

PSU Graduate School of Education

Preparing professionals to meet our diverse community's lifelong educational needs.

Classroom Instruction and Technology CI 513: 003
CRN 40721 Wednesday 9:00-11:50 ED 414
Elementary Cohort Winter, 2007

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Office Hours: Wed. 2:00-3:30 by appointment

Prerequisite: Admission to the Graduate Teacher Education Program- Elementary Cohort

Diane Brunkow, the GTEP Secretary, can be reached at 725-4753. My mailing address is PO Box 751, Graduate School of Education, ED 577, Portland, OR 97207. Please call or email me directly to schedule an appointment. Students needing an accommodation should immediately inform the course instructor. Students will be referred to Disability Services (725-4005) to document their disability and to obtain support services when appropriate.

Course Description: “Principles and skills for organization and presentation of K-12 classroom instruction. Topics included are: students’ needs analysis, planning, direct and indirect instructional techniques, use of aids, assessment of pupil achievement, and evaluation of teaching. Includes mediated instruction and preparation and use of instructional materials.” (Portland State University Bulletin)

The Graduate School of Education’s Conceptual Framework:

Prepare our candidates to provide leadership in

1. Diversity and Inclusiveness
 - To work in diverse settings
 - To create inclusive and therapeutic environments
2. Research-Based Practices and Professional Standards
 - To critically analyze and implement research-based practices
 - To demonstrate appropriate professional knowledge, skills and dispositions
3. Impacting Learning and Development
 - To ensure all learners and clients succeed
 - To use technology to enhance learning
 - To influence policy and provide leadership for organizations
4. Evidence-Informed Decision Making
 - To use evidence to address problems of practice and make educational and therapeutic decisions

Essential Questions:

- How do teachers design units of instruction?
- What does it mean to teach for meaningful learning/understanding and meet the needs of diverse learners?

- How can technologies support student learning?

Course Outcomes or Objectives Pre-service teachers will be able to:

- Develop a collaborative unit of instruction with guiding questions (essential and topic/unit), goals and objectives (consistent with state standards), lesson plans, and assessments
- Analyze curriculum guides, teachers' support materials, electronic media as professional resources for developing instruction
- Describe the instructional context (community, school, classroom, curricular)
- Develop plans that consider gender, race, socioeconomic, environmental, and cultural influences and take into account the needs of diverse learners.
- Design authentic curriculum, instruction, and assessment which develop student learning.
- Demonstrate a basic mastery and knowledge of instructional media and technology.
- Integrate technology to enhance the content and extend student understanding.
- Reflect upon the instructional design process

Course Texts and Materials:

Creswell, J. (1997). *Creating worlds. Constructing meaning*. Portsmouth, NH: Heinemann.

Intel (2006). *Intel Teach Program: Essentials Course* (provided free by Intel)

Jonassen, D., Howland, J., Marra, R., Crismond, D. (2008.) *Meaningful learning with technology*. Upper Saddle River, NJ: Prentice Hall

Lengel, J.G. & Lengel, K.M. (2006). *Integrating technology: A practical guide*. Boston: Pearson

Evaluation: Criteria for Assessment...Class Projects and Written Work

1. Clarity, conciseness, and completeness.
 - a. You address assignment/ activity guidelines and expectations.
 - b. Your main points are clear, well-organized, and well-supported with examples, descriptive details, explanations, and evidence from readings.
2. Insightful reflection about and critique of topic/situations.
3. Authenticity and conviction. Your own voice, experience, and expertise come through!
4. Effective and appropriate use of language conventions to communicate with audience/reader.
5. Professional and ethical use of source material. You include in-text citations for quoted material (when appropriate) and a complete list of references at the end of your project.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct

Class Participation and Professionalism

(15%)

My expectation is that you come to class on time each morning prepared to participate fully, support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. In case of an emergency, you must email Dr. Thieman or call PRIOR to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement and professional demeanor, and demonstration of an ability to understand, analyze, and apply knowledge learned in the course. Your participation grade also includes completion of in-class technology activities.

Jan. 9

- Introductions and Review syllabus
- ISTE National Education Technology Standards for Students
- Work Sample: guidelines and power point presentation
- Review essential questions/unit questions
- Class, school, community demographics (include technology resources)

Jan. 16

- Small group discussion of Jonassen
- Worksample: unit rationale and concept mapping
- Lesson Design (lesson plan template and examples of lesson plans)
- Inspiration Concept Mapping Demo

Homework Due

1. Read Jonassen preface and ch. 1

(5%)

Reading Response: Write no more than a one page reflection and be prepared to share your response in class. a) Which of the "implications of technology (either for teachers or students) would you find the most challenging? Why? b) Choose two of the five characteristics of "meaningful learning" which make the most sense to you, and explain why.

2. Read Lengel & Lengel: ch. 13, pp. 216-219. Read Jonassen, pp. 62-67 to prepare for concept mapping demo.
3. Identify the context of course (subject & grade level) for your work sample. **Draft** work sample Essential Question, unit questions, curriculum standards

Jan. 23

- Assessment Strategies (length, complexity, structure, contextualization)
- Criteria of authentic assessment
- Pre-post assessments
- Scoring rubrics

Homework Due

1. Read Jonassen ch. 10, pp. 218-231. **(5%)**
Reading Response: Write no more than a one page reflection and be prepared to share your response in class. Discuss the creation and evaluation of student portfolios (paper or electronic) with your cooperating teacher. What are the benefits and challenges of implementing portfolios? What other types of assessments does your cooperating teacher use?
2. **Draft** unit rationale that explains why you are teaching the unit and reveals an understanding of the students and the subject matter.
3. **Draft** Concept Map Use Inspiration software or comparable graphic software to develop a unit concept map that shows the relationship among the essential question, unit questions, and curriculum standards. Use different colors, shapes, and icons to distinguish the components of the concept map.

Jan. 30

- Publishing on the web (teacher and student websites)
- Demo Kompozer (for Mac & PC)
- Intel Module _____

Homework Due

1. Read Lengel ch. 8, paying particular attention to Writing for the Web.
2. **Draft** work sample culminating assessment and scoring rubric. After developing your draft assessment and scoring rubric, evaluate your rubric with the criteria on pp. 229-231 of Jonassen. What areas are you having trouble with and what feedback do you need?

Feb. 6

- Accommodation/differentiation
- Webquests, wikis, blogs.

Homework Due

(5%)

1. Read Jonassen ch. 2, pp. 24-26, 32-34 and ch. 6, pp.100-101, 105-128.
Reading Response: Write no more than a one page reflection and be prepared to share your response in class. How can technologies be used to build community? Which of these activities might you use in your subject area and in what way? What concerns do you have about managing communication projects?
2. **Draft** demographic description of students for whom the unit is designed and accommodations you plan to make to support their learning.

Feb. 13

- Demonstrate website or BLOG

Homework Due

1. Teacher Website

(20%)

Develop a website for your unit plan that is an example of a student/class website or your own website as a teacher. For example, if your class is involved in a project or performance, the students could create a webpage to showcase the work. If you wish to create your own teacher website, you can check out mine at www.web.pdx.edu/~thiemag. Review the possibilities in Intel Module _____. You may use the software of your choice. Both Publisher and Kompozer are loaded on the PC lab computers. Kompozer is also loaded on the Mac lab computers. After completing the webpage, upload it to your ODIN account on the PSU server so it can be demonstrated in class. **Email me the URL.** Refer to the scoring guide before you submit.

Feb. 20

- Storyline Interdisciplinary Curriculum
- Introduction; Components; Lewis and Clark Example
- Jigsaw ch. 4, 5, 6, 7, 8 to create a Storyline episode outline.

Homework Due**(5%)**

1. Read the Prologue, chapter 2 & 3 of the text on the Storyline method: *Creating Worlds, Constructing Meaning*. Read additional assigned chapter to prepare for the jigsaw activity in class: ch 4, 5, 6, 7, or 8.

Reading Response: Write no more than a one page reflection and be prepared to share your response in class. Share the Storyline model with your Cooperating Teacher and discuss interdisciplinary curriculum approaches used at your elementary school.

Feb. 28

- Work Sample Data Analysis Procedures

Homework Due

1. Read Lengel ch. 10 to prepare for data analysis with Excel
2. Bring raw data for individual students from pre and post assessments

March 5

- Online communication tools: discussion boards, monitored chat rooms
- Videoconferencing
- Podcasts

Homework Due

1. Read Jonassen, ch. 7 pp. 144, 150-154, 159-165 **(5%)**
Reading Response: Write no more than a one page reflection and be prepared to share your response in class. Which online communication tools have you used? Which of these tools might be appropriate for elementary students?
2. **Draft** data analysis that represents the whole class's performance and learning gains, individual students' performance and learning gains, and disaggregated group's performance and learning gains (See work sample guidelines).

March 12 Unit Plan Demonstration

March 19 Unit Plan Demonstration

UNIT PLAN **(35%)**

The goal of the final project is for you to create a two week unit (6-8 lesson plans) which will be useful to you, which appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should also incorporate differentiated strategies for diverse learners and technology enriched learning activities.

The project should be part of your work sample and should lend itself to the analysis required by the GSE and TSPC after you have taught the unit. Use the Intel template for a unit plan and follow the lesson plan template. Your unit plan should include:

- Context of the course (grade level, course title, brief summary).
- Demographic description of students for whom the unit is designed and accommodations you plan to make to meet these students' needs. Incorporate appropriate strategies for Special Needs (Title I or IEP or gifted) students and English Language learners.
- Essential question and unit goals/questions
- Curriculum standards (specific benchmarks or performance standards)
- Concept map
- Lesson plans which carry out the unit goals including objectives, procedures, materials, and activities. Choose instructional methods and student activities to develop understanding.
- Select and organize instructional materials and equipment including at least one student activity incorporating technology. Include copies of the materials you will use to teach the lesson.
- Unit pre and post (final) assessment which clearly relates to your stated goals and objective. Post (final) assessment should include an authentic assessment strategy . Create a scoring rubric for the final assessment
- Bibliography with at least six references including two using the Internet

Note: You will submit drafts of your unit plan and receive feedback throughout the quarter. The grade will be based on the final revision you turn in March 19.

