EDU 307 – Instructional Design, Assessment, & Technology

Course Syllabus Spring 2012

http://www.wfu.edu/~cunninac/

Credits: 3 Credit Hours

Meeting Days, Location, & Times: TTH, 8:30-9:45; Tribble Hall/B216

For Whom Planned: This is a required course for undergraduate students formally admitted to the elementary education program.

Course Overview: The focus of this course is to help candidates develop instructional design strategies to address the needs of diverse learners in the 21st century classroom. Candidates will also develop proficiency with a variety of information and communication technology tools (ICT) and use their knowledge to design instructional strategies to foster student creativity, communication, collaboration, and innovation. Course content and activities will include effective use of ICT to support professional productivity, communication, and school-home relationship building. Candidates will also develop an understanding of state and national standards as well as state and federal policies associated with ICT in PK6 classrooms.

Course topics are based on the ideas, goals, and recommendations of the Partnership for 21st Century Skills, the International Society for Technology in Education (ISTE), and the North Carolina Department of Public Instruction (NCDPI). These organizations provide standards and guidelines that endorse ethical and appropriate use of ICT and promote success for all students in a 21st century classroom. Research in the learning sciences as well as best pedagogical practices will be used to design ICT-enhanced instruction and assessment that addresses the needs of diverse learners while incorporating state and national expectations for elementary students.

Instructor Information:
Dr. Ann Cunningham, cunninac@wfu.edu
B210 Tribble Hall
office phone: 336.758.4969
http://www.wfu.edu/~cunninac

Office Hours:
TTh 11-1 and Fridays by appointment

Required Course Materials:
- Articles provided by instructor
- Accountability and Curriculum Reform Effort: ACRE – Common Core State and NC Essential Standards http://www.dpi.state.nc.us/acre/standards/
• ISTE’s National Educational Technology Standards for Students (NETS*S 2007) [http://www.iste.org/AM/Template.cfm?Section=NETS]
• North Carolina Professional Teaching Standards [http://www.ncptsc.org]
• Future-Ready Students: The guiding mission of the North Carolina State Board of Education
• CDs/DVDs
• 9 volt batteries (2-minimum)
• 3-ring binder
• Flash drive
• External H.D.
• San Disk memory card (16 GB or higher)
• Headset (microphone and earphones)
• AVS Video Converter [http://www.avs4you.com/AVS-Video-Converter.aspx](Download online ($39.00 for one year; $59 unlimited)

Course Objectives: Please note that in one semester we cannot cover all issues and tools related to instructional design in elementary classrooms; consequently, the class syllabus will focus on general issues appropriate for all content areas and software/hardware tools most likely to be available in elementary school classrooms across the country. Your content-specific methods classes will reinforce some concepts and tools from this course as well as introduce you to specialized tools to support content-specific instruction and assessment. The primary purpose of this class is to raise the most relevant issues and questions about the use of ICT in teaching, learning, assessment and professional practice, and to assist class participants in constructing an understanding of the relevance of ICT from research, learning theory, practical experience, and state/national/international societal goals. It is hoped that participants will relate the topics discussed in the course to other courses in the junior block and their experiences in their classrooms they visit throughout the year.

Course Goals: To prepare teachers:
• To design instruction and assessment materials appropriate for 21st Century elementary classrooms,
• To integrate ICT appropriately, ethically and safely into instruction,
• To support the needs of diverse learners,
• To use ICT to improve professional communication and productivity,
• To prepare elementary students to function efficiently in a global society,
• To value and model the ICT skills, dispositions, and habits of educational leaders in 21st century classrooms.

Student Outcomes: This course will enable students to:
A. Understand the role of ICT in society and be able to communicate it effectively to elementary school students, faculty, and administrators.
B. Identify and use selected hardware and software to design, implement, and assess meaningful instructional experiences for diverse learners.
C. Identify the agencies, professional development resources, professional organizations and standards associated with educational technology.
D. Explain theoretical and pedagogical relationships inherent in meaningful ICT integration.
E. Create inquiry-based and ICT-enhanced instructional resources that promote the development of 21st century skills for all students.
F. Develop a rationale, philosophy, and reflective stance for integrating ICT into teaching, assessment, and professional practice.
G. Create a variety of ICT-enhanced home-school communication strategies to promote family engagement in student learning.
H. Evaluate strategies for maintaining safe use of ICT tools and integrate them into instructional design.

Alignment of Student Outcomes with Department of Education Guiding Principles, State, and National Expectations for Teachers

<table>
<thead>
<tr>
<th>Course Student Outcomes</th>
<th>NC Professional Teaching Standards</th>
<th>ISTE NETS*T 2008</th>
<th>Guiding Principles (technology in all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1, 2, 3, 4</td>
<td>3, 4</td>
<td>Caring, leadership, reflection</td>
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<tr>
<td>B</td>
<td>1, 2, 3, 4</td>
<td>1, 2</td>
<td>Pedagogy, diversity, content, reflection</td>
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<tr>
<td>C</td>
<td>1, 3, 5</td>
<td>1, 5</td>
<td>Leadership, caring, pedagogy</td>
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<tr>
<td>D</td>
<td>1, 3, 4, 5</td>
<td>1, 2</td>
<td>Leadership, caring, pedagogy</td>
</tr>
<tr>
<td>E</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>Content, caring, diversity, pedagogy</td>
</tr>
<tr>
<td>F</td>
<td>1, 3, 5</td>
<td>4, 5</td>
<td>Leadership, reflection, pedagogy</td>
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<td>G</td>
<td>1, 2, 3, 4</td>
<td>1, 3, 5</td>
<td>Leadership, caring</td>
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<td>H</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4</td>
<td>Leadership, pedagogy, reflection, caring</td>
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Class Attendance & Participation: Attendance and participation is expected. More than two absences without valid/reasonable excuses will result in the loss of points from your final total. Punctuality is vital to the success of class participation and is a professional expectation. You must have your laptop up and logged onto the student network ready to go at the beginning of class. Two late arrivals (or leaving early) will count as an absence.

Criteria for Evaluation of Student Performance:

- Recognizing that “A” work exemplifies the ability to internalize concepts and skills in a way that demonstrates not only an understanding and completion of the assignment but an effort to integrate knowledge and skills from a variety of cognitive domains, an “A” will be earned by those students whose work is timely, shows exceptional effort, synthesis of content, and a unique and innovative approach to the assignment.
- A grade of “B” (above average) is an excellent grade by WFU standards.
- All requirements are to be done individually, unless otherwise indicated.
- All written assignments are to be complete and thorough, with content aligned to assignment instructions and/or assignment rubric. Assignments should be presented professionally (appropriate language structure, vocabulary, punctuation and spelling, etc.). All written assignments are to be word processed (double-spaced). You will lose points for grammatical and mechanical errors.
- Students are expected to adhere to the Academic Honor Code when completing all assignments in this class. This includes citing the work of others when completing research, assignments, and presentations.
Late work will not be accepted. If you are absent on a due date, the assignment is still due at the beginning of class on the due date. Please contact me in advance of the deadline if you have extenuating circumstances I should consider.

**Accommodations:** Students with physical or cognitive exceptionalities that affect class participation or performance should schedule an appointment with me during the first week of the semester regarding any specific needs and accommodations. As the course evolves, class schedules and/or assignments may be altered to accommodate the emerging interests or needs of the class.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>40</td>
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<tr>
<td><em>PhotoStory Introduction</em></td>
<td>30</td>
<td>A = 570–620 (92%)</td>
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<tr>
<td><em>Newsletter</em></td>
<td>70</td>
<td>B = 520–569 (84%)</td>
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<tr>
<td>Home-School Communication Project</td>
<td>30</td>
<td>C = 471–519 (76%)</td>
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<tr>
<td>Digital Video Anchor &amp; Video Reflection</td>
<td>150</td>
<td>D = 434–470 (70%)</td>
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<tr>
<td>21st Century Skills, UDL, &amp; NETS Analysis</td>
<td>60</td>
<td>Below 434 = F</td>
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<tr>
<td>Structured Web Activity</td>
<td>50</td>
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<tr>
<td>Web site with Podcast Introduction</td>
<td>75</td>
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<tr>
<td>Assessment Project &amp; Presentation</td>
<td>100</td>
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<tr>
<td>Attendance &amp; Participation</td>
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<td><strong>Total</strong></td>
<td><strong>620</strong></td>
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**Exam:** May 8, 7:00 p.m. Assessment Project Presentation

*state-mandated requirement for licensure*