



**Professional Education Unit
Department of Middle Grades and Secondary Education
Educational Methods and Technology
EDSE 312-301
Spring 2010**

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Office Hours: Spring 2010: M W 9-12

Course Description: Introduction to classroom teaching skills and methods. The instructional process is covered with emphasis on lesson preparation and presentation, including mediation of instruction; long - term and short -term instructional planning; human interaction skills. (Clinical experiences are an integral part of this course.) **Prerequisites: Admission to the TEP, EDF 311**

Required Field Experience Hours: 14-16, Level III

Community Engagement: A Light to and From the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

To What We Aspire: The College of Education at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, plus the research, literature, and experiences specific to Appalachia - training professionals who improve the schools, quality of life, and communities in which they live and serve. This statement is not only the strategic mission statement for the College, but it also incorporates the conceptual framework which guides all our activities. Out of this vision flow the following critical outcomes: Informed Decision Making, Holistic Education, Collaboration/Coalition Building, and Empowerment. In the College of Education it is our dream that, as we pursue our hopeful vision together, the good we do will ripple through our students and their students and clients and the communities they serve so that a generation from now the darkest elements of our history will be mere history and America will see, not night coming to the Cumberlands, but a light shining out from them - a reflection of the best and brightest Appalachia and America have to offer. Students in this course will be introduced to a variety of theories of human development, including cognitive developmental theory. This follows the philosophical and theoretical premises of constructivism. Students will apply many of these theories to data collected from their observations of elementary school students, and students in an alternative school setting. Discussion during class and student reflection on schooling experiences will enhance understanding of the various concepts and theories, as well as recognition of their use in school curriculum and practices. Diversity will be explored as it relates to human development and education.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to

1. **articulate** major trends and current issues affecting educators nationally and internationally;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of specific discipline areas;
3. **employ** numerous instructional technology *teaching strategies* which accommodate learners of all ability and interest levels;
4. **ascertain** technologically and *developmentally appropriate teaching strategies* for a diverse group of students;
5. **evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
6. **integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction and student learning;
7. **integrate** best – practice literacy strategies for effective instruction and student learning;
8. **align** unit and daily lesson plans to local, state, national, and international standards in order to close the achievement gap in specific discipline areas;
9. **demonstrate** conceptual understanding of instructional technology skills and knowledge;
10. **demonstrate** resourcefulness in the acquisition of instructional technology for informed and competent teaching.

Required Textbook: Fall semester no textbook is required. Materials from Internet and Instructor materials are used as text

Required Software: I cannot read .wps files. Please use Word or rtf on docs Required Storage Device: USB drive. Office 2000/ 2001, XP, and OSX is acceptable for use in the class. It does open on Office 97 as well as Office 2000 software. Office 97 and 98 are also acceptable. [Click here](#) to read more about Information Technology happenings on our campus. I can open Office 2007 documents on only one machine at my disposal. Please be aware that it may take several days to read .docx files.

SOFTWARE NOTES:Specifically if you make a PowerPoint on a PC, do not expect that it will play as you've written it on a Mac and vice-versa. Sometimes, there are operating system (Mac language versus PC language) problems with these two programs. Please be aware of presentation needs before making a PPT show. *****Macs** work well with PC's when you use PC formatted discs. We do use Macs in this class as well as PC's. Expect to be bilingual. Always use PC formatted discs and remember the golden rule: Some

Mac OS does not use filename extensions (.doc). For saving on a Mac to use on a PC, always type in the filename extensions-- .doc for word, .ppt for powerpoint, and .xls for excel. If you check the "save as" filename, you'll see the extension type selected. For Macs using Office 2004 and later, there is no need for filename extension. It is automatic. The GH 213 computers are automatic for filename extension. While all labs have CD-ROM access, not all labs have CD-RAM capability. Please have on hand USB drives for saving information from lab computers.

Course evaluation: The course grade will be determined by several factors. Grades are available on BB gradebook. Each assignment is due on the specified date and class time. Each day late thereafter loses 10% from the given score. Please see or call the instructor in case of emergency. Your assignments are expected no later than the beginning of the class period unless otherwise stated on the schedule or by the instructor. Labs are available across MSU campus and at all off-campus centers: <http://www.moreheadstate.edu/units/it/labs.html>. Hours of operation do vary. One has complete ability to send materials on time to the instructor. If all else fails, one may deliver materials on USB drive to Dr. Lennex in her office, 301Ginger Hall, by 4:30 pm the day before an assignment is due or prior to classtime. *Please do not send Portfolios or min.E.tpa via email.

ALL assignments must be word processed, free of spelling errors, and grammatically sound. One point is deducted for the first two-spelling/grammar errors, and then one point for each occurrence thereafter is deducted. Assignments presented digitally may be requested by the instructor on disc as well. Windows '95, '98, or Mac/ Linux operating system preferred for your personal use: Lectora Publisher (PC only platform), Office 97/00/XP Microsoft Word, ClarisWorks 4.0 or lower for either PC or Mac requested for all word processing on discs (or higher versions). Currently, I have access to Mac OS X and Windows XP. Please be aware that if you are delivering digital assignments, that I must have the operating system, program, or viewer for the program or system, in order to read your assignment. It is your responsibility to check with Dr. Lennex to ensure that a proper viewing environment exists before bringing any materials to class for use with classes or for digital assignments. Documentation for plural site licenses must be presented if software is being used in the classroom on more than one machine. Any software used from a personal license must be removed immediately after use. USB items should be properly titled and the format listed on the label (example: EDSE 312-01, Your last name, assignment name). I will not accept incorrectly labeled drives. You will be delivering some materials via Blackboard, an internet classroom assistant. All Blackboard assignments must use either Word 97/00/XP (Office 97/00/XP) or Clarisworks 4.0 or higher, or Macintosh equivalents for Word. Microsoft Works does not translate on Blackboard nor does it lend to any of the word processing applications necessary for this class. I cannot read a .wps file. I highly recommend either the Microsoft Office Suite or Clarisworks 5 (Apple works) for general class use. It is important to have the right tools for this class, consider carefully your choices of software.

NCATE/ EPSB Accreditation Alignment of SLOs and CFOs:

Program: Secondary Education (8-12) Educational Methods & Technology				EDSE 312	
Aligned with → Assessment (point values) ↘	Kentucky Teacher Standards (KYTS)	KERA	Education Professional Standards Board (EPSB)	National Educational Technology Standards (NETS*T)	NCATE
Peer Teaching (50) CFO: 3 SLO: n/a	I - X	2.1-2.28	Diversity, assessment, literacy, achievement gap,	I-V	1

Multimedia Project (100) CFO: 1 – 5 SLO: 3 – 10	I - X	2.1-2.28; 5.1-6.3	Diversity, assessment, literacy, achievement gap,	I-V	1
Eligibility Portfolio (100) CFO: 4 SLO: 2 – 4	X	1; 2; 5; 6	Diversity, assessment,	V	1
Min.E.TPA (100) CFO: 1, 4 SLO: 1 – 4, 7, 8	I - X	2.1-2.28; 5.1-6.3	Diversity, assessment, literacy, achievement gap,	I-V	1
Web Authoring/Acrobat (100) CFO: 4 SLO: 2 – 4	I, II, V, VI, VII, X	1.2; 1.6; 5; 4.5; 5.6	Diversity, assessment, literacy, achievement gap,	II, III, IV	1
Technology Proposal (100) CFO: 1, 4 SLO: 1 – 4, 7, 8	I, II, V, VI, VII, X	2.1-2.28	Diversity, assessment, literacy, achievement gap,	I-V	1

Assignment Descriptions:

Program: Secondary Education (8-12) Educational Methods & Technology (EDSE 312)	
Assessment (point value)	Description
Peer Teaching (50)	Peer Teaching provides experience with lesson planning, delivery, and use of technology. There are several parts to this assignment. *See complete details on syllabus
Multimedia Project (100)	The Multimedia Project is also referred to as field experience. The minimum requirements of 14-16 contact hours must be completed according to scheduling from Dr. Lennex. Candidates are assigned within their discipline area and expected to produce, deliver, and evaluate a unit of study. Candidates are expected to use appropriate instructional technology to support student learning and achievement. See complete details on syllabus
Eligibility Portfolio (100)	The Eligibility Portfolio contains vital information about the candidate which is separate from demonstration of professional capacity. See complete details on syllabus

Min.E.TPA (100)	The Min.E.TPA is a miniaturized teacher productivity assessment. It is the critical performance of the course. It is required delivered and assessed to TK20. The focus is the implementation and assessment of instructional technology as support for teaching and learning. ALL candidates are required to successfully complete this activity. See complete details on syllabus
Web Authoring/Acrobat (100)	Web authoring is an essential support for teaching. This activity provides an opportunity to research, design, and implement a professional Web presence for field and clinical experiences. See complete details on syllabus
Technology Proposal (100)	The Technology Proposal provides research, theoretical, and national standards-driven support to teaching. Candidates explore instructional technology supports for their teaching and action research. See complete details on syllabus

Attendance Policy:

Professional behavior for teachers. I may ask for your signatures on a sign-in sheet. This will act as the official attendance for the class. If your work is due, and you have an unexcused absence, then the work is officially late. You are responsible for contacting the instructor and providing an excused absence the day you return to class. An excused absence consists of university-related activities, medical, unavoidable personal, and/or acts of nature. All require proper documentation on official letterhead. These may be retained by the instructor. If you know of an absence ahead of time, please notify the instructor via either email or university notice. Oral communication of an absence is not accepted. Please be aware that emergencies arise for the instructor also. I will try to notify you on the Blackboard announcements page prior to any class cancellation with instructions for the missed class. Otherwise, a note will be taped to the door of GH 209 or other classroom in which we are scheduled to meet.

Links to Websites for NCATE/EPBSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp>. This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>. This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp>. This site lists the themes of pres-service teacher preparation which are integrated within this course.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at

<http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. For example: copying information from the internet is plagiarism when appropriate credit is not given.

Americans with Disabilities Act (ADA) News:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." It is the student's responsibility to inform the instructor of any special needs before the end of the first week of class. Special needs include visual, auditory, or testing requirements. You must have appropriate documentation from student services. *Policy for Accommodating Students with Disabilities:* Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes. Further it is the responsibility of the student to seek missed work in this class and deliver that missed work within a reasonable amount of time after an illness, etc. You must call or email the instructor as soon as possible to detail the nature of the illness, etc., in order for late work to be accepted.

Campus Safety Statement:

In the event of an emergency, it is very important that we understand evacuation routes, safety protocols, and appropriate behaviors. If you will need assistance with compliance to these measures, please notify Dr. Lennex by the end of the first class period. Failure to follow the designated emergency measures could result in personal or group injury. Emergency response information will be discussed in class. *Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. *You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. *Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

EDSE 312-301 Tentative Schedule Spring 2010 (Online Course)

Date	Topic	Readings	Assignments Due
Tues. 1/12	Introduction to class, syllabus, readings, etc.	Syllabus, Blackboard site	Pre-Assessment instructional technology
Thurs. 1/14	Powerpoint	Blackboard materials, Assignment button	Formative: Powerpoint assessment
Tues. 1/19	Powerpoint	Blackboard materials, Assignment button	Formative: Powerpoint assessment
Thurs. 1/21	Powerpoint	Blackboard materials, Assignment button	Summative: Powerpoint assessment
Tues. 1/26	Unit Design	Blackboard materials, Assignment button	Formative: Unit design

Thurs. 1/28	Unit Design	Blackboard materials, Assignment button	Formative: Unit design
Tues. 2/2	Web pages	Blackboard materials, Assignment button	Formative: Web page design
Thurs. 2/4	Web pages	Blackboard materials, Assignment button	Summative: Web page design
Tues. 2/9	Using projection devices	Blackboard materials, Assignment button	
Thurs. 2/11	Videography/ digital photography	Blackboard materials, Assignment button	Formative: Videography
Tues. 2/16 Required FIELD TRIP TBA on WHITEBoards	Videography/ digital photography	Blackboard materials, Assignment button; Speak to mentor teacher about field experience	Formative: Videography
Thurs. 2/18	Videography/ digital photography	Blackboard materials, Assignment button	Summative: Videography and iMovie design
Fri. 2/19 Required GH 213 attendance 9am-11am	SMARTboard; Technology lesson development;	Blackboard materials, Assignment button	Formative: SMARTboard design
Tues. 2/23	Technology lesson presentation on Blackboard or other Web based platform; Field Experience orientation; development of min.E.tpa	Technology lesson development Blackboard materials, Assignment button	Summative: Technology lesson (peer teaching) delivery; includes unit planning
2/25 – 3/12 Required field experience of 14 hours	Field Experience Day 1	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 1 reflection
	Field Experience Day 2	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 2 reflection
		Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 3 reflection

	Field Experience Day 3		
	Field Experience Day 4	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 4 reflection
	Field Experience Day 5	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 5 reflection
	Field Experience Day 6	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 6 reflection
	Field Experience Day 7	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 7 reflection
Tues. 3/23	Handhelds, Blogs, and WIKIS (and other communication devices)	Blackboard materials, Assignment button	
Thurs. 3/25	Technology Proposals	Blackboard materials, Assignment button	Formative: Technology proposal
Tues. 3/30	Technology Proposals	Blackboard materials, Assignment button	Summative: Technology proposal
4/6-4/13 Required field experience in diversity settings		Online through mediums TBA	Formative: Field Experience in Diverse Settings
Thurs. 4/20	Min.E.tpa	Blackboard materials, Assignment button	Formative: Min.E.tpa
Tues. 4/22	Min.E.tpa	Blackboard materials, Assignment button	Formative: Min.E.tpa
Tues. 4/27	Min.E.tpa	Blackboard materials, Assignment button	Formative: Min.E.tpa
^Thurs. 4/29	Min.E.tpa		Summative: Min.E.tpa

*denote Field Experience Day --- Report to school. ^denote No Class --- Independent Readings / Assignments in Blackboard.

Resources:

Adobe home page. Change your attitude. <http://www.adobe.com/>

Adobe Acrobat Classroom in a book ISBN # 1-56830-365-3

Adobe Photoshop 5.0 Classroom in a book ISBN #1568304668

Bent, D. (1998). A neophyte constructs a web site: lessons learned, *The Internet and Higher Education*, 1 (1), 21-30.

DreamWeaver. Try it on. <http://www.andrewwooldridge.com/dreamweaver/Education World>

Flynn, H. & Lennex, L. (2009). Wisely Using Cyberspace, AACE Proceedings.

Forest Technologies Educational Software (1-800-544-3356)

Hagner, P. and C. Schneebeck (2001) Engaging the faculty, chapter in Technology enhanced teaching and learning: leading and supporting the transformation on your campus, (2001) Barone, C. and P. Hagner, eds., Jossey-Bass: San Francisco.

Hawisher, G. and C. Selfe, eds. (1999). Passions, pedagogies, and 21st century technologies. Logan, UT: Utah State University Press.

Johnson-Eilola, J. (2002). Designing effective web sites: a concise guide, Houghton-Mifflin Company: New York.

Kent, G. (1996). *Internet publishing with acrobat*, Adobe Press: San Jose, California.

Klecker, B., **Lennex L.**, and K. Lackner (2004). Evaluating the integration of technology in a teacher preparation program. ERIC ED 481 667.

Krug, S. (2006). Don't make me think! A common sense approach to web usability, 2nd ed., New Riders (Pearson Education): Berkeley, California.

Lazear, D. (1991). *Seven ways of knowing*. Palatine, Illinois: Skylight Publishing, pp. xi - xv.

Lennex, L. (2008). Digital natives and the use of video iPods: a Lewis and Clark expedition. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 4913-4915). Chesapeake, VA: AACE.

Lennex, L. & Reynolds, A. (2008). Whose web page is this? Why faculty create web pages. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3840-3842). Chesapeake, VA: AACE.

Lennex, L. (2007). The faculty Web page: contrivance or continuation?, *Tech Trends*. 51(5), pp. 32-37.

Lennex, L. (2006). Is This On The Test? Technology Integration Perception in Teacher Education Classes. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2006* (pp. 1695-1700). Chesapeake, VA: AACE.

MacWorld. See what it's really about. <http://www.macworld.com/>

Mager, R. and P. Pipe (1984). *Analyzing Performance Problems*, 2nd ed., Lake Publishing Company: Belmont, CA.

NetLingo-- Ignore the popups and the flashing "you have won stuff"
http://www.allstocks.com/edu/html/internet_lingo.html

Power in the [Palm](#) of Your Hand!

What's Podcasting? [read here](#)

PowerPoint '97 for dummies ISBN # 0764500511

Reynolds, A. & Lennex, L. (2009). Can you read this? ADA compliance in Kentucky schools, *Tech Trends*, May/June.

Scheffield, C. J. (1998). A trend analysis of computer literacy skills of preservice teachers during six academic years, *Journal of Technology and Teacher Education*, 6 (2/3), 105-114.

[SmartBoard Spotlight](#)

TIDY online checker

Wong, H.& R. T. Wong (1991). *The first days of school: how to be an effective teacher*. ISBN# 0962936006.

XML for today: <http://www.xml.org/> ↗ [Back to Dr Lennex's Home Page](#) [Morehead State University Home Page](#) [Secondary Education Home Page](#) [E-Mail Dr. Lennex](#)