F500 Syllabus: Teaching with Technology

Course Information

Meeting Time: Fridays, 9:00am-10:30am
Room: EDUC 2010 (TTL)
Credit: 1 credit hour

Coordinating Professor:

Dr. Leftwich
Office: Wright Education Building, Rm 2220; Tel: (812) 856-8486
Email: left@indiana.edu
Office Hours: M, By appointment

Materials Required

Text: Electronic chapters. Tools for teaching. Barbara Davis. (available on OnCourse)

All other reading and podcast materials are available on W200 OnCourse and W200 website
Lecture Website: http://www.indiana.edu/~educw200/
OnCourse: http://oncourse.iu.edu
TTL: http://www.indiana.edu/~teachlab/

Accounts Requirements: Google account, del.icio.us account (see w200 lecture website)

Course Description

This course is designed to provide you with skills and experiences that will allow you to effectively and appropriately develop yourself as an educator. In this course, we will focus on actively participating in projects that model effective technology integration, researching and developing classroom lessons and activities that utilize emerging technologies, and using technology to support professional development activities. This course is highly individualized and self-regulated.

Course Goals

1. To become a professional, reflective educator
2. Develop a professional development plan
3. Collaborate with peers to become a better educator
4. Collaborate with peers to improve education experiences

Expectations

This section will be added after our first session. We will establish these expectations together. While in class or lab, you are expected to:
Grading Breakdown

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Values</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Plan</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Teaching Competency Dossier</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>85</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade Distribution

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>

Grading Policies

*Late Policy*: Assignments are expected to be turned in on the dates that they are due. Failure to hand in an assignment on the due date without a valid excuse will result in a zero.

*Incompletes*: In addition, an "I" incomplete grade will be given only under the conditions spelled out in the Academic Guide: “The grade of Incomplete may be given 1) only when the completed work for the course is of passing quality, and 2) only upon showing of such hardship to a student as would render it unjust to hold the student to the normal time limits. A student's desire to avoid a low grade is not a legitimate reason to award an incomplete.”

*Attendance policy*: As a developing professional educator, your attendance is important to your own development and the preservice teachers depending on you. Participation is very important in this course and when you are not in class, you are unable to contribute your unique views to our classroom and your colleagues miss out on learning from you. In addition, punctuality is an important part of being a professional teacher and you are also expected to be punctual to class. It is very important that you attend and are punctual to ALL lectures, lab sessions, TTL time, and meetings.

Unexcused absences will impact your participation score. You are responsible for the material that was presented on that day.

Excused absences must be arranged before a planned absence. If you have special circumstances
surrounding your absence, discuss these with the instructor as soon as possible, preferably before the absence. Any absences should be discussed with the instructor ahead of time and you are expected to provide a note regarding the absence.

Any religious holidays should be communicated to the instructor at the beginning of the semester. Certain religions may have holidays on days when class is scheduled. This statement must be given to the instructor no later than the end of the second week of instruction.

Class Schedule

Weekly meetings: Fridays from 9:00am-10:30am.

Assignment Descriptions

Participation: Attendance, engagement, and contributions will all contribute to participation scores. Achieving the expectations for lecture, lab, TTL, and meetings outlined in the orientation will be the standard for this measurement.

Drupal Site: Everyone must update their weekly w200 progress on the specified pages. Feel free and encouraged to discuss and comment on others’ progress.

Professional Development Plan: This is a growth plan that will help create goals and methods for achieving those goals over the course of the semester. A template will be provided during orientation.

Draft of Teaching Competency Dossier: These are options. Include the ones that are most relevant to you.

- Introduction to section (the items in the parentheses are just examples)
  - 1. Your perspective on or philosophy of teaching
  - 2. Description of the teaching competencies you believe you need
  - 3. Describe the competencies you believe you have already acquired. Provide descriptions and links to evidence of each such competency achieved.
  - 4. Describe the competencies you believe you have not yet acquired. Provide a description of how you plan to achieve these competencies (please be as specific as possible, links may help), Also, provide a target date for when you expect to have acquired and documented each competency.

- Evidence of Curriculum Planning (how do you design and support education experiences)
  - 1. Syllabus
  - 2. Additional course materials you created (job aids, video tutorials, websites, podcasts)

- Evidence of Course Management (how do you communicate with students)
  - 1. Student samples
2. Your feedback samples

3. Communication with students (emails, discussion forums, website)

- Evidence of Mentoring Groups
  1. Communication (blogs, forums, meeting agendas)
  2. Peer observation/evaluation

- Evidence of Reflective Teaching
  1. Observation/evaluation of teaching (IC, student evaluations, Dr. Leftwich, peer evaluation/observation)
  2. Reflection (blog, dossier)

- Evidence of Training (what are you doing to improve)
  1. Training on technology (STEPS workshops, one-on-one IC training, tutorials)
  2. Training on teaching (workshops, readings, IC consulting)

- Evidence of Sharing (professional collaboration)
  1. Share work with others (professional learning communities, posting resources to the w200 wiki)