

# **Syllabus**

## ***Teaching and Collaborating with Technology***

**MSE 5 IT 231/240**



**Quincy University**

# Syllabus

## 1. Course Title:

*Teaching and Collaborating with Technology*

## 2. Credit Hours:

3 graduate credit hours

## 3. Prerequisites: (if any):

Students must...

- have access to a computer with Internet connection, either at home or at school-- 56Kbs or higher (Cable, DSL, T1, etc.).
- A Browser (Microsoft Internet Explorer-IE, Netscape 4.0 or higher)
- An e-mail address

## 4. Restrictions:

This course is relevant for all teachers working in K-12 education, at any level of Internet skill. Those taking the course must possess a bachelor's degree from an accredited college or university and have a valid teaching certificate.

## 5. Course rationale and alignments to national and state standards

The Internet is fast becoming the most powerful technology tool in the teaching profession. Teachers can draw on a huge array of web resources to find materials upon which to build their courses. Teachers can also find a variety of great lessons from other teachers who have created their own web sites. In addition, teachers can transfer information and communicate with students and others through e-mail, message boards, and chat rooms.

With the pervasiveness of new technology comes a need for training that is increasingly recognized at the national level. The National Center for Educational Statistics has found that "teachers who receive technology training are more likely to feel prepared to use the Internet to teach their classes." The "No Child Left Behind" Act mandates that 25 percent of money allocated to school districts be "earmarked for the training and retention of high-quality teachers." NLCB is a federal reform measure that will affect nearly 3 million public school teachers. Additionally, the National Council for Accreditation of Teacher Education asserts that all new teachers should "be able to integrate technology into instruction effectively."

Unfortunately, most teachers are still intimidated by the Internet and thus unable to exploit its power. In fact, despite the advent of the Internet and other technological advances, the U.S. Department of Education reports that an overwhelming majority of educators (80 percent) feel unprepared to integrate technology into classroom instruction.

Teachers today are being challenged on yet another front. As technology moves to center stage, it becomes ever more important for teachers to collaborate effectively with fellow teachers, administrators, information resource professionals, and parents. Key national organizations like the National Board of Professional Teaching Standards, the American Association of School Librarians, and the International Reading Association have articulated standards to promote collaboration.

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## **Alignment to: No Child Left Behind Legislation**

### ***PART D – Enhancing Education through Technology – Section 2402a***

#### ***Purposes***

**Section (1) To provide assistance to States and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.**

*MSE 5 IT 231/240* and the Living Library ([www.livinglibrary.us](http://www.livinglibrary.us)) provides a framework for K-12 teachers to develop digital literacy skills and apply them productively to the classroom environment. Technologies provided to course takers is designed for collaborative use with teachers, students and parents.

**Section (2) To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.**

*MSE 5 IT 231/240* and the Living Library has been created by a public-private partnership between the retired program of the Illinois Education Association, Quincy University and MindUniversity, Inc – the approved provider of professional development hosting course technologies.

**Section (4) To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.**

*MSE 5 IT 231/240* and the Living Library provide teachers with technology tools and training in an online learning format, increasing teacher experiences with innovative professional development and skills in using technologies for classroom teaching and professional collaboration.

**Section (5) To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.**

*MSE 5 IT 231/240* and the Living Library provide teachers with 3 graduate credits on the master's level and/or 45 Continuing Professional Education Units for state re-certification.

**Section (6) To support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.**

*MSE 5 IT 231/240* and the Living Library work together to provide the training and guidance needed for teachers to participate in electronic networks. The course can be taken by any U.S. teacher, regardless of their school's financial situation or location. At the conclusion of the course, teachers are invited to contribute to the Living Library network so that other educators can access their materials. Teachers can participate in the Living Library network as long as they have an internet-connected computer.

**Section (8) To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.**

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### **Goals**

**(B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.**

*MSE 5 IT 231/240* and the Living Library is designed for practicing and pre-service teachers, providing training on how to interact with other educators in an online environment and efficiently share digital information.

### **Alignment to Illinois Technology Standards**

***STANDARD 2 - Personal and Professional Use of Technology* The competent teacher will apply tools for enhancing his/her own professional growth and productivity. He or she will use technology in communicating, collaborating, conducting research, and solving problems. In addition, he or she will promote equitable, ethical, and legal use of computer/technology resources.**

All enrollees of *Teaching and Collaborating with Technology* are provided their own file cabinet tool to use with their colleagues and students. This file cabinet will enhance their work productivity by helping them organize their work into digital subjects, folders and documents. Also, enrollees will use their file cabinet to conduct research from within the community of educators who have posted lessons and resources.

***STANDARD 3 - Application of Technology in Instruction* The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.**

Using online file cabinets, enrollees are able to post online lessons and resources as attachments and devise new online activities for students to access. Teachers will also be exposed to other educational sites—KidsKonnnect and INTC online—designed to support their instruction. Additionally, by accessing the diverse array of mentor file cabinets within the *Living Library*, they are able to generate useful, time-tested ideas to inform their practice.

***STANDARD 5 - Productivity Tools* The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.**

Since this course facilitates the use of technology alone, in teaching pairs and through teacher networks, enrollees can extend communication outside the classroom. By viewing lessons and resources of mentors in the *Living Library*, enrollees can experience classroom instruction vicariously through the lens of teachers whom they have never met. They can access proven classroom management ideas and time-saving tips, all of which have been created and tested by experienced professionals from diverse teaching backgrounds in all areas.

"These standards are built upon Illinois resources, and the work of state, national, and international groups that have developed standards for pre-service preparation, beginning licensure, and advanced certification in technology areas.

Among these are the standards of the [International Society for Technology in Education \(ISTE\)](#), the National Council for Accreditation of Teacher Education (NCATE), the Association for Educational Communications and Technology (AECT), the American Association of School Librarians (AASL), as well as existing and/or proposed technology competency states of Colorado,

Texas, North Carolina, and Wisconsin.

## Alignment to Illinois Professional Teaching Standards

***STANDARD 9 – Collaborative Relationships*** The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

*MSE 5 IT 231/240* and the Living Library connects course takers to an emerging online professional support network of educators. Each course taker is invited to formally contribute to this network after the course is complete and course activities focus on the sharing of electronic information from this network and the personalized technology platform introduced to each course taker at the beginning of the course.

***STANDARD 10 – Reflection and Professional Growth*** The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

### ***Knowledge Indicators***

*MSE 5 IT 231/240* and the Living Library model how teachers can interact with and benefit from online professional learning communities. Course reflections focus on eliciting ways that teachers see themselves as contributing to a greater community as well as their interest in seeking continuing education and on-going professional development. Electronic lesson plans and strategies are shared between course takers and a larger community during a lesson in the course. Following are Knowledge indicators addressed in the course:

**10F. collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.**

**10G. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.**

**10H. actively seeks and collaboratively shares a variety of instructional resources with colleagues.**

## Alignment to National Board of Professional Teaching Standards

### ***PROPOSITION #5 – Teachers are members of Learning Communities***

*MSE 5 IT 231/240* and the Living Library provide a framework for National Board Certified Teachers, as well as other teacher-leaders taking the course, to understand the various components of building professional learning communities at K-12 schools. The course itself provides a curriculum shell that can be shared with other faculty at the school of the course taker and opportunities for former course takers to share course curriculum is offered at the conclusion of the course. Here are the following sub-propositions aligned to *MSE 5 IT 231/240* and the Living Library:

**\* NBCTs collaborate with others to improve student learning.**

**\* They work with other professionals on instructional policy, curriculum development and staff development.**

## **6. Intended Audience**

K-12 teachers interested in re-certification credit, graduate credit and/or professional development growth units.

## **7. Expected Student Outcomes:**

At the end of this course, teachers will be able to:

- gather, organize and present online information to students and parents

- develop a sense of mastery and comfort using Internet technology
- apply meaningful techniques and strategies for integrating the Internet into classroom instruction
- develop collaboration skills and participate actively in a professional learning community of educators using shared online tools

## **8. Instructional Modality/Activities:**

Much of the material for *Teaching and Collaborating with Technology* takes the form of easy-to-follow instructional handbooks mailed to them at the beginning of the course. These handbooks guide teachers through the acquisition of various technology skills using an online tool called *The Internet Organizer*. Teachers conveniently complete their assignments from anywhere, at any time, as long as they have access to an Internet-connected computer. Much of the activities require that they apply technology directly to their classroom situations. Teachers will also be reading a short piece by Dr. Gail Bush, associate professor at Dominican University who specializes in engendering collaborative cultures in school systems.

*Teaching and Collaborating with Technology* draws from three pedagogical approaches -- correspondence learning, online tutoring and collaborative learning.

### **Correspondence learning**

*Teaching and Collaborating with Technology* has been created in a correspondence format so teachers can learn technology in a non-threatening atmosphere with a greater degree of personal control over the learning process. This control contributes to a feeling of ownership over their professional development. It also reduces the perceived pressure to carry out administrative edicts to “learn technology” without adequate guidance on how to do so.

The correspondence model also addresses one of the most common concerns teachers express about participating in professional development: lack of time. Teachers in most states are now feeling pressure to complete a certain number of professional development courses to meet both state re-certification and federal funding criteria (Education Week 2002). Correspondence courses offer a great opportunity for teachers to satisfy mandates without having to carve time out of busy schedules for live classroom instruction.

### **Online tutoring**

Each teacher will be in constant communication with an instructor throughout the course through use of e-mail, phone and a shared online tool, *The Internet Organizer*. Using these communicative tools, the instructor will guide the teacher through the acquisition of technology skills contained in the instructional handbooks and will answer technical questions. Instructor help is pervasive and dispensed in a non-threatening format.

By providing access to an experienced instructor who establishes a framework and direction for the correspondence study, the course addresses the concern of authorities like Dennis Sparks of the National Staff Development Council who has cautioned that convenient, distance-learning professional development courses risk creating a “fragmentation and incoherence” that can “toss teachers and administrators in many directions as they complete their degree requirements.” This course achieves this goal by promoting personal interaction and a sense of community between teachers that inspires collaboration and learning.

### **Collaborative learning**

This course facilitates the sharing of information between colleagues using shared online tools. In this

way, *Teaching and Collaborating with Technology* inspires the building of professional learning communities that engenders a sense of togetherness within a school culture.

The collaborative techniques featured in *Teaching and Collaborating with Technology* are consistent with the NSCD recommendation that distance-learning professional development programs utilize collaborative tools like team projects to maximize value for educators (Education Week 44). The course also builds on constructivist educational theory, which holds that new ideas and realizations can grow out of old habits of thinking (Brooks & Brooks, 1993). When given a chance to collaborate with colleagues, teachers can mature as learners and learn new ways to approach their profession. The course blends constructivist theory with technology in a way that inspires collaboration.

#### The *Living Library*

In addition, this course introduces educators to the *Living Library*, an online support network composed of K-12 educators sharing best practice. Started in the retired and student programs of the Illinois Education Association, the *Living Library's* mission is to connect educators to inspire adult and student learning. Eligible course enrollees will have the opportunity to join the *Living Library* upon conclusion of the course.

### 9. Topical Outline/Course Content

- A. Lesson one: Developing an Internet Personality
- B. Lesson Two: Using the file cabinet as a classroom tool
- C. Lesson Three: Using the file cabinet with another teacher
- D. Lesson Four: Resources that support teacher collaboration
- E. Virtual Field Trip final project
- F. Course reflections

### 10. Evaluation:

Course participants will be evaluated based on their performance on the Assignments and reflections accompanying the lessons and on a final project. A **performance task rubric** will be used to assess learning targets of the Assignments contained in each of the lessons and for the virtual field trip final project

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