

## ETEC 306(01)

### INTEGRATING TECHNOLOGY INTO THE K-12 CLASSROOM

**TEXT:** Integrating Educational Technology Into Teaching. 3<sup>rd</sup> Ed. Roblyer

**REFERENCE TEXT:**

Sharp, V. (2002) *Computer Education for Teachers*. 4<sup>th</sup> Ed. Boston: McGraw-Hill.  
PASS-PORT Manual

**COURSE DESCRIPTION:**

2 credit hours Pre-requisite: EDUC 201 or 202. This Course will provide students with skills and knowledge necessary to be able to effectively and ethically infuse technology into the K-12 classroom. Students will be required to successfully demonstrate their ability to effectively use productivity and pedagogically based software, and develop and use educationally appropriate Internet technology to enhance student learning. This course requires 20 hours of direct teaching field experience hours. This course is designed to meet the needs of secondary education majors.

**TECHNOLOGY INFUSED INTO COURSE:**

Students will use various types of technology ranging from basic word processing to creating PowerPoint presentations. Students will use e-mail, Internet, PASS-PORT, Black Board, Smart Boards, One-computer classroom, and assess various software programs for classroom use.

**COURSE OBJECTIVES AND CORRESPONDING PROGRAM OUTCOMES**

1. participate in hands-on learning opportunities to develop expertise in the utilization of specific education-focused software programs that assist the teaching/learning process in educational settings particularly PK-12 schools (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)
2. examine the basic factors that need to be considered when selecting and utilizing education-focused software programs to enhance/expand learning opportunities of children with particular emphasis on those children from culturally and racially diverse communities (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)
3. participate in workshop-type activities in an instructional lab environment to enhance their understanding of their own personal and professional interests in technology (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)
4. enhance their skills of researching and utilizing resources of the Internet and the World Wide Web while studying the social, political and economic trends that will affect the future of education in America as well as the world (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)
5. development of electric portfolios on PASS-PORT (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)
6. expand their classroom management knowledge, strategies, skills and techniques though the utilization of instructional technology in the classroom environment (1.3, 2.3, 2.5, 2.7-2.9, 4.2, 4.5-4.8, 5.8, 6.1-6.6)

**Knowledge Base:**

Bitter, G., Pierson, M. (2002) Using Technology in the Classroom. (5<sup>th</sup> Ed.) Boston MA. Allyn & Bacon

Forcier, R. C., Descy, D. E. (2002) The Computer As An Educational Tool. (3<sup>rd</sup> Ed.) Upper Saddle River, NJ. Merrill Prentice Hall.

Grabe, M., Grabe,, C. (2000) Integrating the Internet for Meaningful Learning. Boston MA. Houghton Mifflin Co.

Morrison, G. R., Lowther, D. L. (2002) Integrating Computer Technology into the Classroom. (2<sup>nd</sup> Ed.) Upper Saddle River, NJ. Merrill Prentice Hall.

Provenzo, E. (2002) The Internet and the World Wide Web (2<sup>nd</sup> Ed.) Needham Heights, MA. Allyn & Bacon.

Roblyer, M., Edwards, J. (2000) Integrating Educational Technology into Teaching (2<sup>nd</sup> Ed.) Upper Saddle Creek, NJ. Merrill Prentice Hall.