INSTRUCTOR AND CONTACT INFORMATION

Instructor:
Mr. Al Gonzalez

Class Location and Time
EDUK 320-520 – Founders Hall- Room 308, Wednesday, 4:30 – 5:45p
EDUK 320-530 – Warrior Hall- Room 215, Wednesday, 6:00 – 7:15p

Office Hours:
In the lab after scheduled class time or in the adjunct office center.

Phone:
254-760-1889 (cell)

Email:
Preferred: BlackBoard Email Messaging System
Secondary: albert.gonzalez@killeenisd.org (emergency)

Office Hours:
Before or after class and by appointment using the contact information listed above.

Mode of instruction and course access:
This course will utilize both face to face and online components and uses TAMUCT Blackboard Learn system (http://tamuct.blackboard.com). You will use the Blackboard username and password communicated to you separately to logon to this system. (As of Spring 2012, Texas A&M Central Texas uses its own Blackboard system and the usernames and passwords that you used to logon to Tarleton State University's Blackboard are no longer valid.)

Student-instructor interaction:
The class will meet in the physical classroom one day a week. If immediate assistance or tutoring is needed, please call the number above or email through the secondary email address provided. Individual conferences may be requested by appointment and will meet prior to or after scheduled class meetings. General Blackboard message requests will be checked weekly. Please check the course calendar for announcements and assignment due dates.

UNILERT
Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at http://tamuct.edu/unilert
COURSE INFORMATION

1.0 Course Overview and description:

The purpose of this course is to familiarize students with educational technologies on a broad scale and expose students to emerging technologies. During the course, students will learn how to utilize and integrate technology into future classroom situations to create engaging curriculum facilitating critical thinking skills in 21st Century classrooms.

2.0 Course Objective:

2.1 Student Learning Outcomes

- Select, connect, and use a variety of technology devices (e.g., LCD projector, laptop, microphone, interactive white board, digital camera, document camera, and classroom response systems).

- Perform basic application functions (e.g., opening an application program; creating, modifying, saving, and printing documents) and how to access, manage, and manipulate information from secondary storage devices.

- Use a variety of strategies for acquiring information from electronic resources (e.g., online encyclopedias and databases, libraries of images, reference software, and Internet).

- Use effective search strategies (e.g., keyword, Boolean, natural language) for locating and retrieving information in electronic formats (e.g., text, audio, video, and graphics).

- Accurately assess the accuracy and validity of web-oriented information.

- Demonstrate knowledge of intellectual property rights and related issues (e.g., copyright laws, fair use, patents, trademarks, and citing sources) when using, manipulating, and editing electronic data.

- Plan, create, and edit online surveys using spreadsheet features (e.g., data types, charts) to solve problems and communicate results.

- Integrate two or more objects (e.g., tables, charts, graphs, and graphics) into a product.

- Use productivity tools to create products (e.g., slide shows, posters, multimedia presentations, and survey data) for defined audiences.

- Publish information in ways that promote learning and collaboration (e.g., printed copy, publishing to the web, websites, web based inquiry methods for curriculum, Internet documents and video).

- Design and create digital assessment tools that facilitate and inspire engaging teaching experiences.

- Use a variety of technology tools to promote collaboration and perform administrative tasks (e.g., attendance, grades, peer collaboration through document sharing, discussion posts, and blogging).

- Demonstrate effective strategies to promote a professional online presence.
2.2 Competency Goals Statements (certification or standards)

Students will practice and demonstrate proficiency of the technology applications standards. Assignments for the course are based on the Texas Technology Applications Standards for all beginning teachers:

**Standard I:** All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

**Standard II:** All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

**Standard III:** All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

**Standard IV:** All teachers communicate information in different formats and for diverse audiences.

**Standard V:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

The course also supports the National Educational Technology Standards for Students and Performance Indicators for Teachers (NETS-T) as outlined by the International Society for Technology in Education (ISTE). The complete outline can be found at the following URL; [http://www.iste.org/standards/ISTE-standards/standards-for-teachers](http://www.iste.org/standards/ISTE-standards/standards-for-teachers)

3.0 Required Reading and Textbook(s):

There are NO required textbooks for the class. All research and reading will be conducted utilizing current and reliable web delivered resources.

**COURSE REQUIREMENTS**

4.0 Course Requirements:

**Technology in the Teacher Preparation Program**

4.1 **Getting Started with Blackboard** - is a short tutorial on navigating and using the functions needed for completing assignments, communicating with instructors, and other students in the class.

**Digital Dirt** - Are you presenting a professional online presence? What are others saying about you? Be prepared to discuss your research in class.

4.2 **Discussion Board** - You will create an original post and respond to the posts of your classmates. The discussions (both in-class and online) are an important part of making connections between all of your teacher education preparation experiences. (**100 points**)

**Digital Age Learning Assessments**

4.3 **PowerPoint Resources** - There are several strategies that teachers use to teach vocabulary, assess students, and review content. For this assignment, please review the Copyright and Acceptable Use Policy information. You will create a digital assessment using an online template utilizing at least fifteen assessment questions. (**100 Points**)
Searching Smarter

4.4 Searching for teacher resources – Use effective search strategies for locating and retrieving information in electronic formats. After learning the techniques demonstrated in class, you will search for five feature rich resources that will aid you and your peers in teaching. You will locate the sources based on your expected field of instruction. (Optional) Print 20 copies for class distribution. (50 points). Save the five resources in PDF format (25 points)

4.5 Critical Evaluation - You will complete a critical evaluation for one of the web resources previously researched. Kathy Shrock’s Guide for Educators will contain forms for elementary, middle, and high school students. Links to this site are provided in Blackboard. Using the appropriate guide, evaluate the site, save the PDF, and submit as an attachment through BlackBoard. (25 points)

21st Century Communications

Learn the difference between Web 1.0 and 2.0. Explore the various types of web-based tools teachers are using to communicate and share with parents, students, and other teachers. Each expert group will research, explore, and demonstrate a current classroom technology (document camera, white board, podcast, classroom performance system, etc.) to the rest of the class.

4.6 Using Google Presentation tools your “expert group” will collaborate to create a short presentation to show at the end of the lab semester. When complete, save it to your desktop to submit to your lab instructor using the Assignment tab of BlackBoard. (100 points)

21st Century Collaboration

Explore the world of Google - Students will collaborate to create documents, presentations, and spreadsheets online. Watch the Google Docs for Teachers Video to see how these tools can be used in education.

4.7 Create a teacher Parent Letter - Go to Google Docs (create an account if needed) Using this online collaboration application, you will create a parent letter outlining your teaching distinctives. You will collaborate and create the letter online. Include all sections outlined in the given example. Submit the link through BlackBoard. (100 points)

4.8 Create a survey – Using Google Docs, create and share a survey with 5 students in the class then use the data collected to create a chart/graph in the spreadsheet. The survey must contain at least five different question formats. Submit the link through BlackBoard. (100 points)

Communicating through Teacher Websites

4.9 Teacher Web Portfolios - are now required in many districts. There are templates usually provided by the district for teachers to create web pages to communicate with parents and students. The site will consist of 5 web pages linked together and will allow you to add information for communicating to various educational stakeholders (parents and students). Your website will include at least the following pages: teacher, student, parent, calendar, and resources. (100 points)

Create a web server account. (Optional) You will be shown in class how to create an account on the university web server. Upon completion of the site, you will publish the website to the web server. Submit the URL for your site through BlackBoard.
Creating Curriculum using Web Inquiry Methods

4.10 WebQuest - A web-based lesson designed to guide students through the inquiry process and promote critical thinking by assigning roles, tasks, and processes for specific subject area concepts. You will work in a group to create a WebQuest for a concept related to the TEKS in your grade levels. The following must be considered when designing the Web pages and choosing the resources: relevance of content to students and school, use of photos, graphics, sound, animation and video, fair use guidelines, and additional links to useful Web Pages. WebQuests must be:

- Constructed around a scenario of interest to students and are product-oriented
- Include the links that are appropriate for students to research as well as further suggestions.
- Divided into sections that include an Introduction, Tasks, Process, Resources, Conclusion, Evaluation, Credits, and Teacher Page
- The WebQuest should facilitate the use of higher-level thinking skills.

Spend some time reviewing the www.WebQuest.org website. You will find additional resources and existing WebQuests that you may find useful. Links for Bloom’s Taxonomy will be given in BlackBoard.

Publish to the web server – (Optional) You will upload the WebQuest to the web server using a provided template. Submit the URL for the WebQuest through BlackBoard. (100 points)

Communicating through Visual Narratives  (If time permits)

4.11 Visual Narrative. Design your visual narrative by importing your files, graphics, and photos into a short project that will illustrate the information from your contextual factors assignment. Your lab instructor will help you with the technical aspects of creating the visual narrative and only these aspects are included in your lab grade. Each visual narrative will consist of at least ten slides, appropriate titles, animation, clear graphics, and correct sound narration. Submit the visual narrative as an attachment through BlackBoard. (100 points)

Chalk & Wire – (If Available)

4.12 Design your home page of the Chalk & Wire assessment portfolio. You will Place your name in the upper left of your C&W portfolio template and a menu on the right of the page. You will need to upload a picture and create a welcome statement for your portfolio.

Upload artifacts: You will need to upload the Vision Statement and your Contextual Factors PhotoStory. (50 points)

Becoming a Professional

4.13 Reflection Discussion – Please create an original post into the appropriate discussion thread. Reflect on what you have learned in this lab, how you might use the tools for teaching and learning, and what it means to be a "professional educator". (100 points)
5.0 Grading Criteria Rubric and Conversion

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>90-100% = A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89% = B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79% = C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69% = D</td>
</tr>
<tr>
<td>Below 600</td>
<td>59-0% = F</td>
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</tbody>
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| 4.1 Getting Started | 0 pts |
| 4.2 Discussion Post | 100 pts |
| 4.3 Digital Age Assessment | 100 pts |
| 4.4 Searching Smarter | 75 pts |
| 4.5 Critical Evaluation | 25 pts |
| 4.6 Tech Tools Presentation | 100 pts |
| 4.7 Parent Letter | 100 pts |
| 4.8 Survey | 100 pts |
| 4.9 Teacher Website | 100 pts |
| 4.10 WebQuest | 100 pts |
| 4.11 Visual Narrative | 100 pts |
| 4.12 Portfolio – (if available) | - pts |
| 4.13 Reflection | 100 pts |

TOTAL 1000 pts

6.0 Posting of Grades:

Student grades will be posted using the Blackboard Grade book system. Students should monitor their grading status using this tool.

Weekly projects will be graded within one week of the deadline for submission.

TECHNOLOGY REQUIREMENTS AND SUPPORT

7.1 Technology Requirements

- This course will use the new TAMU-CT Blackboard Learn learning management system for class communication, content distribution, and assessments.

  Logon to [http://tamuct.blackboard.com](http://tamuct.blackboard.com) to access the course.

  Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
  Initial password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (albert.gonzalez@killeenisd.org or 254-760-1889) to discuss your situation.

Blackboard supports the most common operating systems:
- PC: Windows 8, Windows 7, Windows Vista
- Mac: Mac OS X Mavericks

NOTE: Computers using Windows XP and OS X 10.6 or lower are NO longer supported.
• Upon first logon to Blackboard:

Check browser and computer compatibility by following the “Browser Check” link on the TAMU-CTBlackboard logon page. (https://tamuct.blackboard.com) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

• Blackboard Orientation:

The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. Upon logging on to Blackboard and accessing the course, you will see a menu to the left of the screen. Click on Blackboard Help or BB Tutorials for Students to help orient yourself with the system. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines

7.2 Technology Support

For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE OUTLINE AND CALENDAR

8.0. Complete Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Welcome, Introduction, claim user accounts, and Expectations Discuss Digital Dirt Blackboard Basics</td>
<td>Read Syllabus in-depth Complete Blackboard Tutorial &amp; Browser Tune-Up Review Technology Standards Review Copyright information Research professional online presence Post original discussion and two replies</td>
</tr>
<tr>
<td>Week</td>
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</tr>
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</tbody>
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| 2    | Create web server accounts (if necessary)  
Discuss and demonstrate various digital assessment techniques | Research the internet and download a template that can be used for digital assessment or review |
| 3    | Introduction to Google docs for educators and other Google applications  
Demonstrate collaborative features  
Provide example parent letter | Collaboratively create an appropriately formatted parent letter containing the required elements as listed in the assignment example  
Publish the parent letter to the web |
| 4    | Explore the differences between Web 1.0 and 2.0  
Introduce the Google survey feature and demonstrate how to collect and analyze data | Create an appropriately formatted survey and publish the results to the web |
| 5    | Discuss and demonstrate effective web searching techniques including Boolean searches and database access | Using the web searching techniques in class, research and document at least ten educational resources that would benefit your expected grade level and area of teaching  
Print twenty copies for class distribution |
| 6    | Explore good and bad web design techniques  
Create a teacher website | Use Kathy Shrock’s critical evaluation form to critique a previously researched web resource  
Create a personal teacher website using web authoring software |
| 7    | Demonstrate how to upload a website using FTP (if necessary)  
Facilitate website creation | Use class lab time to finish and upload the personal teacher website using FTP |

Week 8  
**Discuss Higher Level Thinking - Brain Based Learning**  
Explore the creation of Web oriented inquiry methods -WebQuests  
Collaboratively create a WebQuest for the expected area of instruction that demonstrates Bloom’s Taxonomy and critical thinking using a provided template  
Use class lab time to finish and upload the assigned WebQuest
Assign expert groups to research and present findings on the various technology tools currently available to the 21st century teacher

Expert groups will research and present on technology applications and hardware that are available to the 21st century teacher

Expert Group Presentations at local Middle School

Demonstrate and discuss various methods for creating classroom assessment products

Create a Visual Narrative project using the information gained from the contextual factors assignment

Discuss professional responsibilities for educators

Create discussion post on course reflection and what it means to be a “professional educator”

Discuss professional responsibilities for educators

Introduce and discuss the benefits of using an online portfolio

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

9.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into DuckTrax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10.0 Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university’s Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php
11.0 Disability Support Services

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University’s programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct.edu/DisabilitySupport. Any information you provide is private and confidential and will be treated as such.

12.0 Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you’re interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

13.0 Library Services

Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: http://www.tamuct.edu/departments/library/deservices.php

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: http://www.tamuct.edu/departments/library/index.php

14.0 Any instructor policies related to absence, grading, etc.

Lab attendance is mandatory. In the event a class must be missed, it is the student’s responsibility to contact the instructor or consult a peer for any coursework or instruction.

Late work will be accepted. Ten point deduction for 1 to 3 days late and a thirty point deduction thereafter.
Professionalism Expectations:

Communication:
Communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms.

Collaboration:
Work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education.

Commitment:
Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development.

Professional Development:
Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth.

Ethical Conduct:
Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community.

15.0 The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignment will be posted on the Course Home Page the day of class and will normally be due by the following class meeting at midnight. Some assignments will be given two weeks to complete. Please check the course calendar for quick information regarding project due dates.

16.0 Instructor’s Personal Statement

My name is Mr. Gonzalez. I am currently a public school teacher and I would like to welcome you to a class that is designed to develop the professional capabilities needed for the modern teacher. This course is designed with the intent to create and demonstrate current and relative teaching practices and technologies. All of the techniques and applications being discussed in this course are currently being used by the 21st century teacher. Learning to use technology and its applications in an educational classroom will facilitate the engagement of the learner, promote critical thinking skills, and will help you to develop techniques for effective classroom management.
18.0 Resources


Online resources for teachers: http://4teachers.org/

Texas A&M University Central Texas is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of A&M-Central Texas.