CURRICULUM AND INSTRUCTION 567 (587.06)
ONLINE
College of Education

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Course Description: *Readings and Trends in Instructional Technology*

Acquaint students with the critical writings and ideas of prominent practitioners, researchers, and theorists in instructional technology with a focus on understanding the trends and issues pertinent to a scholarly study of integrating technology into instruction. Students will read and provide reflections regarding the best instructional technology strategies evident in the literature and in practice in PK-12 schools. In addition students will gain skills in introductory web design.

The assignments for this class will require some independent reading and critical thinking about instructional technology.

Text: Required Reading: The World is Flat by Thomas Friedman--The book may be purchased on Amazon for $16.50 (new) or about $15.00 (used). Students may choose to share books or to borrow a copy from either school or public libraries.

Assignments: Website developed, two blog responses to discussion questions, an annotated bibliography, a pictorial PowerPoint and a PowerPoint used for teaching software.

Technology Skills to be Developed in this Class:

Gaining Remote Access to SHSU
(See my website: www.shsu.edu/~edu_bre, click on *Workshop Handouts*, click on *Logging In Remotely to SHSU*, click on *Slide Show*—bottom right corner—Works best in Explorer)
Turning on Your U Drive (3 ways)
Using the R drive
Using FTP access
Using the menu
Identifying the public_html folder inside the U drive and understanding its significance
Creating an initial webpage using Microsoft Word and creating three hyperlinks from the initial page; one hyperlink to goals, one to background, and one to the PowerPoints developed in assignments #3 and #6.
Creating a pictorial PowerPoint and an animated, instructional PowerPoint both saved as a webpage

Objectives (4)

To acquaint students with the major authors who contribute to the canon of scholarly literature addressing instructional technology as it relates to the larger issues of technology expansion

To acquaint students with the major trends and effects of technology addressing issues such as globalization, technology and education, the social impact of the Internet, and Web 2.0.

To acquaint students with the strategies used by teachers who have successfully integrated technology into instruction and with the characteristics prevalent in schools that successfully integrate technology into instruction

To provide introductory web design strategies.

Assignment Number and Objective	Description	Due Date	Assessment Information	Technology Facilitation Standards
Assignment #1	The website to be setup for this assignment will be used to display assignments in the current course, CI 567 and in future courses; specifically in CI563 to be offered in the Fall. *Assignment*: Create a SHSU website with an initial page containing your picture and at least four hyperlinks; first to a page with background information about you (hobbies, interests), to a second page with your educational goals and a third and fourth that will later link to Assignment #3 and to Assignment #6. The website may be created remotely (not on campus, website may be developed at your home or school) and placed on the SHSU server from your home or school. Users will access your webpage by selecting www.shsu.edu/~(your SHSU user name). All pages should have formatted background and text. Before you begin, read all of the information about Assignment #1 in the Assignments section of Blackboard. You may see a model of your Assignment #1 by going to www.shsu.edu/~edu_bre, click on *563/567 Model webpage.* *How to Begin*: Using Remote Acccess *Step 1*. Learn to remotely log in to SHSU	*Thursday, June 12; 6:00 PM*		TF-III, TF-V

Assignment Number and Objective	Description	Due Date	Assessment Information	Technology Facilitation Standards
	using Windows XP or Windows Vista—To get help with remote access, go to my website, www.shsu.edu/~edu_bre, *Workshop Handouts, and Logging on Remotely to SHSU.* *Step 2*. Learn to turn on the U Drive—See my website, *Workshop Handouts*, and *Accessing Your U Drive via the R drive.* *Step 3*. Create the website and place it inside the *public_html* folder—See the Word file *Creating Your SHSU Website—The First Steps*. The file is available on my website. Your website will have one index page with links to goals, background, and to assignment #3 and #6. *Developing Your Website Using FTP:* You may, if you wish, use FTP to access your newly created website. To access FTP instructions, go to my website, www.shsu.edu/~edu_bre, click on *Workshop Handouts*, and *Accessing Your SHSU Website Using FTP*. Note that when you access you site with FTP, you do not have access to any SHSU software. Additional helps: http://www.shsu.edu/administrative/training/guides/pdfs/remoteconnect.pdf Remote connections: (Mac) http://www.shsu.edu/administrative/training/guides/pdfs/remotemac.pdf Connecting to U Drive: http://www.shsu.edu/administrative/training/guides/pdfs/mappinudrivepc.pdf			
Assignment #2	Go to the discussion question area in Blackboard and make critical comments addressing the major theme offered in Thomas Friedman's book: The World is Flat as well as the theme presented in the following: Websites: Go to Google and enter *Shift Happens.* Watch the YouTube Video. A good response should be one or two paragraphs totaling around 75 to 125 words.	*Saturday, June 14*		TF-VIII
Assignment #3	Create a pictorial photo album in PowerPoint with approximately 15 to 20 slides on: A family vacation A favorite camping trip Visiting my grandparents Any topic you would like Instructions:	*Saturday, June 21, 6:00 PM*		TF-I

Assignment Number and Objective	Description	Due Date	Assessment Information	Technology Facilitation Standards
	1. Take the pictures. Move them from the camera to Microsoft Office Picture Manager and make the pictures digitally smaller. (In Picture Manager, select *Picture>Compress Picture.* Select *Documents* and OK. Then create a folder called "skinny_pics" inside the public_html folder inside the U drive. Move the pictures from Picture Manager into the skinny_pics folder. 2. Then create a PowerPoint presentation with the pictures inside the skinny_pics folder. Use Insert>photo album in PowerPoint and you can make the presentation with one insertion step. Then, place text slides in between or on the slides to make a story, for example, planning the vacation, the vacation begins, or whatever. 3. Save the PowerPoint presentation twice. First save it as a PowerPoint presentation inside the powerpoint_resources folder inside the public_html folder in the U drive. Then save the PowerPoint presentation inside the powerpoint_resources a second time, this time saved as a webpage. You will now have two formats of the PowerPoint file inside the public_html folder. (Two formats are necessary in order to make changes later in the presentation. Later if you wish to make changes, open the PowerPoint format, make the changes, and save the file again twice.) 4. Create a link in index to the PowerPoint file saved as a webpage. A model for assignment #3 is available at www.shsu.edu/~edu_bre, click on *Workshop Handouts*, and click on *Model: A Trip Around SHSU*			
Assignment #4-Discussion Question—Blog Entry	Go to the Internet and do some reading addressing the following keywords: *School of the Future and Philadelphia, Schools of the Future and Best Practices, Best Practices and Technology and Schools, Technology and Innovations and Schools, Schools of the Future and Technology, Technology and Best Practices and Schools, Technology and Integration and Innovations, New Technology High School and Sacramento, California)* Go to the discussion question area and enter your reaction to the notion of effective instructional technology practices and the future. A good response should be around 75 to 125 words.	*Saturday, June 21; 6:00 PM*		TF-IV, TF-VIII
Assignment #5: Topical	Create an annotated bibliography of seven articles or books from the bibliography of the syllabus. Choose 2	*Monday, June 23; 6:00 PM*	SPA Assessment	TF-VI

Assignment Number and Objective	Description	Due Date	Assessment Information	Technology Facilitation Standards
Annotated Bibliography	articles or books from The Internet: The Social Phenomenon, 2 articles or books from The Internet and Education, and 2 articles or books from The Internet: Web 2.0. Many of the articles are available online from the Newton Gresham library. The article listed below is a required entry and will represent your seventh article. Fryer, Wesley A. (Winter 2003). Tools for the TEKS: Integrating technology into the Classroom: Copyright 101 for Educators. *TechEdge*, http://www.wtvi.com/teks/02_03_articles/copyright.html. A sample annotated bibliography entry should look something like this: **Hirschorn, Michael. "About Facebook: By Bringing Order to the Web, Facebook Could Become as Important to Us as Google." The Atlantic Monthly Oct. 2007: 148+.** **A paragraph or two summarizing the article or book** **A paragraph or two making a critical comment about the theme, implication, author perspective, style, or other critical element of the article or book.**		— Copyright Information	
Assignment #6	Scenario : You have been assigned the task of teaching a lesson in a faculty workshop on a particular software or one or more of the features of that software. You may if you wish use PowerPoint itself, Excel, or Word as the subject of the instruction. Assignment #6: Create an animated PowerPoint presentation that could be used for teaching about the software as identified above. The presentation should include the following resources or animations. • Print screens with images that have been modified in digital size using Microsoft Office Picture Manager. (You'll need to check the size of the PowerPoint periodically using *Properties*.) • Animated arrow that demonstrates where the cursor should be when a click is required. • Drop down files created by cropping images of a drop down file and using custom animation to make the file appear. • Animated text • Animated ovals identifying information Save the assignment twice as described in Assignment #3 with a PowerPoint format and a webpage format and place both formats on your Sam Houston State University website inside your powerpoint_resources folder. Go back and check your animations after you	*Wednesday, June 25*		TF-I

Assignment Number and Objective	Description	Due Date	Assessment Information	Technology Facilitation Standards
	have saved the file as a webpage. When files are saved as webpages, text and graphics sometime move. Be sure that all animations work online. Make a link from your index page to the presentation with the webpage format. For some suggestions regarding animations: Click on the link at the bottom of the Assignment #6 information and click on *Animation Suggestions.* Two models for assignment #6 are available at my website, www.shsu.edu/~edu_bre, click on *Workshop Handout,* and scroll down to *Workshop: Creating Animated Materials in PowerPoint for Teaching Software*—Two models are listed underneath.			

Website Development after Course is complete.
Index page (Assignment #1)
Goals page—(Assignment #1)
Background page—(Assignment #1)
PowerPoint with pictures (Assignment #3)
Instructional materials for Teacher Training——with hyperlink to PowerPoint (Assignment #6)

Assignment Due Dates

Assignment	Description	Due Date	Points
Assignment #1	Setting Up Your SHSU Webpage with hyperlinks to goals and background	Thursday, June 12; 6:00 PM	100
Assignment #2	Response to discussion question	Saturday, June 14; 6:00	50
Assignment #3	Pictorial PowerPoint saved as a webpage and placed on your website	Saturday, June 21; 6:00	100
Assignment #4	Response to discussion question	Saturday, June 21; 6:00	50
Assignment #5	Annotated bibliography with seven entries-- Articles may be found in the bibliography in the syllabus	Monday, June 23; 6:00 PM	100
Assignment #6	Instructional PowerPoint saved as a	Wednesday, June 25; 6:00 PM	100

	webpage and placed on your website		
Total			**500**

A-500-450
B-449-400
C-399-350
F-Below 350

Frequently Asked Questions

How do I begin working on an assignment?

First, read the syllabus carefully and, in particular, read about the particular assignment. Then look under both ***Assignments*** in Blackboard for things that will help you with each assignment. Read the information in ***Assignments*** carefully.

If I still have questions about an assignment, how do I ask a question?

After reading the syllabus and downloading all support materials, if you still have questions and would like to contact the instructor, go to the *Ask/Answer Questions* area in Blackboard. There you will see a number of places to answer questions. One place is called *Assignment #1 Questions*, another for *Assignment #2*, etc. Click on the word *Add New Thread*. On the screen that appears, after *Subject,* type your name, last name first, first initial of your first name. Then type your question in the area provided and click *Submit*.

In this way, others who may have a similar question about that particular assignment can see your question and can see the teacher's response. If you have a question about an assignment, please read the other students e-mails to me to see if your question is answered there. If students still need individual help after submitting the questions in the journal, I may setup some individual chat discussions or phone conferences.

When are assignments due?

Dates are included on the syllabus.

How are assignments submitted?

Assignments #5, annotated bibliography, is submitted in *Assignments* in Blackboard. Assignment #1, #3 and #6 will be placed on your website. Assignment #2 and #4 will each be a blog entry.

How are my grades on the assignments and the participation determined?

Student work is expected to reflect a regard for spelling, correct grammar, clear rhetoric, unity, coherence, and when needed, appropriate documentation.

Technology Facilitation Standards

TF-I. Technology Operations and Concepts

Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:

A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers). Candidates:

1. assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans.
2. provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.

B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. Candidates:

1. Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

TF-II. Planning and Designing Learning Environments and Experiences

Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology facilitators:

A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Candidates:

1. provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.
2. consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.
3. assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.

B. Apply current research on teaching and learning with technology when planning learning environments and experiences. Candidates:

1. assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.

C. Identify and locate technology resources and evaluate them for accuracy and suitability. Candidates:

1. assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.
2. model technology integration using resources that reflect content standards.

D. Plan for the management of technology resources within the context of learning activities. Candidates:

1. provide teachers with options for management of technology resources within the context of learning activities.

E. Plan strategies to manage student learning in a technology-enhanced environment. Candidates:

1. provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies.

F. Identify and apply instructional design principals associated with the development of technology resources. Candidates:

1. assist teachers as the identify and apply instructional design principals associated with the development of technology resources.

TF-III. Teaching, Learning, and the Curriculum

Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:

A. Facililtate technology-enhanced experiences that address content standards and student technology standards. Candidates:

1. use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).

2. use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
3. use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).
4. use methods and strategies for teaching concepts and skills that support integration of problem solving/decision-making tools (refer to NETS for Students)
5. use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print materials, and graphics.

6. use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.

7. use methods for teaching concepts and skills that support use of Web-based and non Web-based authoring tools in a school environment.

B. Use technology to support learner-centered strategies that address the diverse needs of students. Candidates:

1. use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.

C. Apply technology to demonstrate students' higher-order skills and creativity. Candidates:

1. use methods and facilitate strategies for teaching problem-solving principles and skills using technology resources.

D. Manage student learning activities in a technology-enhanced environment. Candidates:

1. use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.

E. Use current research and district/regional/state/national content and technology standards to build lessons and units of instruction. Candidates:

1. describe and identify curricular methods and strategies that are aligned with district/regional/state/national content and technology standards.

2. use major research findings and trends related to the use of technology in education to support integration throughout the curriculum.

TF-IV. Assessment and Evaluation

Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:

A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates:

1. model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques.

2. assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data.

B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Candidates:

1. guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates:

1. assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.

2. examine and apply the results of a research project that includes evaluating the use of a specific technology in a PK-12 environment.

TF-V. Productivity and Professional Practice

Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology faciltators:

A. Use technology resources to engage in ongoing professional development and lifelong learning. Candidates:

1. identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology.

2. disseminate information on district-wide policies for the professional growth opportunities for staff, faculty, and administrators.

B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. Candidates:

1. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. Apply technology to increase productivity. Candidates:

1. model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.

2. assist others in locating, selecting, capturing, and integrating video and digital images in various formats for use in presentations, publications, and/or other products.

3. demonstrate the use of specific-purpose electronic devices (such as graphic calculators, language translators, scientific probeware, or electronic thesaurus) in content areas.

4. use a variety of distance learning systems and use at least one to support personal/professional development.

5. use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.

6. select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

7. use examples of emerging programming, authoring or problem-solving environments that support personal/professional development.

8. set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in PK-12 schools.

D. Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. Candidates:

1. model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning.

2. communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers.

3. participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.

4. design, develop, and maintain Web pages and sites that support communication between the school and community.

TF-VI. Social, Ethical, Legal, and Human Issues

Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:

A. Model and teach legal and ethical practice related to technology use. Candidates:

1. develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.

2. assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.

B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. Candidates:

1. assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

2. identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in the procurement and implementation.

C. Identify and use technology resources that affirm diversity. Candidates:

1. assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.

D. Promote safe and healthy use of technology resources. Candidates:

1. assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.

E. Facilitate equitable access to technology resources for all students. Candidates:

1. recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers.

TF-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments

Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools. Educational technology facilitators:

A. Use the school technology facilities and resources to implement classroom instruction. Candidates:

1. use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.

2. use local mass storage devices and media to store and retrieve information and resources.

3. discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.

4. model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.

5. utilize methods of installation, maintenance, inventory, and management of software libraries.

6. use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.

7. use network software packages to operate a computer network system.

8. work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.

B. Follow procedures and guidelines used in planning and purchasing technology resources. Candidates:

1. identify instructional software to support and enhance the school curriculum and develop recommendations for purchase.

2. discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.

3. discuss and apply procedures related to troubleshooting and preventative maintenance of technology infrastructure.

4. apply current information involving facilities planning issues and computer-related technologies.

5. suggest policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings.

6. use distance and online learning facilities.

7. describe and identify recommended specifications for purchasing technology systems in school settings.

C. Participate in professional development opportunities related to the management of school facilities, technology resources, and purchases. Candidates:

1. support technology professional development at the building/school level utilizing adult learning theory.

TF-VIII. Leadership and Vision

Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:

A. Use the school technology facilities and resources to implement classroom instruction. Candidates:

1. discuss and evaluate current research in educational technology.

B. Apply strategies for and knowledge of issues related to managing the change process in schools. Candidates:

1. discuss the history of technology use in schools.

C. Apply effective group process skills. Candidates:

1. discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.

D. Lead in the development and evaluation of district technology planning and implementation. Candidates:

1. participate in cooperative group processes and identify the processes that were effective.

2. conduct an evaluation of a school technology environment.

3. identify and discuss national, state, and local standards for integrating technology in a school environment.

4. describe curriculum activities or performances that meet national, state, and local technology standards.

5. discuss issues related to developing a school technology plan.

6. discuss the elements of and strategies for developing a technology strategic plan.

7. examine issues related to hardware and software acquisition and management.

E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. Candidates:

1. examine components needed for effective field-based experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing change related to technology use in school-based settings.

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