John H. Lounsbury College of Education Course Syllabus	
EDIT 3220 Technology for Teachers	
Course Information	Department: Professional Learning and Innovation Course Title: Instructional Technology for Teachers Semester Hours: 3 Instructor: Dr. Chris Greer Office Hours: Mondays 10-1 Office: Kilpatrick Hall 139 Phone: 478.445.7367 Email: chris.greer@gcsu.edu Web Site: http://www.drchrisgreer.com
Meeting Days	Tues/Thurs 1:00-3:45
Course Prerequisites and Description	No course prerequisite. This course introduces students to the use and management of technologies in an educational setting. It will offer the practitioner a knowledge base constructed through experiencing diverse technology resources, designing products for teaching and learning environments, and exploring examples of how technology can be effectively integrated into the classroom curriculum.
Course Function	This course serves as one of the required courses for the MG cohort
Expected Course Outcome (performance objectives-correlated to TPACK standards)	Standards: 2.1: Content standards & student technology standards 2.2: Research-based learner-centered strategies 2.3: Authentic learning 2.4: Higher order thinking skills 2.5: Differentiation 2.7: Assessment 3.1: Classroom management & Collaborative learning 3.2: Managing digital tools & resources 3.5: Basic troubleshooting 3.6: Selecting and evaluating digital tools & resources 3.7: Communication and collaboration 4.2: Safety, healthy, legal, & ethical use

	Objectives: • Demonstrate introductory knowledge, skills, and understanding of concepts related to technology • Determine how various technology tools might benefit teaching and learning processes, based on ISTE and TPACK standards • Use technology to enhance personal productivity as a teacher • Demonstrate a working knowledge of various tools such as Web 2.0 and Multimedia production tools • Identify, evaluate, and utilize online educational resources • Design and develop technology-enhanced instructional materials by considering learner characteristics, technology affordances, and content/technology standards • Recognize various implications for computer use in K-12 schools and other educational settings • Reflect on literature and course activities related to technology use in educational settings • Develop a professional website that contains all of the projects that you have created in this course
Required Text(s), Materials, and Reading Lists	Required text: • Readings from content-related journals, magazines, and other online resources. These will be provided to students in a timely manner. Required Materials: • Dropbox or Google Drive • Livetext Required Systems: • The JHL COE has adopted LiveText to manage our assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. It can be obtained from http://www.livetext.com/. If you have questions regarding LiveText, please feel free to contact me. In particular, your work in LiveText will lead to a culminating Professional Portfolio, a unit-wide decision point. In this course, LiveText will be used for submitting selected assignment. Some of these assignments may be included in your end-of-degree program e-portfolio.
Class Expectations	• Students are expected to complete the assignment(s) for this course on time and in an exceptional manner. All students are also required to turn in assignments as requested. It is the students' responsibility to double-check assignment requirements as they work on and verify the

	accuracy of their assignment submissions before and after submitting them. Please remember your submitted work represents you.
	- Attendance to this course is mandatory. You will not receive an A in this course if you miss more than *2 required classes this semester*, regardless of how well you do on your projects. I track attendance every class. - Using your cell phone or social media during class time will result in a lower class participation grade. I notice, even though I might not call you out. - All work in this course must be yours and only yours. You will create all projects from scratch and any evidence to the contrary will result in total loss of credit. - Assignments will not be accepted more than **one week** after the posted due date. When you submit your project in Livetext, you can see if it has been successfully submitted. It is up to you to ensure it was successfully submitted to me by the due date. ***If an assignment is submitted late (after the posted due date but within the one-week limit), the highest possible grade will be 80%.*** This grading time frame will be strictly enforced. It not only contributes to timely submission and assessment, it demonstrates your student and career professionalism. - As we are dealing with technology, please do not wait until the last minute to complete and submit your assignment(s). Students are expected to contact the instructor in advance of the submission deadlines if they have any questions and concerns regarding assignments and technical issues. - Reliable Internet and email access is necessary for completion of this course. Communicate with the instructor. The instructor is available for your learning. Please seek help and utilize all pathways for your engagement. - Help each other with a spirit of cooperation. Peers play critical roles in each other's learning. Help and learn from each other. - Incomplete grades will only be given in extremely unusual circumstances. Please discuss in advance with me any extraordinary circumstances that may cause a problem in our meeting deadlines. Do not wait until the end of the term to discuss problems. Contact me if and when they arise so we can discuss issues and solutions.
Course Activities	Student learning will take the form of but is not limited to the following: Technology projects

	- Reflection to readings, class presentations, and technology projects - Readings - Reviewing and researching online resources - Class presentations
Outline of Course Content	- Foundations of technology integration - Enhancing communication and collaboration - Enhancing creativity and innovation - Enhancing critical thinking and problem solving
Assessment and Evaluation of Content and Activities	**Course assignments** - Attendance & participation: 100 (-10 points per class missed) - Legal, ethical, safe use of technology quiz: 50 - Apple Teacher or Google Educator certification: 50 - Concept mapping with Google Draw (group): 50 - Online Teaching and Learning: 50 - Final professional website with technology projects: 100 - Electronic whiteboard project (group): 100 - Digital storytelling: 100 - Filming and Editing Digital Video: 100 - Tablets and Apps in the Classroom: 100 Total: 800 Tentative Schedule (subject to change):

Aug 21	Class introductions, searches, basic tech, social media, concept mapping
Aug 23	Electronic whiteboard training
Aug 28	Electronic whiteboard teaching demo
Aug 30	Apple or Google certification
Sep 4	Professional website creation, design
Sep 6	Digital storytelling introduction, edTPA filming and compression
Sep 11	Digital storytelling work period
Sep 13	Using tablets in education and presentation
Sep 18	Video production, how to
Sep 20	Video editing session
Sep 25	Film Festival, Online Teaching and Learning
Sep 27	Website wrap-up

Diversity Concerns	The College of Education recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals

	and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics.

The COE will seek to provide learning experiences, both within and outside of the classroom, that will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional settings. |
| Standard Additional Elements | ***Honor Code***

All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: http://www.gcsu.edu/studentlife/handbook/code.htm

Request for Modifications

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life.
For more information on other emergencies, please visit:

http://www.gcsu.edu/emergency/actionplanmain.htm

Religious Observance Policy |

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Student Opinion Surveys

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.