EDUC 305: Computer and Technology Assisted Instruction (2 cr)
Spring 2016
Wednesday/Friday
SEB 117
Prerequisite: EDU 212

Instructor: Kurt Johnson
Office: SEB 116
Office Hours: T/TH 8-10 & 1-4 or by appointment
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Course Description
A study of how computers and related technologies are currently being used to enhance instruction in education and training. Emphasis is given to understanding principles of effective technology use in the K-12 educational environment.

School of Education Mission Statement
Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today’s diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

Syllabus
This syllabus should not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.
Course Learning Outcomes - Upon successful completion of this course the student will be able to:

1. Describe appropriate uses for a variety of technology tools in K-12 environments.
2. Explain concerns regarding use of technology within the K-12 educational environment.
3. Explain current trends regarding use of technology within the K-12 environment.
4. Explain and apply appropriate decision making criteria for use of new technology tools in the K-12 educational environment.
5. Describe appropriate principles of digital citizenship and ethics for K-12 teachers.
6. Describe and be able to teach appropriate principles of digital citizenship and ethics for K-12 students.
7. Use electronic media (blogs, email, word processors, and various forms of social media) for professional communication.
8. Use spreadsheets, gradebook and other appropriate tools to calculate grades.
9. Use available online tools (Google, websites, online repositories) to find available resources for use in the K-12 environment.
10. Develop online web resources (blogs, websites, etc.) for use in specific K-12 environments.
11. Implement appropriate design criteria for effective media use (presentations, videos, etc.) in specific K-12 educational environments.
12. Develop a personalized network for professional learning.

Program Learning Outcomes

1. Demonstrate literacy in basic principles and knowledge of content in the specialty area.
2. Understand and apply basic learning theories and models in the classroom.
3. Use student input and information from diagnosis of student learning needs to develop learning outcomes.
4. Evaluate teaching and curriculum resources for effective use in the institutional process.
5. Plan lessons which use authentic situations, previous learning and integration across subjects.
6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.
7. Create a communication-rich environment that supports and encourages language development and use.
8. Use a variety of instructional strategies to meet the needs of diverse learners, including students of diverse cultural backgrounds.
9. Use current curriculum standards to construct assessments, identify performance indicators, and create lessons needed to prepare for the assessments.
10. Use effective classroom management techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.
11. Use community and parent resources as an integral part of the teaching process to promote student learning.
12. Demonstrate competency in the use of technologies available in the school setting.
13. Work collaboratively with other professionals.
14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line with those required for the profession.
Institutional Learning Outcomes (Brigham Young University-Hawaii)

A Brigham Young University–Hawaii education prepares students for a lifetime of service by helping them develop:

1. Breadth and depth of **knowledge**
2. The thinking skills and character of a servant-leader, which are the Ability to
   a. **Inquire**
   b. **Analyze**
   c. **Communicate**
3. Disposition to act with
   a. **Integrity**
   b. **Stewardship**
   c. **Service**

**INTASC Standards**

This course utilizes the following

- **Standard 6 (Assessment):** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner’s progress, and to guide the teacher’s and learner’s decision making.
- **Standard 7 (Planning for Instruction):** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8 (Instructional Strategies):** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard 9 (Professional Learning and Ethical Practice):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10 (Leadership and Collaboration):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

**ISTE Standards for Teachers**


1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessment
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership
Calendar (subject to change)

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Technology in Today’s World &amp; Education</td>
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<td>21st Century Skills: What they are &amp; why they matter</td>
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<td>Week 2</td>
<td>Deeper Learning &amp; Independent Learning Projects</td>
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<td>SAMR Model for Technology Integration</td>
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<td>Week 3</td>
<td>Skills: Presentations</td>
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<td>Kuhio Day Holiday - No School</td>
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<td>Week 4</td>
<td>Tools: Presentations</td>
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<td>Independent Learning Project work day - No Class</td>
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<td>Week 5</td>
<td>Assistive Technology w/Dr. Hong</td>
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<td>Assistive Technology w/Dr. Hong</td>
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<td>Week 6</td>
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<td>Independent Learning Project #1: Review/Evaluate Presentations</td>
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<td>Week 7</td>
<td>Independent Learning Project #1: Presentations</td>
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<td>Week 8</td>
<td>Group Projects</td>
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<td>Personal Learning Networks</td>
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<td>Week 9</td>
<td>Tools: Video</td>
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<td>Tools: Communication</td>
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<td>Week 10</td>
<td>Tools: Web-presence</td>
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<td>Google Search</td>
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<td>Week 11</td>
<td>Digital Citizenship &amp; Online Ethics: Student</td>
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<td>Digital Citizenship &amp; Online Ethics: Teacher</td>
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<td>Week 12</td>
<td>ISTE Standards for Teachers</td>
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<td>SAMR Model for Technology Integration - Review</td>
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<td>Week 13</td>
<td>TBD</td>
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<td>Final</td>
<td>NA: See assignment (Group Learning Project)</td>
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Assignments

Details of assignments are available on Canvas.

**General Assignments (70% of final grade)**
Each topic covered in class will have an associated assignment, quiz, or project to help you (and me) determine your competency. Please see Canvas for details and due dates.

**Learning Projects (30% of final grade)**
Each student will complete one (1) independent learning projects and one (1) group learning project. Since this class is comprised of students with different backgrounds, skills, goals, and experiences with technology, each project is a chance for you to learn about a technology/education topic of your choice... something interesting and useful for you and your development as an educator.