WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Technology for Instruction – 2 Credits
COURSE NUMBER: MEE 7604
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content.
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Engage in authentic participation, collegiality, and collaboration;
5. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Association for Childhood Education International
Program Standards

DEVELOPMENT, LEARNING AND MOTIVATION

1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development,
IDEA Objectives: E=1  I=4, 9

acquisition of knowledge, and motivation.

**CURRICULUM STANDARDS**

2.1 *Reading, Writing, and Oral Language*—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 *Science*—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 *Mathematics*—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 *Social studies*—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 *The arts*—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 *Health education*—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 *Physical education*—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**INSTRUCTION STANDARDS**

3.1 *Integrating and applying knowledge for instruction*—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 *Adaptation to diverse students*—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 *Development of critical thinking and problem solving*—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 *Active engagement in learning*—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students learning and well-being.

I. COURSE DESCRIPTION:

Contemporary technology and its applications to individual and group learning are reviewed. Interactive media, the computer, and the video camera are studied as instruments for learning, diagnosis and evaluation. The student is required to design a project or unit integrating technology in the learning and/or evaluation processes.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency #1: Create learning experiences that make content meaningful to the students while reflecting an understanding of the core concepts and structure of education.

ACEI Standards #2.1 – 2.7: Curriculum

Learning Outcomes: Candidates will:

1.1 Demonstrate knowledge of Delaware Content Standards, National Education Technology Standards, and Wilmington University Lesson Plan Format to develop effective and appropriate lesson plan for a selected group of students.

Activities/Assignments: Candidates will:
IDEA Objectives: E=1
I=4, 9

1.1 Locate, identify, and apply appropriate NETS standards and performance indicators for given grade levels in the development of classroom learning activities.
1.2 Develop and present content area lesson(s) integrating instructional technology appropriate for a selected group of students.

Competency #3: Adapt instruction for diverse learners based upon and understanding of how students differ.

ACEI Standard #3.2: Adaptation to Diverse Students

Learning Outcomes: Candidates will:
3.1 Demonstrate knowledge of how technology supports research on learning theory, multiple intelligence theory, and learning styles.
3.2 Demonstrate knowledge of how technology is used to support students with special needs in inclusion and special settings

Activities/Assignments: Candidates will:
3.1 Discuss and demonstrate in lesson plans the means by which technology can be used to address student learning styles and individual needs.
3.2 Describe technological supports available to students with special needs in inclusion and special settings.

Competency #4: Demonstrate proficiency in oral and written communication.

ACEI Standard #3.5: Communication to Foster Collaboration

Learning Outcomes: Candidates will:
4.1 Demonstrate proficiency in oral communication through class activities.
4.2 Demonstrate proficiency and clarity in written communication appropriate to the expectations of the teaching profession.
4.3 Demonstrate effective use of multimedia product to support and enhance oral presentations.

Activities/Assignments: Candidates will:
4.1 Participate in oral presentations and role-playing activities that model effective communication.
4.2 Prepare written assignments and on-line reflective writing activities with clarity and proficiency and indicative of Master’s level work.
4.3 Use the Wilmington University Lesson Plan Format to develop two lessons containing multimedia (audio and visual) supports for students.

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Activities/Assignments may vary due to edition changes and/or faculty recommendations.

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Competency #6: Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.

ACEI Standard #3.1: Integrating and Applying Knowledge for Instruction

Learning Outcomes: Candidates will:
6.1 Demonstrate knowledge of the Delaware Content Standards and performance indicator(s) in the core areas.

Activities/Assignments: Candidates will:
6.1 Use the Wilmington University Lesson Plan Format to prepare a lesson which effectively integrates technology and is congruent with the Delaware Content Standards and appropriate performance indicator(s).

Competency #7: Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

ACEI Standard #3.3: Development of Critical Thinking and Problem Solving

Learning Outcomes: Candidates will:
7.1 Demonstrate knowledge of ways in which to engage students in the utilization of computer technology to access information, participate in research, develop written reports, or create multimedia products.
7.2 Demonstrate knowledge of the Levels of Technology Implementation (LoTI) and their appropriate use in the development of lesson plans.

Activities/Assignments: Candidates will:
7.1 Identify strategies which employ technology to assist students in accessing information, gathering research documents, producing written reports, or creating multimedia products.
7.2 List characteristics of LoTI performance levels and identify their use in classroom settings to meet individual student needs.

Competency #8: Use multiple assessment strategies for the continuous development of students.

ACEI Standard #4: Assessment
Learning Outcomes: Candidates will:
8.1 Demonstrate knowledge of the role of technology in developing performance-based, authentic assessments.

Activities/Assignments: Candidates will:
8.1 Use technology to develop, within the context of Performance Skill 6.1, a strategy for applying learned concepts to authentic, problem-solving assessments.

Competency #9: Pursue opportunities to improve teaching and thereby enhance professional growth.

ACEI Standard #5.1: Professional growth, reflection and evaluation

Learning Outcomes: Candidates will:
9.1 Demonstrate knowledge of how and where to locate technology-based professional resources for educators and the criteria for evaluating them.
9.2 Demonstrate knowledge of how and where to locate appropriate technology-based resources for classroom instructional use, the criteria for evaluating those resources, and their effective use in the classroom.
9.3 Demonstrate in-depth knowledge of one aspect of the role of technology in education through independent research.

Activities/Assignments: Candidates will:
9.1 Use the Internet to locate resources for educators and define criteria for evaluating their authority, accuracy, and usefulness.
9.2 Define criteria for evaluating instructional web-sites for classroom use and describe how they can be effectively integrated into the curriculum.
9.3 Research a topic related to the role of technology in education using primary, secondary and web-based resources.

Competency #11: Use educational technology as an instructional management tool.

ACEI Standards #3.3 and 3.5: Development of Critical Thinking and Problem Solving; Communication to Foster Collaboration

Learning Outcomes: Candidates will:
11.1 Demonstrate a working knowledge of educational technology and software applications as they apply to administrative classroom functions.

Activities/Assignments: Candidates will:

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11.1 Identify, create, or manipulate software (e.g.; spreadsheets or database programs), which can be used to record, monitor, and assess student achievement.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). Big School, Small School. (p. 202).

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. Structured External Assignment

The teacher candidate will complete a series of activities that will demonstrate knowledge of how to use technology as an instructional and management tool.

Teacher candidates will address the following rubric by writing a 5 - 6 page paper demonstrating their understanding of the use of technology to 1) access and manage information, 2) integrate technology in instruction to address student needs, and 3) review and evaluate technology for instructional value.

Specific details will be presented during class.
STRUCTURED EXTERNAL ASSIGNMENT AND CECRAM DATA COLLECTION AND ANALYSIS

COURSE: MEE 7604                              TITLE: Technology for Instruction

PROGRAM COMPETENCY 11: Use educational technology as an instructional and management tool

GRADUATION COMPETENCY 4.1: Access and use information effectively and efficiently

GRADUATION COMPETENCY 4.2: Evaluate the quality of sources and content

GRADUATION COMPETENCY 4.3: Use technology to effectively locate and communicate information

DELAWARE PROFESSIONAL TEACHING STANDARD 11: The teacher understands the role of technology in education and uses technology as an instructional and administrative tool

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 8: Programs promote the effective use of technology

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

ACEI STANDARDS 3.3: Development of critical thinking, and problem solving; 3.5: communication to foster collaboration

STRUCTURED EXTERNAL PROJECT: Teacher candidates will address the following rubric by writing a 5 - 6 page paper demonstrating their understanding of the use of technology to 1) access and manage information, 2) integrate technology in instruction to address student needs, and 3) review and evaluate technology for instructional value.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tr>
<td>11.1 Understands how to use technology to access and manage</td>
<td>The candidate demonstrated an inadequate understanding of the use of technology to manage and access student and school information</td>
<td>The candidate demonstrated a limited understanding of the use of technology to manage</td>
<td>The candidate demonstrated an elemental understanding of the use of technology to manage</td>
<td>The candidate demonstrated a competent understanding of the use of technology to manage</td>
<td>The candidate demonstrated a superior understanding of the use of technology to manage</td>
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<tr>
<th>ACEI Standard 3.3</th>
<th>Information.</th>
<th>through the use and explanation of fewer than two systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
<th>and access student and school information through the use and explanation of two systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
<th>and access student and school information through the use and explanation of three systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
<th>and access student and school information through the use and explanation of four systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
<th>and access student and school information through the use and explanation of five systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
<th>and access student and school information through the use and explanation of six systems of software applications, (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</th>
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<tr>
<td>11.2 Understands how to integrate technology in instruction to address the needs of students.</td>
<td>The candidate demonstrated an inferior understanding of the use of technology in instruction to address student learning needs by giving fewer than two examples of instructional technology usage and its correlation to student learning needs.</td>
<td>The candidate demonstrated a promising understanding of the use of technology in instruction to address student learning needs by giving two examples of instructional technology usage and its correlation to student learning needs.</td>
<td>The candidate demonstrated an essential understanding of the use of technology in instruction to address student learning needs by giving three examples of instructional technology usage and its correlation to student learning needs.</td>
<td>The candidate demonstrated a skillful understanding of the use of technology in instruction to address student learning needs by giving four examples of instructional technology usage and its correlation to student learning needs.</td>
<td>The candidate demonstrated an excellent understanding of the use of technology in instruction to address student learning needs by giving five examples of instructional technology usage and its correlation to student learning needs.</td>
<td>The candidate demonstrated an exceptional understanding of the use of technology in instruction to address student learning needs by giving six examples of instructional technology usage and its correlation to student learning needs.</td>
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<tr>
<td>ACEI Standard 3.5</td>
<td>The candidate demonstrated an inferior understanding of the use of technology for its instruction value based on fewer than two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a promising understanding of the use of technology for its instruction value based on at least two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated an essential understanding of the use of technology for its instruction value based on at least three criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the use of technology for its instruction value based on at least four criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the use of technology for its instruction value based on at least five criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the use of technology for its instruction value based on at least six criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
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<tr>
<td>11.3 Understands how to review and evaluate technology for instructional value.</td>
<td>The candidate demonstrated an incomplete understanding of the evaluation of technology for its instruction value based on fewer than two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a growing understanding of the evaluation of technology for its instruction value based on at least two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a capable understanding of the evaluation of technology for its instruction value based on at least three criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the evaluation of technology for its instruction value based on at least four criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the evaluation of technology for its instruction value based on at least five criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
<td>The candidate demonstrated a skillful understanding of the evaluation of technology for its instruction value based on at least six criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</td>
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# DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
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<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
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<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
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<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
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<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
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<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
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<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
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<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
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<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
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<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
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<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
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<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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