

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
LOCK HAVEN, PENNSYLVANIA

College of Education and Human Services

Syllabus

TEACHING AND LEARNING IN AN INFORMATION AGE

ALTE/EDTL 600

I. Introductory Information

- A. Department Name:** Graduate Studies
- B. Department Catalogue Number:** ALTE/EDTL 600
- C. Course Title:** Introduction: Inquiry and Educational Change
- D. Credit/Semester Hours:** 3
- E. Clock Hours Per Week:** 3
- F. Restrictions upon Student Registration:** Graduate course provisions apply.

II. A. Description of the Course:

Introduces the Master of Education program in Teaching and Learning and Alternative Education. In this course, graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

B. Comprehensive Description:

This course introduces graduate students to the online tools and procedures that they will use throughout the Masters of Education program. As they become more proficient with the courseware and online learning strategies, they will align their works with NBPTS and NETS-T standards. A review of educational research methods will provide opportunities to improve their search strategies for literary resources, evaluate research articles, and develop quality research questions. The preparation of a professional development plan is the culminating activity that serves as the foundation for personal and professional growth in the MEd program.

This course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS).

NBPTS Proposition 1

Teachings are committed to students and their learning.

- Teachers recognize individual differences in their students and adjust their practice accordingly.
- Teachers have an understanding of how students develop and learn.
- Teachers' mission extends beyond developing the cognitive capacity of their students.

NBPTS Proposition 2

Teachers know the subjects they teach and how to teach those subjects to students.

- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers generate multiple paths to knowledge.

NBPTS Proposition 3

Teachers are responsible for managing and monitoring student learning.

- Teachers call on multiple methods to meet their goals.
- Teachers place a premium on student engagement.
- Teachers regularly assess student progress.
- Teachers are mindful of their principal objectives.

NBPTS Proposition 4

Teachers think systematically about their practice and learn from experience.

- Teachers are continually making difficult choices that test their judgment.
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

NBPTS Proposition 5

Teachers are members of learning communities.

- Teachers contribute to school effectiveness by collaborating with other professionals.
- Teachers take advantage of community resources.

The course addresses the following ISTE National Educational Technology Standards for Teachers (NETS-T):

I. Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in the PK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. promote safe and healthy use of technology resources.
- D. facilitate equitable access to technology resources for all students.

III. Exposition

A. Objectives

The Graduate Student will be able to:

1. access and navigate course delivery technologies including, but not limited to all course tools, email, audio and video conferencing and PowerPoint software (Keystone University Network Orientation).
2. access and navigate ePortfolio system for managing assignments and setting up preliminary electronic portfolio structure (LiveText Orientation).
3. analyze core propositions of the National Board for Professional Teaching Standards (NBPTS) aligned with the Lock Haven University Conceptual Framework and NCATE.
4. analyze the National Educational Technology Standards for Teachers (NETS-T) aligned with course objectives.
5. discuss the impact of constructivism on teaching and learning practices online.
6. compare and contrast different learning styles with requirements in the online learning environment.
7. describe and discuss components of effective educational research.
8. use appropriate online resources for educational research.
9. design an assessment instrument to analyze educational research articles.
10. identify quality research questions for action research projects.
11. design and organize the components of the professional development portfolio to be completed as the final requirement for the Master of Education degree.

B. Activities and Requirements

1. Readings/Information - Students will complete assigned readings in printed as well as electronic format.
2. Participation - Students will engage in threaded discussions, chats, and group projects indicative of purposeful social learning opportunities.

3. Link artifacts with NBPTS and NETS-T standards already aligned with the LHUP conceptual framework and course objectives respectively.
4. Compare and contrast traditional and constructivist learning environments, and evaluate both in online settings.
5. Report/presentation focused on learning styles and their relation to teaching/learning strategies online.
6. Educational Research - explore educational research design methods.
7. Develop an assessment tool to critique educational research articles.
8. Formulate quality action research questions.
9. Design and Develop ePortfolio – students will prepare their professional development plan and reflect on the process.

C. Major Units and Time Allotted

No. of Week(s)	Topic
1	Introduction to Course Tools and Technologies
1	Introduction to ePortfolio system
1	NBPTS: Propositions, Alignment with Conceptual Framework, Teaching Practices and Teacher/Teaching Improvement
2	NETS-T: Standards Alignment with Course Objectives
2	Analysis of Constructivist teaching/learning practices and Learning Styles in an online environment
2	Understanding Educational Research
1	Explore Online Library Resources for Research
2	Design and Develop an Assessment Tool for the Critique of Research Articles
1	Developing Action Research Questions
2	Professional/Teaching Portfolio Development

D. Materials and Bibliography

1. Suggested Textbooks:

Determined by Instructor

2. Other Materials:

Computer with Internet Access

3. Bibliography:

- Albee, J. J. (2003). A study of preservice elementary teachers' technology skill preparedness and examples of how it can be increased. *Journal of Technology and Teacher Education*, 11 (1), 53-71.
- Banister, S., Vannatta, R. (2004). Beginning with a baseline: Insuring productive technology integration in teacher education. *Society for Information Technology and Teacher Education International Conference*, 2004 (1), 1935-1937.
- Banister, S., and Matuga, J. (2003). An online graduate course in contemporary educational theory and research: Teacher and "first-time online student" perspectives. *World Conference on E-Learning in Corp., Govt., Health., & Higher Ed.*, 2003 (1), 867-870.
- Beasley, W. and Wang, L. D. (2001). Implementing ISTE/NCATE technology standards in teacher preparation: One college's experience. *Information Technology in Childhood Education Annual*, 2001 (1), 33-44.
- Cox, F. (2000). Using the internet as a teaching tool to find statistics for use in graduate education. *Society for Information Technology and Teacher Education International Conference*, 2000 (1), 620-625.
- Curtis, R. (2002). Teaching research methods online: course development and comparison to traditional delivery. *Society for Information Technology and Teacher Education International Conference*, 2002 (1), 141-145.
- Flake, J. L. (2001). Teacher education and the world wide web. *Journal of Technology and Teacher Education*, 9 (1), 43-61.
- Gros, B. (2002). Knowledge construction and technology. *Journal of Educational Multimedia and Hypermedia*, 11 (4). 323-343.

Holbrook, A. (2000). *Mapping educational research and exploring research impact: A holistic, multi-method approach*. (ERIC Document Reproduction Service No. ED441850)

Kumar, P. Kumar, A., and Smart, K. (2004). Impact of instructional methods and technology on student learning styles. *World Conference on Educational Multimedia, Hypermedia and Telecommunications*, 2004 (1), 3106-3113.

National Board for Professional Teaching Standards. Website:

<http://www.nbpts.org/standards/index.cfm>

Slavit, D. (2002). Expanding classroom discussion with an online medium. *Journal of Technology and Teacher Education*, 10 (3), 407-422.

Topper, A. (2004). How are we doing? Using self-assessment to measure changing teacher technology literacy within a graduate educational technology program. *Journal of Technology and Teacher Education*, 12 (3), 303-317.

IV: Standards:

All grades will be assigned in accordance with university policy and based on criteria to include participation and completion of assignments relating to courseware and ePortfolio applications, advancement in research practices, and development of professional development portfolio organizational materials and reflection.

Assessment:

Rubrics will be used to assess objectives 3-11.

Other assessment tools may be developed and used by the instructor.

V. Rationale and Impact

This course will be one of the core requirements for the Master of Education Program in Teaching and Learning and Alternative Education. The course will be offered each semester as well as summer to insure appropriate time to completion scheduling. The course will be an online offering making it accessible regardless of location.

The course is open to all graduate students including non-degree students.

The outcomes of this course will have direct application to existing classroom responsibilities at all levels and all disciplines. The course will enhance the in-service teachers' ability to focus on individual learning needs and improve student performance.

VI. Cost and Staff Analysis:

This course will utilize existing faculty in the Master of Education Program, but may also be available, on a needs basis, for other faculty.

Syllabus

EDTL 600 Introduction: Inquiry and Educational Change

approved

not approved

Dr. Keith T. Miller, President
Lock Haven University of PA

Date _____