



## Professional Education Unit

### Department of Middle Grades and Secondary Education

#### Secondary School Curriculum

EDUC 621-301

Internet

Spring 2011

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**Office Hours: Spring 2011: M 11-1; Th 11:30-2:30**

**Course Description:** Participants will understand basic concepts of instructional technologies and their utilization in the classroom. Topics covered include common instructional technologies and their integration into the classroom, instructional methods using technology tools, and issues associated with the integration of technology into the classroom.

**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 (CFO's):**

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 (SLO's):** By the end of this course, the candidate will be able to:

- articulate** major trends and current issues affecting educators nationally and internationally;
- employ** numerous instructional technology *teaching strategies* which accommodate learners of all ability and interest levels;
- ascertain** technologically and *developmentally appropriate teaching strategies* for a diverse group of students;
- evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
- integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction and student learning;
- integrate** best – practice literacy strategies for effective instruction and student learning;
- align** unit and daily lesson plans to local, state, national, and international standards in order to close the achievement gap in specific discipline areas;
- demonstrate** resourcefulness in the acquisition of curriculum construction for informed and competent teaching.

**Required Textbooks:** Cavanaugh, C. (2006). *Clips from the classroom: Learning with technology, DVD and activity guide*, Prentice Hall. ISBN 0-13-1712748

Newby, T. (2006). *Educational technology for teaching and learning, 3<sup>rd</sup> edition*, Prentice Hall. ISBN 0-13-046714-6

<b>Aligned with Assessment (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>NCATE</b>
<b>Module 1 (10) CFO 1, 4 SLO: 1</b>	IX	2.1-2.8; 5.1-6.9	Diversity, literacy	1, 4
<b>Module 2 (10) CFO 1-5 SLO: 4</b>	V, VII, IX	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy	1, 3, 4
<b>Module 3 (10) CFO: 1-5 SLO: 1, 4, 6</b>	V, VII, IX	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4
<b>Module 4 (10) CFO 1-5 SLO: 1-8</b>	I-VII, IX	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4
<b>Module 5 (100) CFO: 1-5 SLO: 1-8</b>	I-X	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4
<b>Module 6 (100) CFO: 1-5 SLO: 1-8</b>	I-X	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4
<b>Module 7 (10) CFO: 1-5 SLO: 1-8</b>	I, II, V, VI, X	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4
<b>Module 8 (100) CFO: 1-5 SLO: 1-8</b>	I-X	2.1-2.8; 5.1-6.9	Diversity, assessment, literacy, achievement gap, technology	1, 3, 4, 5

**Assignment Descriptions:**

**Program: Secondary Education (8-12) Secondary School Curriculum (EDUC 621)**

Assessment (point value)	Description
<b>Modules 1 (10)</b>	This module focuses on an introduction to instructional technology meanings and curricular construction. <b>*See Blackboard Assignments for more details</b>
<b>Module 2 (10)</b>	This module focuses on the theories of education and the applications of a computer (machine) to learning. <b>*See Blackboard Assignments for more details</b>
<b>Module 3 (10)</b>	This module demonstrates the power of planning and knowledge of your students. In these readings, we'll have a better understanding of the needs of learners as it relates to the factors affecting curriculum. <b>*See Blackboard Assignments for more details</b>
<b>Module 4 (10)</b>	This module describes motivation and involvement activities using technology. <b>*See Blackboard Assignments for more details</b>
<b>Module 5 (100)</b>	This module demonstrates the uses of various technologies to deliver content. The module involves using a specific technology to construct a classroom lesson. <b>*See Blackboard Assignments for more details</b>
<b>Module 6 (100)</b>	This module applies knowledge of ADA Section 508 compliance with Internet materials to construction of a teacher Web page. <b>*See Blackboard Assignments for more details</b>
<b>Module 7 (10)</b>	This module brings to closure the various kinds of instructional technologies and methodologies to employ them in the classroom. You'll find that these chapters are chock full of materials for resources and strategies by which to use instructional technology. <b>*See Blackboard Assignments for more details</b>
<b>Module 8 (100)</b>	This module is your final project. It allows you to bring the technology into your classroom. In this module, you'll finally be able to make a curriculum-supported unit for <i>your</i> students. <b>*See Blackboard Assignments for more details</b>

**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.

**Points:** Module 1 = 10 points Module 2 = 10 points Module 3 = 10 points Module 4 = 10 points Module 5 = 40 points Module 6 = 100 points Module 9 = 10 points Module 10 = 100 points : Final grades: A= 90 -100% B= 80 - 89% C= 70 - 79% D= 60 - 69% E= below 60%

All assignments are due by 11:59pm of the listed date of the Assignment. For example, if an assignment is due August 30, it should be turned in by 11:59pm August 30. All assignments should be sent to Dr. Lennex via the Assignments button on Blackboard. You will see an exclamation mark in the gradebook for your successful assignment drop. If you do not see an exclamation mark, please try to browse, attach and upload the file to me again. Please keep all your email correspondence and Assignments receipts to demonstrate contact and attempted delivery of assignments. It is your responsibility to have a working, reliable Internet service provider. If Blackboard malfunctions, Dr. Lennex will make allowances for lost, mishandled, etc., assignments that are given to her through this medium. Please do not attempt to deliver assignments via email unless specifically requested by the instructor. Please use the email address [lennex@yahoo.com](mailto:lennex@yahoo.com) for any requested or approved email attached assignments. Assignments will be graded and returned within ten days of the due date, 11:59pm, to your email address as it is listed on Blackboard. All grades for assignments will be posted within two weeks of the due date onto Blackboard gradebook (accessible from the Student Tools button).

**Course Objectives:** (1) Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs (2) Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning, (3) Produce instructional materials which require the use of multiple media (e.g., computers, video, projection), (4) Select appropriate media to produce effective learning environments using technology resources, (5) Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes, (6) Incorporate the use of the Internet, library online catalogs and electronic databases to meet the reference and learning needs of students and teachers, (7) Prepare instructional materials, bibliographies, resource lists for instructional units, and other materials as appropriate to support students and teachers, (8) Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process, (9) Identify and apply problem analysis skills in appropriate educational communications and instructional technology (ECIT) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation.

**Links to Websites for NCATE/EPSTB 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.

**EPSTB Themes: Diversity:** This course addresses curriculum building from the perspective of the whole student. The reading materials and activities are designed to highlight ways in which teachers may address the specific needs of a differentiated learning environment. **Assessment:** This course encourages assessment through whole curriculum. Analyzing results of curriculum research assists in building terrific curriculum for our 8-12 schools. **Literacy:** There are many, many readings within this course which will provide a good background for analysis of research within curriculum construction. **Closing the Achievement Gap:** Candidates in this course are required to reflect upon their own teaching and learning within the context of each week's readings. With the culminating project, the candidate has learned some valuable techniques from which to close the achievement gap.

**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](http://www.moreheadstate.edu/emergency).

**Tentative Daily Schedule Spring 2011 (Internet Course)**

Date	Topic	Readings	Assignments Due
Wed. 1.19	Virtual Classroom Chat on class procedures for assignments, exams, chats, and final project: 6pm-7pm EST	Chats are not required but are recommended. All are archived. Please read chats for further information on chapters. If no one is present in the chat within fifteen minutes of opening, chat will be closed. Due to a chat with another class from 5-6pm, I will enter this chat at 6pm.	
Tues. 1.25	Virtual Classroom Chat on Module 1: 6pm-7pm EST	Blackboard Chat button	
Saturday 1.29	Module 1	Blackboard materials, Assignment button	Summative: Module 1 due
Wed. 2.2	Virtual Classroom Chat on Module 2 and 3: 6pm-7pm EST	Blackboard Chat button	
Saturday 2.5	Module 2	Blackboard materials, Assignment button	Summative: Module 2 due

Saturday 2.12	Module 3	Blackboard materials, Assignment button	Summative: Module 3 due
Wed. 2.16	Virtual Classroom Chat on Module 4: 6pm-7pm EST	Blackboard Chat button	
Saturday 2.26	Module 4	Blackboard materials, Assignment button	Summative: Module 4 due
Wed. 3.2	Virtual Classroom Chat on Module 5, 6 and mid- term: 6pm-7pm EST	Blackboard Chat button	
Saturday 3.5	Module 5	Blackboard materials, Assignment button	Summative: Module 5 due
Mon. 3.7- Saturday 3.12	Dr. Lennex out of town to SITE conference		
Saturday 4.2	Module 6	Blackboard materials, Assignment button	Summative: Module 6 due
Wed. 4.13	Virtual Classroom Chat: Module 7, 8: 6pm-7pm EST	Blackboard Chat button	
Saturday 4.16	Module 7	Blackboard materials, Assignment button	Summative: Module 7 due
Saturday 4.30	Module 8	Blackboard materials, Assignment button	Summative: Module 8
Wed. 5.11- Sunday 5.15	Dr. Lennex out of town and away from email 5.11-5.15	Blackboard materials, Assignment button	