



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
IDT 3600
Technology in Education
Fall - 2009
Dr. Fran Clark/Professor of Record
Dr. Fran Clark/Instructor

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

IDT 3600 – Technology in Education

Instructor: Dr. Fran Clark
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Office: 421 D Ball Hall
Office Hours:
M/W 8:30 AM – 9:30 AM
T/TH 1:00 PM - 2:30 PM
F - By Appointment
Online Office Hours:
M – F 8:30 AM – 9:30 AM

Course Description: Integration of varied uses of technology into classroom learning environment while increasing students' technological knowledge and skills; word processing, authoring, Internet browsers, presentation, communication.

Prerequisites: None

Text(s): Morrison, G. R. & Lowther, D. L. (2005). Integrating Computer Technology into the Classroom (4th . Ed.). Englewood Cliffs, NJ: Prentice Hall.

Support of Conceptual Framework: The purpose of IDT 3600 is to enable students to successfully integrate varied uses of technology into instruction and to increase students' technological knowledge and skills.

Methods of Instruction:

Lecture
Discussion
Group Work
Individual Work

Course Objectives



















The course objectives are taken from the Tennessee State Board of Education Professional Education Licensure Standards for Technology found at www.state.tn.us/education/lic/doc/accttchlicstds.pdf.

11 a - Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning.

11 b - Candidates use technology to enhance their professional growth and productivity.

11 c - Candidates effectively use and manage all technology available to them and explore uses of emerging technology. They promote the equitable, ethical, and legal use of technology resources.

Assignments, Exams, and Grading Criteria:

	Points Possible
Assignments <ul style="list-style-type: none"> Technology-Based Classroom Diagram (5) Learning Objectives (10) Interactive Learning Activities Table (10) Concept Map Lesson Plan + Student Sample (20) Instructional Comic (5) Interactive Whiteboard Activity (10) Instructional PowerPoint (20) Classroom Website (20) WebQuest (20) iMovie (20) Multi-Application Lesson Plan + Handout + Student Sample (25)	165
Field Experience <ul style="list-style-type: none"> 5 Field Experience Hours (5 points per hour) 5 Field Experience Reflection Papers (5 points per paper)	50
Application Activities (5 points per activity) <ul style="list-style-type: none"> Technology Integration Video Responses NTeQ Concept Map NTeQ Guidelines Curriculum Scavenger Hunt Teacher PowerPoint	25
Final Exam Reflection	10
TOTAL POINTS	250

Grading:

A 250 - 225

B 224 – 200

C 199– 175

D 174 – 150

F 149 and below

IMPORTANT: The grade of "B" represents the benchmark for this course. It indicates that the student has demonstrated competency in the subject matter of the course, i.e., the student has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, reasoned, well organized and grammatically correct responses whether written or oral. Only students who fully meet this standard *and* who demonstrate **exceptional comprehension and application of the course subject matter**, merit an "A". Students who do not meet the benchmark standard of competency will earn within the "C" range or lower.

FERPA:

In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Late Assignments: Unless there is a verifiable and legitimate excuse, assignments are to be uploaded into eCourseware on the day and time that they are due (These dates and times can be found on the course schedule found in eCourseware.). A late assignment will be reduced by **20%**. ***The legitimacy of the excuse is solely the judgment of the professor.*** There is no make up work allowed in this course.

Failing Students:

Students who are failing will be notified by email or personally about their grade in the seventh week of class. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Academic Integrity and Plagiarism: Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types. All written work submitted must be the student's original work. It is the student's responsibility to know all relevant university policies concerning plagiarism. Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, the section about "Academic Dishonesty."

Student Conduct:

Expectations for student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, the sections about "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." Students must be aware of these guidelines and conduct themselves accordingly.

Professional Dispositions: The College of Education has approved a list of professional dispositions expected of all students while enrolled in undergraduate or graduate courses in the College of Education. You are expected to familiarize yourself with the College of Education's Professional Dispositions at the beginning of this course by going to <http://coe.memphis.edu/PDF/DispositionsAndRetention.pdf>. Failure to demonstrate the College's dispositions in class or field experiences can affect your continuance in a course or program of study.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the course and in providing authorized documentation through designated administrative channels.

Attendance Policy:

Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. Five **(5)** points will be deducted from course total points for each unexcused absence. ***The legitimacy of the excuse is solely the judgment of the professor.***

Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session. Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, **both** class attendance and participation are critical for the successful completion of this course.

Tardy Policy:

Unless there is an understandable prior class dismissal, weather, traffic, or health related reason, each tardy to class – not being physically present at the start of class- is one **(1)** point deducted from course total points. Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.