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1. **Course Number**:   CTCT 7300/7306
Course Title: Learning Resources in Area of Specialization
Credit Hours: 3 Semester
Prerequisites: Departmental approval
Corequisites: None

2. **Date Syllabus Prepared: August 2014**

3. **Texts and Supplies**:

Integrating Educational Tech Into Teaching

Author **Roblyer**

ISBN: **9780132612258**

Flash Drive

On campus students must bring two packs of paper for printing

Microsoft Office Suite (Word, Excel, Access, PowerPoint 2010/2013)

Camtasia/ Snag It (Available as a free 30 day download. Do not download until instructed)
http://www.techsmith.com/products/studio/default.asp

ISTE NETS for Teachers -
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

4. **Course Description:**

Selecting, developing, utilizing and evaluating instructional resources and technology for teaching.

5. **Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. Strategies to identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting. (290-3-3-.42-4.d.1.i)
2. Methods for assessing advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning. (290-3-3-.42-4.d.1.ii)
3. Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. (290-3-3-.42-4.d.1.iii)
4. Safe, responsible, legal and ethical uses of technologies including air-use and copyright guidelines and Internet user protection policies. (290-3-3-.42-4.d.1.iv)
5. Characteristics of appropriate and effective learner-centered lessons and units that integrate technology. Design, implement, and access effective learner-centered lessons and units that incorporate the appropriate use of technology. At a minimum lesson plans will include the use of spreadsheets, web pages development, digital video, Internet, and e-mail. Lesson plans must incorporate technology that would be responsive to the diverse needs of learners, learning styles and the special needs of all students. (290-3-3-.42-4.d.1.v)
6. Technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students. (290-3-3-.42-4.d.1.vi)
7. How to facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate and present information. (290-3-3-.42-4.d.1.vii)
8. The variety and application of technologies that are responsive to diverse needs of learners, learning styles and the needs of all students (for example, assistive technologies). (290-3-3-.42-4.d.1.viii)
9. Processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas. (290-3-3-.42-4.d.1.ix)
10. The resources for enhancing professional growth using technology (for example, through assessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). (290-3-3-.42-4.d.1.x)
11. Identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting). (290-3-3-.42-4.d.2.i)
12. Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning. (290-3-3-.42-4.d.2.ii)
13. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources. (290-3-3-.42-4.d.2.iii)
14. Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies. (290-3-3-.42-4.d.2.iv)
15. Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology. (290-3-3-.42-4.d.2.v)
16. Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email. (29-3-3-.42-4.d.2.vi)
17. Facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information. (290-3-3-.42-4.d.2.vii)
18. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs). (290-3-3-.42-4.d.2.viii)

19. Evaluate students' technology proficiency and students' technology-based products within curricular areas. (290-3-3-.42-4.d.2.ix)
20. Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). (290-3-3-.42-4.d.2.x)
21. Create an electronic portfolio as evidence of meeting each of the ISTE NETS for Teachers.

6.   Course Content and Schedule:

Module	Topic
1	• Course Introduction • Introduction to Electronic Portfolios • Introduction to Learning and Technology • Introduction to ISTE Standards
2	• Learning Theory
3	• Computer Tools for Learning
4	• Word Processing
5	• Desktop Publishing
6	• Presentation Software
7	• Database
8	• Spreadsheet
9	• E-mail and Internet
10	• Digital Cameras/Movie Maker/ Camtasia, Macromedia
11	• Becoming an Instructional Designer Using Technology
12	• Security Issues, Ethics, and Copyright Issues
13	• Completing your Electronic Portfolio – Google Sites
14	• Professional Development

7.   Course Requirements/Evaluation:

A. Participate in ALL discussions on the discussion board. For each discussion, you should post your response, comment on two other student postings, and read ALL postings.
B. Successfully complete ALL assignments and projects.
C. Successfully pass ALL exams.

The final grade for the course will be based on the following:

Any assignment presented or turned in late will be penalized 10% for each class period late. Late assignment presented or turned in late after three class sessions will not be accepted.

Final examination/PWS	20%
Projects	80%
Discussion Board	5%
Total	100%

The following grading scale will be used:

90 - 100%   = A
80% - 89.9%   = B
70% - 79.9%   = C
60% - 69.9%   = D
Below 60%   = F

8.   **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in WebCT weekly. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy ebook. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Honesty Code: See the Student Policy eBook - http://www.auburn.edu/student_info/student_policies/
All policies and guidelines apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

9.   **Justification for Graduate Credit:**

Graduate students will have the opportunity to analyze current instructional technology and will apply information learned in their own teaching field. Course will include advanced technology skills. Relevant literature will be reviewed and analyzed. Course requires that students have a sound methodology foundation before they are prepared to gain full value of this course.