

Independent Study Course Syllabus

Course Number: TEC 961
Course Title: Computer Projects for Your Classroom

Online Correspondence

Instructor: Linda Jacobsen Phone number: 559-434-1142 Email: kljacobsen@sbcglobal.net Contact Address: 1510 E. Fox Glen, Fresno, CA 93730	Units: 3 Grade Level: K-5
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Course Description

In this course the participant will use personal productivity software to develop classroom projects, which will give them strategies for improving their student’s academic achievement and their own teacher effectiveness. It is designed to assist teachers in crossing the digital divide by ensuring that each of their students are technologically literate and to encourage the effective integration of technology to establish successful instructional methods. The participant will create their own projects and do some of the ones from the course text book with accompanying lesson plans while creating a reflection for each lesson. These lessons can be developed for any curricular area using computers and /or Internet technology which also meet subject matter standards and framework requirements to help improve student academic achievement. Research articles will also be read by the participant showing how technology supports student achievement.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Primary Learning Outcomes

Overall Learning Objective is:

Participants will develop and do technology lessons to use in their classrooms to increase academic achievement and teacher effectiveness while aligning these lessons to their standards.

More specifically teachers will be able to:

1. Create a resource of projects using technology to help improve student academic achievement while discussing the classroom use of these projects integrating technology into the curriculum. (I, II)
2. Develop and create technology lessons centered on the subjects the participant is teaching that meet specific subject matter standards and/or frameworks. (II, III, IV, V)
3. Identify, evaluate and use resources for further study in the area of technology. (II, IV, V, VI)
4. Use technology in ways that make teaching and learning more efficient, exciting, and educational while supporting the standards. (II, III)
5. Plan and teach student-centered learning projects and lessons in which students apply technology tools and resources to help achieve their standards. (II, III)
6. Guide collaborative learning activities in which students use technology resources to solve problems in the subject area(s). (III)
7. Facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community. (III, VI)

National Standards

The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards (NETS) for teachers. Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

- I. Facilitate and Inspire Student Learning and Creativity
- II. Design and Develop Digital-Age Learning Experiences and Assessments
- III. Model Digital-Age Work and Learning
- IV. Promote and Model Digital Citizenship and Responsibility
- V. Engage in Professional Growth and Leadership

One of the course projects ask participants to identify specific national, state or district standards for their curriculum that will be applied to the lessons presented. This project also includes identifying ISTE NETS Student Standards:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Students apply digital tools to gather, evaluate, and use information.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

Course Materials:

1. “*It’s Elementary*”: *Integrating Technology in the Primary Grades*”, by Boni Hamilton. The participant will need to look at the excerpt of this book on the Internet. It is found at the following web site <http://tinyurl.com/l2g8sj> or go to Google and type in the title “*It’s Elementary! Integrating Technology in the Primary Grades*”, and then pick the selection with the title and then Google Books Result. The excerpt will be sent to the participant in the course booklet.
2. Each student **will need to purchase** the course textbook, “*50 Computer Activities for Kids*” by Tammy Worcester, Visions Technology in Education, 2003 (ISBN 1-58912-234-8). It can be ordered online at www.toolsforteachers.com or by calling 1-800-877-0858.
3. An informational instructional booklet will be sent to the participating teacher by the instructor. This packet will include the form the lesson plans are to be submitted in, as well as other useful course information.
4. The programs you may use in the course are: Microsoft Word, Apple Works, Microsoft PowerPoint, Kid Pix, Apple Works Drawing, HyperStudio, Microsoft Excel, Appleworks Spreadsheet, Inspiration, Kidspiration, and an Internet Browser. You do not need all these programs as you will pick 10 projects to do in the course text book.

Course Requirements:

There has been research to prove that student achievement is improved with the use of technology. The participant will do lessons from the text book as well as create their own lessons using technology. The participant will begin by reading research to show how technology will impact student achievement. Then they will do lessons out of the text book as well as develop their own. They will finish by finding research to support the theory that Technology has a positive impact on student achievement.

To receive credit for this course, students must earn a grade of “A” or “B”, see the following:

To receive credit for this course the participant will:

1. Reflect on the excerpt of the book, “*It’s Elementary*”: *Integrating Technology in the Primary Grades*”, by Boni Hamilton. She states, “Good integration of technology with content knowledge changes instruction....” How does Boni say this is done? Discuss what you learned from this piece and what specific strategies for effectively incorporating technology into your curriculum the author refers to in her book. Reflect on what she says about integrating technology into your classroom and what it does to improve your student’s achievement? <http://tinyurl.com/l2g8sj> (20 points) (I).
2. Complete **10** of the 50 **lessons** listed in the text book. After the lesson is taught and executed, you are to reflect on the lessons. Include such things as, did it work the way you had it planned? What didn’t work and what would you do differently the next time you taught this lesson? Then discuss, how did these lessons support your standards? Specify the standard being addressed for each lesson. Send your lesson plan, for every lesson, with the content standard addressed listed. (30 points) (I, II, IV)
3. Complete **5** additional **lessons** from the text book. Follow the directions of course requirement #2, reflecting on these lessons and sending your lesson plan for every lesson with your standards listed. (15 points) (I, II, IV)

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4. Develop a unit of your own with 5 lessons you find on the WWW integrating technology into your classroom. Send each site's URL. There are some web sites listed under the Resource section of this syllabus you can refer to. Then you will teach the 5 lessons in your unit. Discuss if the lessons worked the way you thought they would, or not. Tell what you would do differently the next time you taught this unit. Be sure to include an assessment for the unit, with a grading rubric. Then give a reflection, did you achieve the results you wanted to achieve? What would you change? How did each site support your curriculum and how did his help you improve your student's academic achievement? Specify the standard each lesson addresses. Use the lesson plan format sent out to you in the course booklet. Also include, what NETS for students are being addressed in your lessons? (20 points) **(I, II, III, IV)**
5. **Design** and teach **1 lesson** of your own using technology to increase your student's academic achievement. Use the lesson plan format sent out to you in the course booklet. Reflect back on the lesson. Did it go the way you wanted it to? What would you do differently next time? How did it support your standards and promote your students academic achievement? What NETS for students are being addressed in your lesson? (15 points) **(I, II, III, IV)**
6. In the research article in assignment #1, by Boni Hamilton, she refers to a study by Stratham and Torell, who reviewed 10 meta-analyses on how technology impacts student learning. They found that computer technology, when implemented properly, could profoundly impact student learning positively. Now, you are to find 2 research pieces that find this same kind of support for technology. Site the URL you found and write up a paragraph telling what the article said. (5 points) (I, II, IV)
If you are taking this course during the summer and you don't have students to work with, contact the instructor to make arrangements to fulfill the requirements.

Grading:

The final grade is based on points accumulated from the five course projects as follows:

90-100 points (90-100%) = letter grade A

80-89 points (80-89%) = letter grade B

To earn a grade of "Credit" a minimum of 80 points (80%) must be earned. Course work falling short of 80 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted.

The course projects are to be submitted via e-mail. Keep a copy of your coursework in the event something gets lost.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were

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sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Schedule of Topics and Assignments:

Participants will complete the assignments in the order they are listed in the course requirement section. This may be altered by the grade/points the participant needs. For example, if the student only wants credit they won't need to get all the points. The assignments will be submitted after each assignment.

Evidence of Learning:

1. **Participants** will demonstrate their understanding of appropriate hands-on methods of teaching through their unit of study and lesson plans and subsequent reflection on the unit, which is observed by the course instructor.
2. **Participants** will demonstrate their understanding of the importance of their state content standards as well as NETS standards by listing the specific standard(s) that goes with the activity. Participants will also need to include how they might be able to use the strategy, techniques, or course content in their curriculum in the future.
3. Course instructor will observe evidence of the teacher's understanding of course objectives as demonstrated by the reflection of their student's work.
4. Course instructor will observe the teacher's understanding how technology increases their student's achievement through their reflections.
5. Course instructor will observe evidence of understanding of course objectives as demonstrated through student's presentation of their lesson plans for their class curriculum by the reflection on each lesson and what standard each lesson supported. Further, the assessment will be a good indication if their students achieved the academic results they wanted them to, from doing the lessons. The completion of lesson plans and a reflection of this lesson according to the rubric and directions will show the participant understood the objective.
6. **Participants** will demonstrate their understanding of appropriate hands-on methods of teaching through their unit of study and lesson plans and subsequent reflection on the unit, which is observed by the course instructor.
7. **Participants** will demonstrate their understanding of integrating technology into their lesson plans by developing lessons, a unit and looking for web sites for their students by incorporating technology into their lessons while supporting the standards.
8. **Course** instructor will observe evidence students understood the article; It's *Elementary: Integrating Technology in the Primary Grades* by Boni Hamilton, by submission of their review of the piece.

Instructor/Student Contact:

A minimum of six contacts between the instructor and student is required as part of the course assignments. These contacts are designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contacts will be via email. The course instructor will respond within 48 hours of the student's email.

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These contacts will take place after each assignment at the very minimum. Specifically:

- After assignment one, Reflection page on “*It’s Elementary, Integrating Technology in the Primary Grades*”, by Boni Hamilton.
- After assignment two, the participant teachers 10 of the lessons in the course book and then sends the reflection of each lesson along with her lesson plan with the standards listed for each lesson.
- After assignment three, 5 additional lessons will be taught and reflected on with the standards listed.
- After assignment four, after finishing the unit the student will tell how each lesson supports their standards, and if there were any changes they would make for each lesson. The URL for each site is also submitted.
- After assignment five design and teach 3 lessons using technology - A copy of the lesson plan will be submitted along with the reflection of each lesson.
- After assignment six, send in the research site’s URL, which supports the finding that technology positively impacts student learning.

Student’s emails are welcomed by the teacher at any time with questions, comments or concerns about the Class.

References:

MS Office 2003 Bible, by Edward Willett, ISBN 765555-86823
Computer Basics by Jill T. Freeze, ISBN number 9780672323010
The Internet Book, by Douglas E. Comer, ISBN number 0130308528
We can Use the Computer, ISBN number – 9780590495431
Computer Concepts, by Dan Oja, ISBN number – 9780619188177
<http://ataccess.org/resources/nochild/pdf>
<http://ritter.tea.state.tx.us/technology/ta/nclb.html>
<http://starchart.esc12.net/docs/TxCSC.pdf>
http://en.wikipedia.org/wiki/Standards-based_education_reform
http://neirtic.org/products/techbriefs/index_html.asp
<http://www.ed.gov/offices/OESE/esea/nclb/partx.html>
http://www.education-world.com/a_lesson/
http://www.education-world.com/a_tsl/archives/o2-1/lesson039.shtml
http://www.education-world.com/a_tsl/guidelines.shtml
<http://www.learningpt.,org/pdfs/qukey3.pdf>
<http://Microsoft.com/presspass/features/2003/jun03/06-26inspire.msp>
http://nysut.org/research/bulletins/2002nclb_technology.html
http://www.education-world.com/a_tech/tech103.shtml

The following programs **can** be used for this course:

Microsoft Word, AppleWorks, KidPix, Microsoft PowerPoint, Windows Paint, HyperStudio, Microsoft Excel, Inspiration, Kidspiration, Acrobat Adobe, Internet Browser,

This does not mean you have to have all these programs. You will be able to pick the projects

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you want to do.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making

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skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.