

Dr. Carmelo V. Sapone
Spring, 2007

A. EDUCATION 598A:
 Instructional Technology

B. NUMBER OF CREDITS:
 Three (3) credit hours

C. COURSE DESCRIPTION:

This course is designed to offer teachers and administrators the opportunity to use and to implement the many forms of technology in delivering curriculum and instructional content to their students.

D. METHODS OF TEACHING:

1. Teaming (Problem Solving, Analysis, Solutions)	2. Cooperative Learning in Groups
3. Presentations (Human)	4. Power Point presentations
5, Lecture	6. Video Taping
7. Conferencing	8. Tele-conferencing
9. Identify and use Technology Standards (NCATE & TSSA).	10. Uses of Print and Non-Print materials
11. Uses of different model analysis	12. Use of human resources\mentoring\volunteers
13. Individual conferences	14. Collaboration on Assignments\production\products
15. Uses of instructional instruments\rating scales,	16. Micro-teaching
17. Team Summaries on Blackboard	18. Uses of Constructivist models
19. Meetings & Dialogue on Blackboard	20. Internet Inquiries
21. Review of required readings utilizing question, listening, response attributes	22. Self-assessment models: Technology, Diversity, Reflection
23. Use of Bloom's revised taxonomy	24. Reflection models
25. Extensive use of Blackboard	26. Posting and Tread of topic summaries
27. Extensive use of Internet teams	28. Internet actions among and between teams
29. Listing of principles of Diversity and Multi-Cultural education. Diversity module and self-study	30. Implement the many forms of technology in a new constructivist curriculum design.
31. Case studies\Scenarios	32. Research readings and implementation
33. Teams face-to-face deliberations.	34. Technology Learning Modules
35. Uses of "Search" engines on the WWW	36. Add others as appropriate

OTHERS:

1. Computer demonstration	2. Computer program presentations
3. Power Point presentation	4. Uses of hypermedia
5. Software applications	6. Word processing
7. Lecture	8. Hyper Studio
9. Simulations	10. Active learning-hands-on
11. Teams\Work groups by expertise	12. Software applications
13. Chat room usages	14. Bulletin board discussions
15. Uses of free phone systems	16. Guest presenters
17. Uses of digital imagining	18. Chat room applications
19. Reflection practices	20. Uses of CD Writers
21. Blackboard	22. Search Engines
23. Portfolio Building and Burning	24. Learning Modules

REQUIRED TEXT:

There are **no** required texts for this course offering. However, each participant is strongly encourage to use as many of the latest research readings and literature on the uses of technology to deliver instructional content to each student as needed. There is an extensive bibliography that should be used throughout the course that is highly correlated to the technological content and presentation materials. Go to **Blackboard** for Bibliography.

E.. COURSE GOALS\OBJECTIVES\OUTCOMES: CONSISTENT WITH NCATE STANDARDS: 1.2 to 1.4; 3.2 to 3.9; 4.1 to 4.; 9; 9.1 to 9.3(See NCATE STANDARD PLUS OTHER EDUCATIONAL STANDARDS AS PART OF 1999 ACCREDITATION):

COURSE OBJECTIVES: (Each Participant Will complete all of the course rubrics as posted on Blackboard):

1. Will use technology, telecommunications, and information systems to enrich their school's curriculum and instruction processes (e.g., C.A.I. systems, CD-Rom retrieval systems, online networks, distance education, interactive video, etc.).
2. Evaluate and implement current technologies that will be used in classroom instruction.
3. Complete a "Technology Center Unit. using as many technology tools as possible, i.e. Power Point, Word, Graphics, etc.."
4. Monitor instructional technology plans for classroom; making informed decisions about computer hardware\software configurations; design staff development technology applications and validate the impact of technologies on student use in classrooms.

5. Emphasize in the curriculum design, that technology has become a major part of a human-adaptive system designed to meet the needs and wants of society.
6. Help each student understand that technology is a tool which can expand their opportunities to achieve a personal and professional life.
7. Show, in the school's curriculum, that technology affects every aspect of our lives.
8. Investigate and incorporate, in the school's curriculum, the promises and problems associated with global technological networks.
9. Discuss how technology presents problems and solutions for career potential.
10. List and discuss with the students how the various technologies have changed and improved the lives of people and the economic patterns of the world.
11. Provide students the opportunity to examine, question, and develop and reflect on their own values associated with technological development, i.e., constructivism.
12. Insure that each student understands the influences that technology has on his\her personal and economic pursuits.
13. Help teachers develop a comprehensive technology plan-not a computer plan. (School-wide vs. Classroom).
14. Assess and evaluate that each student is technological literate as a result of the schools curriculum & its technology plan.
15. Discuss how this course offering can provide meaningful technology experiences in preparation for career orientation.
16. Have students assess the impacts of technology for themselves; on society and for their career.
17. Provide each student with the necessary skills for **self-reflection** using technology tools as a basic for enhancement life.
18. Help students understand that technology education has to do with a broad range of technologies that are correlated with other issues.
19. Insure that each student become technologically literate and functionally proficient.
20. Insure that our schools equip students with the appropriate technology tools in solving personal problems and associated with career solutions.
21. That the curriculum is integrated with business and the world-of-work using advanced technologies for work in the 21st century.
22. Insure that schools equip students with basic technological literacy for their full participation in contemporary society and the world's culture.
23. Incorporate opportunities and real life experiences that equip each student for his\her selected world-of-work and leisure.
24. Provide students with technological experiences, properly selected and presented in the curriculum as engaging and expanding.
25. Insure that the curriculum of the school is multicultural life-based and correlated with the world's social and economic systems.

26. Complete a course project using a team approach to solve and provide solutions to school learning.

SUMMARY OF 26 GOALS\OBJECTIVES:

That the scope of the technology literacy curriculum:

- a. Focus solely on the human-made world.
- b. Originates in real-world problems.
- c. Uses "knowledge of practice" (identifying problems-applying solutions).
- d. Generates new problems and focuses on doing.
- e. That the technology curriculum is highly integrated and connected to real life situations and experiences.
- f. Show that the technology curriculum opens doors to new ideas, evoke curiosity and desire to explore, and at times evoke awe and wonder.
- g. Demonstrate that the technology curriculum uses the full range of communication skills and technologies in purposeful contexts.
- h. Includes continuous assessments of technology & real life issues.
- i. Uses a "Constructivist" approach in developing and implementing instructional technology units, content, and application and evaluation.
- j. Show that any assessment be consistent with the "Constructivist: approach to teaching and learning.
- k. Promote technological\multicultural awareness, gender sensitivity, racial and ethnic appreciation.
- l. Show that diversity is encouraged and appreciated using technology tools as one means to provide society with a technological literate and economically secure population.

F. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	

*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
*	5. Leaders persevere and take the "long view."
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
*	8. Leaders never stop learning and honing their skills.
*	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

G. COURSE WORKSHOP & INTERNET OUTLINE & REQUIREMENTS: (Based on a 15 Week Course of five Saturday's. This Internet course now requires one day of class\workshop meeting and four days on the Internet):

WEEK: METHOD OF PRESENTATION COURSE CONTENT:

1	1. Presentation-Demonstration & Hands-on uses of Hardware\Software-Power Point	1. Introduction to course outline\requirements. 2. Principles of constructivism-(Power Point presentation). 3. Introduction to asynchronous communication: 4. Technology for the real & global world. 5. Team organization\principles and functions.
2.	1. Presentation-Demonstration-Interactivity-Active participation using computers-Power Point	1. Introduction to blackboard (Niagara Univ.) 2. Introduction to synchronous communication: 2.1 Chat rooms & participation of interactions 2.2 Two way video 2.3 Voice recognition systems 2.4 Fire talk; dial pad, (voice activation)
3 and 4.	1. Presentation-Demonstration-Active Participation using computers-Power Point	1. Power Point (Instructional): 1.1 Principles of power point 1.2 Creating an instructional presentation 1.2.1 Auto layouts 1.3 Putting power point presentations on blackboard 1.4 Uses of power point in instruction 1.5 Adding graphics\pictures\clip art 1.5.1 Scanning & importing pictures 1.5.2 Animation 1.5.3 Digital images

		<ul style="list-style-type: none"> 1.6 Hypermedia 1.7 Hyperlinks 1.8 Adding color 1.9 Fonts, tables, charts 1.10 Adding video clips & sound
5 and 6	<ul style="list-style-type: none"> 1. Presentation- 2. Application- 3. Active participation using hardware- 4. Power Point 	<ul style="list-style-type: none"> 1. Principles & uses of CD burners 2. Creation of instructional CD's 3. Adding hypermedia to CD's 4. Adding voice and video to CD's 5. Digital imaging uses on CD's
7 & 8	<ul style="list-style-type: none"> 1. Presentation- 2. Application- 3. Active Participation- 4. Power Point 	<ul style="list-style-type: none"> 1. Portfolios <ul style="list-style-type: none"> 1.1 Principles and uses of portfolios using Power point presentations 1.2 Creating a format design and content 1.3 Adding hypermedia\graphics\text 1.4 Creating personal & professional Portfolios. 1.5 Creating an instructional portfolio 1.6 Creating a "team" portfolio
9	<ul style="list-style-type: none"> Presentation-Interactive Discussion-Hands-one-Activities-Surfing-the-Web for research tools and information 	<ul style="list-style-type: none"> 1. Search tools for mining the Internet 2. Search engines <ul style="list-style-type: none"> 2.1 Hotbot 2.2 Alta Vista 2.3 Info Seek 2.4 Web Crawler 2.5 Excite 2.6 Lycos 3. Internet Directories <ul style="list-style-type: none"> 3.1 Yahoo (6-12) 3.2 Yahoo!igans (K-6) 3.3 Superkids 3.4 LookSmart 3.5 DejaNews\Unsenet News 3.6 Shareware.com 3.7 Software 3.8 Dictionaries+ 4. Meta Search Engines: <ul style="list-style-type: none"> 4.1 Meta Crawler 4.2 Savvy Search 4.3 CINET' Search.com 4.4 The Mining Company 5. Finding information 6. Use differentiating search keywords 7. Finding and securing results

10	Presentation- Active Participation- Discussion	<ol style="list-style-type: none"> 1. Word Processing - Microsoft Word 2. Key Elements\components
11	Presentation- Discussion- Active Participation- Demonstration- Scanning and Importing	<ol style="list-style-type: none"> 1. Digital camera's 2. Digital video <ol style="list-style-type: none"> 2.1 Creating a virtual design 2.2 Storyboard 2.3 Layout design 2.4 Entering different types of data 2.5 Multimedia-pictures and video
12	Active Participation- Presentation- Discussion- Power Point	<p>Using the Internet</p> <ol style="list-style-type: none"> 1. Defining purposes 2. Personal uses 3. Professional uses 4. Instructional uses 5. Mentoring 6. Careers 7. Locating information 8. Download software 9. Free resources 10. Seeking reference & research materials
13	Speaker & Guest Presenter- Questions & Answers- Handouts as Appropriate and Needed	<ol style="list-style-type: none"> 1. Special and handicap education 2. Explanation of current laws on hardware and software configurations. 3. Uses of special hardware and software features. 4. Question and answer period.
14.	Presentation- Discussion- Active Participation- Power Point	<ol style="list-style-type: none"> 1. Developing an (I.E.P), an Individualized Education Plan based within a unit of study 2. Create format design and structure 3. Determine and implement I.E.P instructional content 4. Field test instructional I.E.P. model 5. Implement I.E.P. in actual classroom instruction 6. Integrate I.E.P. with technology learning centers and technology interest centers 7. Evaluating I.E. P's.

15	Presentation- Discussion- Active participation- Power Point	5. Developing a technology learning center and a technology interest center: 5.1 Develop an operational definition of learning and interest centers 5.2 Define characteristics of each 5.3 Develop technology hardware and software configuration 5.4 Develop the instructional design and 5.5 Develop and implement assessment and evaluation criteria 5.6 End of course evaluation instrument.
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H. COURSE PROJECT AND OR COURSE COMPETENCIES:

Each candidate will complete (with the highest quality of thinking and skills) the course **requirements** as submitted and posted under Course Documents, in Blackboard) demonstrating the technology skills learned and implemented in their project and potential leadership functions in schools. (See handout as presented the first date of class).

Each participant will ***develop & present*** a technology curriculum\instruction model that incorporates **technology components, learning theory, constructivism, multiculturalism & a technology learning center** into his/her comprehensive curriculum & instructional plan or completion of all of the **course competencies** as presented in this workshop and found on Blackboard..

The project should focus on ***research, conceptual*** and ***factual technological content*** and represent real life experiences in the school's instructional classrooms. In addition, each team or individual will include "Multicultural model" of concepts\ideas\principles and a model on the use of "Reflection."

The project will take two forms. One will be the inclusion of a Power Point presentation along with its narrative form. The second part will be the development of a professional "Digital Portfolio" that includes: pictures, graphics, hypermedia, music, voice, hyperlinks, etc.

I. STUDENT DISCLOSURE:

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The University will make reasonable accommodations for persons with documented disability.

J. ATTENDANCE POLICY:

The university attendance policy is in effect. (Graduate teachers and administrators missing more than the university policy allows will be invited to a private meeting with the instructor to determine their reasons for missing class and the impact this has on their final grade).

K. SUMMATIVE EVALUATION AND GRADING POLICY:**PERCENT IDENTIFICATION VARIABLES:**

80%	<u>Summative course requirements\projec\and or course competencies:</u> Completion of all course competencies, assignments; goals and objectives; research based narrative & listing of the major principles of "Constructivism." Review grading rubrics according to standards for grades of either an "A" or "B." Course\team assignments must demonstrate higher order cognition and quality.
5%	Show integrative uses of technologies in course requirements, course competencies and\or and summative project. Include research" citations and submission of the "reflection" log as defined in the grading rubrics.
10%	Interactive and positive classroom participation and contributions that enhances personal and professional learning for self and others...Must be research based."
5%	Inclusion of completed self-assessment examination instruments which shows continuous learning of these and other technology tools.

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