average will be calculated and posted on the transcripts. Class ranking is available upon request in the Registrar's Office.

Definition of Grades

In addition to numerical grades, the program also uses the following:

- Satisfactory: A 70% or above in each course is considered a satisfactory grade.
- Pass (P): Satisfactory completion of a clinical rotation or course will be entered as a P on the transcript.
- Unsatisfactory (U): Any grade for a course or rotation that is less than 70%.
- Unsatisfactory with successful remediation (U/70 or U/P): If an unsatisfactory performance has been successfully remediated a U/number will replace the U on the transcript (i.e. U/70). The "U" denotes the initial grade of unsatisfactory and the "number" represents the final recorded grade for the course in which a student has been re-examined.
- Incomplete (I): An incomplete grade ("I") indicates that a student was unable to finish all required work for issuance of a letter grade. It is a temporary grade which may be given at the instructor's discretion only when illness, unavoidable absence, or other reasons beyond the control of the student prevented completion of a small portion of course requirements by the end of the academic term.

Instructor Responsibilities

- Incompletes may only be given if the student has regularly attended class and submitted passing class work. An incomplete does not change any point deductions for late assignments, for being late to class, or for missing classes.
- An incomplete may not be assigned in order to give a student a chance to do more work to improve a grade or because a student did not complete assignments by the last course session.
- Students who are unable to complete a course and who do not meet these circumstances should be advised to withdraw from the course.
- When completing the incomplete form: a) the deadline for completion of missing work must be specified at the time of original submission of the incomplete grade form, and b) a comprehensive list of remaining work to be completed must be listed on the incomplete form.
- Replacement of an incomplete will be under the direction of the instructor.

Student Responsibilities

- After course instructor consultation and approval, it is the student's responsibility to complete an "Incomplete Grade Form" request before the last class session of the course and turn this form into staff at the Graduate School of Education.
- It is the student's responsibility to meet all timelines for completing course requirements as stated on the "Incomplete Grade Form." No extension will be granted for more than a full calendar year from the date of the incomplete.
- Students who do not contact the course instructor regarding completion of course requirements are subject to a "U" grade. If the required work is not completed within the specified time, the (I) will be automatically converted to an unsatisfactory grade ("U" which is a grade equivalent of an "F").
- Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course.
 - Withdrawal (W): A withdrawal indicates that a student has withdrawn from the University in good academic standing.
 - Withdrawal/Unsatisfactory (W/U): If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

Minimum Cumulative Grade-Point Average (GPA)

The minimum cumulative GPA is based on a student's program of study. Transfer credits will have no effect on the GPA for the purposes of financial aid satisfactory academic progress. Minimum cumulative grade point averages associated with each college are as follows:

Graduate School of Education: 80%

Academic Probation

Students must meet the minimum standards and requirements set by the institution in order to remain in good academic standing. Students will be placed on academic probation if they receive a grade of Unsatisfactory/Fail in any course or field placement, fail to successfully complete required licensure examinations and/or fail to meet the minimal

cumulative weighted academic requirements. A student will be removed from academic probation only after successfully remediating the course or field placement, achieving the minimal cumulative weighted academic requirements and successfully completing licensure exams. Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

Terms of Probation

1. When a student is placed on academic probation, it is noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, this is also noted in the student's file and transcript.
2. When a student is placed on academic probation, following approval by the Dean of the College, he/she will be notified in writing by the Dean and the reasons will be stated. When the terms of academic probation have been satisfied the Student Promotion Committee will notify the Dean that probation has been rescinded and a letter will be provided to the student.
3. A student on academic probation may not serve as an officer of any official University club or organization. A student on academic probation may not serve as a representative of the College in the operations of the Admissions Office or on University committees. A student on academic probation may not serve as a representative of the College at off-campus conferences or sponsored events.

Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members. Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- cheating
- plagiarizing (presenting the work or ideas of others as your own)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
- lying
- working with others when assignments or exams require individual work
- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold the principles of academic integrity negatively impacts the reputation of Touro, the value of each and every degree awarded by the institution, and the future success of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, from failure in coursework up to and including expulsion from the Touro College and University System. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity. Complete details of the academic integrity policy can be found in the GSOE student handbook located here: <http://cehs.tu.edu/gsoe/studentresources/>

Student Dispositions

The Touro University California Graduate School of Education credential and degree programs are guided by Program Standards (10 f,g,&h) for the California Commission on Teacher Credentialing that state:

- Each candidate exhibits intellectual integrity, serves students honestly, protects their
- Each candidate assesses his or her own progress, accepts professional advice,
- Each candidate models respect for the cultures, religion, gender and lifestyle privacy, respects their work, and sustains open discussion of ideas; considers constructive criticism, and engages in a continuous program of professional development; and orientation of students and their families.

In conjunction with the elements of the above standards, Touro University California's Graduate School of Education has high expectations regarding student candidate dispositions. These dispositions are expected to be met during all class sessions, field work and practicum, and any university sponsored activities. These dispositions include:

- collaboration
- honesty/integrity
- respect
- reverence for learning
- emotional maturity
- reflection
- flexibility
- responsibility
- appropriate interpersonal conduct
- ethical and professional behavior
- respect for privacy

Students who display poor judgment or performance in one or more of these areas may not be recommended for a credential/degree, and/or may receive a grade that reflects the consequences of their actions, including a failing grade. Occasionally a student will meet the academic requirements of the course, but manifest personal limitations that might impede future teaching performance. In such cases, it is the responsibility of the faculty to guide the student to take remedial action (either to repeat the class for credit, to become involved in personal therapy, to take a year's leave of absence from the program, to take remedial courses), to be re-evaluated, and/or to consider withdrawing from the program.

Americans with Disabilities Act Statement

Touro University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. It is the policy of Touro University to make reasonable accommodations for qualified students with disabilities. All students with special requests or need for accommodations should make this request in person as soon as possible. This is the student's responsibility. Information about services, academic modifications and document