

University of North Florida

**Active leaders and responsive partners
within diverse learning communities**

EME 5403: Technology in Education

Candidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.

On-going, active reflection on professional practice.

Multiculturalism through educators who value diversity and advocate for the success of all students within diverse learning communities.

Professional growth of pre-service and experienced educators and other helping professionals.

Academic programs that are rigorous, standards-based, and model and apply innovative and enduring ideas about teaching and learning.

Scholarship for advancement of the professional knowledge base.

Service to the University, P-12 schools, the profession, and the community.

Syllabus

Course Number:	EME 5403
Course Title:	Technology in Education
Number of Credit Hours:	3
Required or Elective:	Required in M.Ed. Instructional Technology track
Term:	Summer 2006
Day and Time:	June 19-29, Monday – Thursday, 8.30-3.30
Location:	Timberlin Creek Elementary School
Course web site:	http://blackboard.unf.edu
Professor/Instructor:	Dr. C. Cavanaugh
Office:	UNF Building 9/2249
Office Hours:	TCE after class; others by appointment
Telephone:	904-620-1751
Email Address:	ccavanau@unf.edu
Instructor web site:	http://www.unf.edu/~ccavanau

Required Text

- *Integrating Educational Technology into Teaching*, 4th ed. 2006. Roblyer, 0-13-119572-7
- Plus free subscriptions to:
 - **THE Journal**. Subscribe at <http://www.thejournal.com>
 - **Technology and Learning**. Subscribe at <http://www.techlearning.com>
 - **Converge**. Subscribe at <http://www.convergemag.com>
 - **Edutopia**. Subscribe at <http://www.edutopia.org/magazine/index.php>

Course Description

This survey course provides information and skills for teachers in the effective use of tool-based instructional technology. In addition to the technology, concepts include introduction in educational learning theory, methods, and applications. Students learn through readings, discussion, and hands-on activities and projects. Topics include educational resources on the World Wide Web, concept mapping, project based learning, digital story telling, portfolios and other assessment methods.

In consonance with the conceptual framework, this course will be focused on the acquisition of knowledge and skills for designing and teaching effective standards-based lessons that integrate technology for PreK-12 grade levels.

Course Goals

In this course, students will develop and demonstrate dispositions of ethic and professional technology using educators as they learn skills and methods for integrating technology for the achievement of all K-12 students. Students will use technology to reflect on their learning with technology.

Diversity Considerations

The course includes the topic of assistive technology.

Technology Considerations

Instruction is enhanced using online resources and electronically delivered reading and communication. Students are required to create assignments using a wide range of technology, including tool-based software, multimedia production, and devices, and to submit assignments electronically. Students also participate in reflective discussion via online synchronous and asynchronous communication tools.

Course Objectives

Objective Matrix

The Objectives Matrix describes the learning objectives for this course in terms of the knowledge, skills, dispositions, and impact on K-12 learners that each student is expected to master in this class.

Course Objective	Knowledge	Skill	Disposition	Impact
1. Use basic microcomputer functions to demonstrate essential knowledge and skills for practical application of technology.	☐	☐		
2. Use appropriate terminology for describing technology to assess hardware and software for professional and personal purchase and use.	☐	☐		
3. Create, revise, and print a word processing document that includes text, use of basic graphic tools, clip art, and columns to produce print-based products for communication within the classroom and the community.	☐	☐		
4. Evaluate the format and appearance of documents and presentations to demonstrate the role of media in effective communication.	☐		☐	
5. Use computer peripherals and other technologies related to specific disciplines to provide sources that address different modalities for teaching and learning.	☐	☐		
6. Create and present a multimedia presentation of information for both teacher and student productivity.	☐	☐		
7. Access online networks for facilitating communication, locating electronic resources, and delivering instruction.	☐	☐		
8. Troubleshoot basic computer problems to keep hardware and software available for use.	☐	☐		
9. Know the basic principles of computer ethics and legalities to ensure compliance by professionals and students with laws, guidelines, licenses, and security in the use of all media.	☐		☐	
10. Use additional educational technology to enhance presentation of electronic resources and to learn about new technologies.	☐	☐		

Course Assignments, Expectations and Grading Procedures

GRADING PROCEDURES

Course grades are based on activities, projects, and assignments. Assignments may be turned in during class meetings in print or on disk, or they may be placed in Blackboard. Use Blackboard's Digital Dropbox or using the "View/Complete..." link found with each assignment description in the Assignments area of Blackboard. **All assignments should be submitted as attachments in Rich Text Format (RTF) or if possible MS Office.** Be sure to use the "Send" feature when sending files to the instructor's dropbox, and use the "Add" feature to put a backup copy of the file in your dropbox. **Assignments are expected by the given due date.** Assignments after one day late assignments lose 10% credit each day.

Grading Criteria: Grades are computed on a percentage scale. (A > 90%; B 89-80%, C 79-70%, D 69-60%. F > 60%)

Assignment	Points Possible
Introduction presentation	10
Technology blog	10
Website review blog	10
Video project	20
Personal technology professional development plan	30
Conference proposal	30
Flex project: Module/WebQuest	60
Class discussions	30
TOTAL	200

Assignment details and rubrics:*Individual or Team Introduction Presentation**10 Points*

Work on your own or as a representative of your grade/school team to introduce yourself, including information about your classroom and any special information about yourself you might like to share. Write it as if you were providing an overview of your classroom and your use of technology for parents at Open House. Use any software tools you wish to create the introduction. It should be able to be delivered electronically via a LCD Panel, Online, or via Blackboard.

Checklist:

- Follow design principles 3
- Include requested content 3
- Use multiple media formats 4

*Technology Blog**10 Points*

Using a blog engine of your choice, create a blog site and posting about the classroom technology of your choice, and how teachers and students can use and benefit from the technology. Include an overview of the technology, a reference to a research study supporting the use of the technology, and a link to a website where others can learn more about the technology. Place the link to your blog in Blackboard's Discussion Forum area for the Technology blog.

Checklist:

- Include requested content 4
- Clearly written and organized for a teacher audience 4
- Blog link added to Blackboard discussion area for Technology Blog 3

*Website Review Blog**10 Points*

Review an educational website related to the topic of your module/webquest, and discuss how you could integrate the resources into current curriculum at your school. Describe the benefits and shortcomings of the site for classroom use. How would you present this website to fellow teachers to effectively promote their use with students?

Checklist:

- Website relates to module/webquest theme 2
- Discussion of positive and negative aspects of the site 4
- Review posted to blog 2
- Ideas for sharing website with colleagues 2

*Video Project**20 Points*

In a collaborative group or as an individual, create a video project which could be used with students in a unit of study. Use still images, video, audio and narration. Use a concept mapping tool and story boards for the pre-production phase. Present the movie to class and discuss its implications in the integration of technology and how you would go about teaching video production skills to students.

Checklist:

- Include all requested media formats 2
- Educational theme 2
- Pre-production materials 4
- Presentation and discussion 12

*Personal Professional Development Plan**30 Points*

Begin by taking the Florida Inventory of Teacher Technology Skills,
<http://www.flstar.org/university/index.asp>.

Use Internet Explorer as your web browser and use a separate window, not a Blackboard window. The inventory takes about 30 minutes. To begin, choose:

- District: UNF
- School: 03
- Email: your UNF email address using your N number (please choose carefully because email addresses look alike!)
- Password: password

When you complete the inventory, record your full Indicator Report (not the Score Report). To do this, either:

- Print the report to turn in with your plan
- Copy the report text, paste it into a word processing file, and save the file to submit with your plan
- Save the web page to submit with your plan.

Based on the results of the inventory, use the Professional Development Plan template located in Blackboard and at the end of this syllabus to develop a set of steps that you will begin during this course, and can continue with the goal of improving your technology skills. Develop a plan to improve your skills in two of the six areas of the Inventory, for example Productivity and Research. Have the plan approved by the instructor, and then at the end of the course submit both evidence of progress on the plan and a posttest result on the inventory. After you have completed your plan, during the last two sessions of class, take the Inventory again. Submit your completed plan, your evidence and/or reflections, and your two Indicator Reports.

Checklist:

- | | |
|--|----|
| ▪ Initial Inventory score report | 5 |
| ▪ Initial plan | 5 |
| ▪ Final Inventory score report | 5 |
| ▪ Final plan with documentation/reflection | 15 |

*Technology Conference Presentation Proposal**30 Points*

Develop a proposal for a presentation at a professional education conference. Choose the conference that interests you:

- National Educational Computing Conference (NECC) (K-higher ed) <http://www.neccsite.org>
- Florida Educational Technology Conference (FETC) (K-12) <http://www.fetc.org>
- A subject area conference, such as National Association of Science Teachers (NSTA) or Florida Reading Association (FRA)
- Another professional education conference at which a presentation about technology for learning would be appropriate

Visit the conference website to get the conference proposal format. Complete the conference proposal form, outlining the educational technology presentation you would like to present. Make sure the proposal fits the audience of the conference and fits with your skills and interests. Turn in the completed proposal as a document file.

Checklist:

- | | |
|---|---|
| ▪ Select a conference for K-12 educators | 5 |
| ▪ Follow the conference proposal format | 7 |
| ▪ Complete the proposal form | 5 |
| ▪ Proposed presentation integrates technology | 7 |
| ▪ Proposal geared at education audience | 6 |

Flex Project Options:*60 Points**Create a technology-integrated instructional module or develop a WebQuest for your curriculum*1. Module

Module-Building Process:

- Identify an issue that impacts the students, and determine appropriate curriculum connections
- List the desired outcomes for students as they investigate the issue. Include the state and local education standards addressed by the plan.
- Choose a range of assessments to embed into the learning.
- Develop a hook to engage students in thinking and acting on the issue
- Gather a variety of resources for teaching and learning about the issue: texts, library materials, trade publications, media (video, music, photos, speeches, etc.), software, equipment, Web sites, people, community groups, government agencies. Search for authentic, primary-source, real-world resources.
- Use your resources (including concept-mapping software) to create a student-centered learning plan to lead students toward the outcomes. Build in a menu of requirements as well as flexible options to accommodate diverse student abilities and interests.
- Build toward student action, where students can share their accomplishments outside the classroom, influence decision-makers, or improve the situation surrounding the issue.
- Describe your rationale for choosing the general issue and for the specific resources and activities.
- Allow for plenty of peer review and reflection during the module-building process. Recognize that the module is not fully built until after it is followed with students. Ideally, the module will not end, but will influence future learning.

Module Template:

The following components will be included in your module description.

Identification:

10 Points

- Module title
- Date created
- School
- Teacher name and contact information
- Primary subject and grade level
- Theme/issue
- Standards addressed

Description:

40 Points

- Intended outcomes
- Hook
- Learning activities, including:
 - activities (cooperative, demonstration, experiment, game, Q&A, peer tutoring, research, role play, simulation),
 - student action,
- Assessments during instruction

Reflections
 Rationale for issue and activities
 Concept map

Resources: 10 Points
 Internet, including name, type, URL, description
 Personal, such as image, text, video, software, other
 OR
 Community, including name and contact

To view sample modules created by teachers in other areas, see the Module Maker Web page, at <http://www.fno.org/module/module4.html>

2. WebQuest

Your WebQuest will be designed to teach a concept or skill from the Sunshine State Standards at a specific grade level. The WebQuest will include an introduction, the tasks, the process, the evaluation, and a conclusion. For information on the development process, see <http://webquest.org>

	Beginning	Developing	Accomplished	Score
Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it.)				
Overall Visual Appeal	0 points There are few or no graphic elements. No variation in layout or typography. OR Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.	2 points Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	4 points Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.	
Navigation & Flow	0 points Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.	2 points There are a few places where the learner can get lost and not know where to go next.	4 points Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.	
Mechanical Aspects	0 points There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	2 points There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	4 points No mechanical problems noted.	
Introduction				
Motivational Effectiveness of Introduction	0 points The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.	3 points The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	6 points The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	
Task (The task is the end result of student efforts... not the steps involved in getting there.)				
Connection of Task to Standards	0 points The task is not related to standards.	3 points The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	5 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	

Cognitive Level of the Task	0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	2 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	4 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a creative product. See WebQuest Taskonomy .	
Process (The process is the step-by-step description of how students will accomplish the task.)				
Clarity of Process	0 points Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	3 points Some directions are given, but there is missing information. Students might be confused.	5 points Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.	
Richness of Process	0 points Few steps, no separate perspectives presented.	3 points Some separate perspectives presented. More complex activities.	5 points Several different perspectives are presented.	
Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)				
Relevance & Quantity of Resources	0 points Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.	3 points There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	5 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.	
Quality of Resources	0 points Links are mundane. They lead to information that could be found in a classroom encyclopedia.	2 points Some links carry information not ordinarily found in a classroom.	4 points Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.	
Evaluation				
Clarity of Evaluation Criteria	0 points Criteria for success are not described.	2 points Criteria for success are at least partially described.	4 points Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. See Creating a Rubric .	
WebQuest Presentation				
Effectiveness of oral demonstration	0 points No presentation, or web pages are not demonstrated.	2 points Some of the web pages were demonstrated, the pages were incomplete or contained errors, or the demonstration was not clear.	4 points Web pages are complete, free of error, and explanation is clear.	
Placement of files	0 points All files offline	3 points Some files online	6 points All files online	
Total Score				60

Course Schedule

Session	Topics	Assignments Due
Mon, 6/19 AM	Course orientation: syllabus, Blackboard ABC <u>Brainstorm</u> : technology (3) Inventory of Teacher Technology Skills pretest, PD plan proposal Introduction presentation	Read IETT 1 Journal subscription Introduction Presentation (10) Discussion <u>Forum</u> 1 (3)
Mon, 6/19 PM	Digital Age Learning and Educational Technology Standards, <u>discussion</u> (3) <i>PD Plan Proposal, Flex Project, Conference Proposal</i>	Read IETT 2 Discussion <u>Forum</u> 2 (3) PD Plan Proposal
Tues, 6/20 AM	Learning Theory and Technology Effectiveness 3-2-1 <u>Discussion</u> (3) Educational Software (research point 1)	Technology Blog (10) Read IETT 3, 5
Tues, 6/20 PM	Internet Safety and Issues, <u>discussion</u> (3) Distance Learning , <u>discussion</u> (3) <i>Flex Project, Conference Proposal</i>	Read IETT 7, 8
Wed, 6/21 AM	WebQuests and Searching Website Review Blog	Website Review Blog (10)
Wed, 6/21 PM	Assessing Learning with Technology: Rubrics, Concept Maps, Clickers <i>Flex Project, Conference Proposal</i>	Discussion <u>Forum</u> 3 (3)
Thu, 6/22 AM	Mindtools: Word processing (research point 2), Lesson search and share Flex Project proposal	Read IETT 4
Thu, 6/22 PM	Mindtools: Spreadsheets and Databases (research points 3-4), Lesson search and share <i>Flex Project, Conference Proposal</i>	Discussion <u>Forum</u> 4 (3)Read
Midterm Progress Check! How are you doing with your conference proposal, flex project and PD plan?		
Mon, 6/26 AM	Multimedia: Audio/Images download, capture, and edit (research point 5)	IETT 6
Mon, 6/26 PM	Multimedia: Digital Video download, capture and edit <i>Flex Project, Conference Proposal</i>	Discussion <u>Forum</u> 5 (3) Video Project (20)
Tues, 6/27 AM	Web Design Principles and Practices Web Page Editing	Read IETT 9-15 as related to project topic
Tues, 6/27 PM	Web Page Development, File Transfer to Server Account <i>Flex Project, Conference Proposal</i>	
Wed, 6/28 AM	Inventory of Teacher Technology Skills posttest, completion of PD plan <i>Flex Project, Conference Proposal</i>	
Wed, 6/28 PM	Assistive Technology <i>Flex Project, Conference Proposal</i>	
Thu, 6/29 AM	Emerging Technology <i>Flex Project, Conference Proposal</i>	PD Plan due (30)
Thu, 6/29 PM	Flex Project Presentations Work on Conference Proposal	Flex Project presentation (60)
Due date for conference proposal (30): July 17		

Reading: IETT=*Integrating Educational Technology into Education* by Roblyer;

Assignment Objectives:

Technology evaluations: use evaluation rubrics to judge the merits of educational software, web sites and other technology for use in K-12 instruction.

Course Objective(s): 1, 2, 7, 9, 10, 12
 Florida Educator Accomplished Practice(s): 12
 ISTE Competency(ies): I. A, B. 2. C

Word processing: use word processing software to produce a document for classroom use.

Course Objective(s): 1, 3, 4, 7, 9, 10, 12
 Florida Educator Accomplished Practice(s): 2, 12
 ISTE Competency(ies): I. A, B. V. A, B, C, D

Spreadsheet: use spreadsheet software to produce a spreadsheet for classroom use.

Course Objective(s): 1, 2, 6, 10, 12
 Florida Educator Accomplished Practice(s): 12
 ISTE Competency(ies): I. A, B. V. A, B, C, D

Database: use database software to produce a database/mail merge for classroom use.

Course Objective(s): 1, 2, 5, 8, 12
 Florida Educator Accomplished Practice(s): 12
 ISTE Competency(ies): I. A, B. V. A, B, C, D

Multimedia: download, create, and edit digital images, sounds, animations, and video.

Course Objective(s): 1, 2, 7, 9, 10, 12
 Florida Educator Accomplished Practice(s): 12
 ISTE Competency(ies): I. A, B.

Presentation: use presentation software to produce a multimedia presentation for classroom use.

Course Objective(s): 1, 2, 8, 9, 10, 12
 ESOL Objective(s): 12. Apply content-based ESOL approached to instruction. 17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
 Florida Educator Accomplished Practice(s): 2, 12
 ISTE Competency(ies): I. A, B. V. A, B, C, D

Web page: use web editing software to produce and publish a set of web pages for instructional use.

Course Objective(s): 1, 2, 8, 9, 10, 12
 Florida Educator Accomplished Practice(s): 2, 12
 ISTE Competency(ies): I. A, B. V. A, B, C, D

Instructional plan/Module: use your knowledge of learning styles and learning theory to produce a lesson, unit or other instructional plan designed to meet Sunshine State Standards in technology-enhanced classroom.

Course Objective(s): 1, 2, 7, 9, 10, 12
 Florida Educator Accomplished Practice(s): 8, 10, 12
 ISTE Competency(ies): I. A, B. II. A, B, C. IV. C. V. A, B, C, D

Course Policies and Guidelines

COLLEGE OF EDUCATION AND HUMAN SERVICES POLICIES

1. Americans with Disabilities Act (ADA) Policy. The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students desiring reasonable accommodations should contact the UNF Office of Disabled Services (Founders Hall 2120; telephone: 904/620-2769) and are encouraged to inform the instructor as early in the semester as possible regarding desired accommodations.
2. College Undergraduate Admission Policy. NA
3. University Enrollment Policy. Only those students who are admitted to the University are entitled to enroll in classes, and only those students who are enrolled in a given course are permitted to attend class meetings for that course. Sitting through a class without registering does not constitute enrollment. Instructors are authorized to bar students who are not enrolled in a course from attending class sessions until evidence of enrollment is presented to the instructor. Even if unenrolled students are allowed via the instructor's oversight to remain in a class, university policy prohibits students from being added to a class roster after the reinstatement deadline. The primary responsibility for assuring that a student is enrolled in a course belongs to the student. Students are therefore encouraged to check their enrollment status several times during each semester with an advisor or via the UNF website.
4. Policies Governing Student Conduct. The University of North Florida has adopted a Student Conduct Code in order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer misuse; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>
5. Academic Integrity Policy. The University of North Florida has adopted a strict policy on academic integrity. As noted in the UNF 2003-2004 Undergraduate Catalog (p. 35) and the UNF 2001-2002 Student Handbook (p. 23), violations to academic integrity include, but are not limited to cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The full policy on academic integrity is available on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>

The Academic Integrity Policy affords University instructors authority to assign penalties for these offenses. For example, the instructor may assign a grade of "F" on the assignment in question or for the course. In the case of flagrant violations of the Academic Integrity Policy, the instructor may recommend additional specific penalties to the university administration, including referral for academic counseling, expulsion from a program of study, denying of degree, expulsion from the University, or revocation of a degree already granted.

6. E-mail Policy. The University of North Florida's policy on student e-mail allows academic and service units of the University to use e-mail as the primary means for communicating certain types of

information to students. Although individual instructors may determine that “external” (i.e., non-University-provided) e-mail accounts are a suitable means for communicating with students, the University policy specifies that the University-provided e-mail address serve as the “official” e-mail address for purposes of formal electronic communication with students. All students should become knowledgeable of their University-provided e-mail address and either check their account regularly or arrange for all e-mail delivered to their account to be forwarded to an external e-mail account of their choice. Students can find out their e-mail account username, reset their password, and set forwarding options by visiting <http://www.unf.edu/compserv/guidelines/glemail.html>

INSTRUCTOR POLICIES

- Attendance: Attendance at each class meeting is required because of the practical, hands-on nature of instruction.
- Academic integrity: Follow the guidelines of the UNF Student Handbook located at <http://www.unf.edu/studentaffairs/mainpage.html>
- Assignment and quality of work: Completion of all assignments is expected during the day indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each class day the assignment is late. No late work is accepted after 2 days beyond the due date.

Bibliography

- Bandura, A. 1977. Social learning theory. Englewood Cliffs, NJ: Prentice Hall Publishers.
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- Cuban, L. 2001. Oversold and underused: computers in the classroom. Cambridge, MA: Harvard University Press. <http://www.hup.harvard.edu/pdf/CUBOVE.pdf>
- Duffy, T. & Jonassen, D. (Eds.). (1992). Constructivism and the Technology of Instruction. Hillsdale, NJ: Erlbaum.
- Gardner, H. E. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.
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- Papert, S. 1996. The connected family. Atlanta, GA: Longstreet Press.
- Thornburg, D. D. (1998). Brainstorms and lightning bolts: Thinking skills for the 21st century. San Carlos, CA: David D. Thornburg and Starsong Publications.

Websites

Standards

- Educator Accomplished Practices (AP) <http://www.beaconlc.org/ctech/apwebsite/APpage.htm>
- FL DOE <http://www.fldoe.org/>
- US DOE <http://www.ed.gov/index.jsp>
- FL FCAT <http://www.firn.edu/doe/sas/fcathome.htm>
- Concept Mapping <http://www.mindtools.com/mindmaps.html>
- Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida <http://www.firn.edu/doe/bin00061/publications/ethics.pdf>
- Educator Accomplished Practices-Teachers of the 21st Century <http://www.firn.edu/doe/bin00061/publications/12practices.pdf>

Subject Matter Content Standards for Florida Teachers

<http://www.firn.edu/doe/bin00061/publications/smcstandards.pdf>

Performance Standards for Teachers of English for Speakers of Other Languages

<http://www.firn.edu/doe/bin00011/perstand.htm>

Sunshine State Standards <http://www.firn.edu/doe/cgi-bin/doehome/menu.pl>

NCATE Unit Standards (National Council for Accreditation of Teacher Education)

http://www.ncate.org/2000/unit_stnds_2002.pdf

NCATE Program Standards: Elementary, Secondary

<http://www.ncate.org/standard/programstds.htm>

NCATE Technology Standards

<http://www.ncate.org/standard/new%20program%20standards/iste%202001.pdf>

INTASC Standards (Interstate New Teacher Assessment and Support Consortium)

<http://www.ccsso.org/intascst.html>

Resources

Data Driven Decision Making

<http://demo.sunshineconnections.org>

<http://www.flstar.org/university/>

Technology Resources

<http://etc.usf.edu/>

<http://fcit.usf.edu/>

[Think Different Movie](#)

School FCAT scores <http://fcat.fldoe.org/>

Inventory of Teacher Technology Skills <http://www.flstar.org/university/>

Plan Do Check (Study) Act

http://www.valuebasedmanagement.net/methods_demingcycle.html

<http://www.asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html>

<http://www.11treetops.co.uk/pdsa.htm>

<http://www.grand-blanc.k12.mi.us/qjp/PDSA%20CYCLE.htm>

<http://www.mywhatever.com/cifwriter/library/66/4151.html>

Personal Technology Professional Development Plan

- First take the *Florida Inventory of Technology Skills* at <http://www.flstar.org/university/>
- Print or save your initial Indicator Report.
- Turn in your proposed activities with the initial Indicator Report at the beginning of the term, designed to address two or three objectives
- Turn in the completed plan, with documentation and the final Indicator Report at the end of the term.

Full name	UNF N#	Major
Email	Course number	Year and Semester

Date of initial Indicator Report	Date of Final Indicator Report
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Objective/Skill (referenced to the Indicator Report)	Planned activities to meet each objective	Documentation that will show that you have accomplished the objective	Completion date
1			
2			
3			