

**EDU 535 Practicum: Applying Educational technology**

**Instructor**​: Dr. Arlys E. Peterson

**Classroom:**​ Glidden Rm 115/Online

**Meeting Time**​: Online Thursdays – Sept. 14, Oct. 29, Nov. 19. Dec. 10

**Office:** ​Glidden 311 ​**Office Hours**​: 8:00 – 9:00 M-F

**Phone Number:**​ 331-6779 or leave a message with the Education Office at 331-6710. **Email:** ​arlys.peterson@usiouxfalls.edu

**Mission Statement­University of Sioux Falls :**

The University of Sioux Falls, a Christian University in the liberal arts tradition, educates students in the humanities, sciences, and professions. The traditional motto of the University if Culture for Service; that is, we seek to foster academic excellence and the development of mature Christian persons for service to God and humankind in the world.

**Course Description**​ **:**

This practicum will focus on observing and integrating technology into K-12 classes. Students will develop an online Wiki as evidence of the growth in theory, practice, and application of instructional technology.

**Prerequisite:**

Admitted to the Graduate Program

**Required Text:**

# Online Wiki EDU 535​ ­ all class assignments listed on Wiki

**References:**

* K-12 South Dakota Education Technology Standards: http://doe.sd.gov/contentstandards/documents/BoardApprovededtechstandard sforweb.pdf
* ISTE Standards for Teachers https://www.iste.org/standards/standards-for-teachers ● Web site for Arlys Peterson’s home page:

http://www.usiouxfalls.edu~apeter

* Technology Journals Wiki http://techinedusf.wikispaces.com/Journals
* eSchool News Webinars http://www.eschoolnews.com/events/webinars/

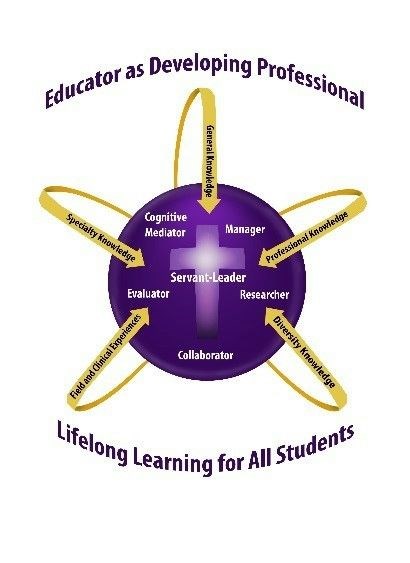
**Instructional Methods**​**:** ​ Online Discussions, Videos, Integrating technology into classrooms with Hands-on Projects; Mentoring project; Technology Observation Projects

**Knowledge Base**

**USF Conceptual Framework Model**

Within the “Teacher As a Developing Professional Model (TADPF),” this course will

cemphasize the components of ommunicator ​**(c),**​ evaluator ​**(e**c​**)**o**,**​ gannidti vsee rmvaendtia-lteoard ​**(**e**c**r**m** ​**()s**​,**l** **)**m​ .a nager ​**(m),**​ researcher​**(r),**



As ​***COGNITIVE MEDIATOR***​, the teacher helps students to become independent learners who construct meaning by combining new information with their own background knowledge.

As ​***RESEARCHER***​, the teacher seeks to improve educational practices within the school setting, using an inquiry approach to serve students more effectively.

As ​***SERVANT­LEADER***​, the teacher is able to integrate research on the development of moral reasoning, values and ethical sensitivity into the classroom while following the model of empathetic personal interaction provided by Jesus Christ.

As ​***EVALUATOR***​, the teacher maximizes students’ learning by using a full range of formal and informal information­gathering processes in order to respond appropriately to student individual differences.

As ​***COMMUNICATOR***​, the teacher is skilled in modes of communication that will enable effective communication and collaboration with other educators, parents, and families.

As ​***MANAGER***​, the teacher plans and organizes the learning environment, establishes and maintains a positive learning climate and implements effective intervention strategies.

**Professional Education Requirements according to the professional organization associated with the program.**

**TECHNOLOGY:**

This class was designed to show alignment with the ISTE - National Technology Standards for Teachers.

## 1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

1. **Promote, support, and model creative and innovative thinking and inventiveness**
2. **Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**
3. **Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**
4. **Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments 2. Design and Develop Digital Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

1. **Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**
2. **Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**
3. **Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**
4. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

## 3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

1. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
2. **Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation**
3. **Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats**
4. **Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning**

## 4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

1. **Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources**
2. **Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources**
3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
4. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

## 5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

1. Participate in local and global learning communities to explore creative applications of technology to improve student learning
2. **Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others**
3. **Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning**
4. **Contribute to the effectiveness, vitality, and self-renewal school and community of**​ **the teaching profession and of their school and community**

**Grading Scale:** See LMS​

## Objectives

After completing this course, the graduate students will demonstrate the ability to:

1. Implement Technology Activities into teaching lessons or management activities.

(ISTE 1,2,3,4; USF TDP Cognitive Mediator, Communicator

1. Design a 5-10 day technology integration unit for one of their classes.( ISTE

1,2,3,4; USF TDP Cognitive Mediator, researcher, evaluator, & manager)

1. Evaluate and compare their school district’s computer curriculum to the South Dakota Technology Standards. (ISTE 5; USF TDP Evaluator)
2. Mentor teachers on the use of technology in the classroom. ISTE 3 & 5; USF TDP Cognitive Mediator, Communicator, Evaluator, Servant Leader)
3. Observe, evaluate, and report on technology being used in 2-4 classrooms. (ISTE

1 & 5; USF TDP Cognitive Mediator, Evaluator)

1. Research and report on areas of technology integration. (ISTE 5; USF TDP cognitive mediator, researcher, communicator)

**Course Requirements:**

### [Class Assignments Rubric](http://edu535techpracticum2015.wikispaces.com/file/view/EDU535updated.pdf/557637515/EDU535Fall2015PracticumRubric.doc)

### [Assignment Checklist](http://edu535techpracticum2015.wikispaces.com/file/view/EDU535updated.pdf/557637515/EDU535ChecklistFall2015.docx)

### Mentoring Log Template

### Wiki Checklist

### Technology Standards Reports

**Honesty Statement:**

USF holds firmly to the conviction that personal and intellectual integrity should be fundamentals at a Christian university. For this reason, USF expects all students and employees of the university to act honestly, ethically, and fairly and to avoid activities that would compromise the academic mission of the university. Academic misconduct, including plagiarism, will result in written notification to the student, his/her academic advisor, the department head of the offered course, and the Vice­President of Academic Affairs. Plagiarizing occurs when one does not cite work taken from books, journals, works of others, or electronic sources. Full information can be​ f​ound at: https://www.usiouxfalls.edu/academic/student\_handbook

**Disability Services:**

The syllabus should include a statement regarding Disability Services for our Students. The University of

Sioux Falls is in compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA). Students with disabilities are not discriminated against in terms of program admission and/or opportunities for learning. Students interested in receiving academic accommodations must provide Learning Accessibility Services with documentation that verifies the disability and provides recommendations for accommodations. Students who do not provide this documentation are not eligible for accommodations. Accommodations for disabilities are based on documentation and individual needs. Information regarding students’ disabilities is kept confidential according to the law.

Please include a statement in your syllabus that informs students about their right to equal access. The statement is provided below (last updated 9/2011).

*If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation. If you determine that disability­related accommodations are necessary, please register with Learning Accessibility Services and notify me of your eligibility. Billie Streufert, director of Learning Accessibility Services, is available in the lower level of the McDonald Center and may be reached at 605­331­6648 or* ​*access@usiouxfalls.edu*​*. Accommodations can only be arranged through this office.*

The Career & Learning Accessibility Services Office is located in the Academic Success Center on the lower level of the McDonald Center. Students can contact Billie Streufert at billie.streufert@usiouxfalls.edu​ or 331­6648 to arrange for accommodations.

**Course Schedule:**

# Online Wiki EDU 535 ­ all class assignments listed on Wiki​