

The Vision of the College of Education

Excellence and Diversity through People, Ideas, and Innovation

*Our mission is the study and practice of education through teaching, research and service. We address critical education issues; test new ideas and approaches to teaching and learning and educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces and prepare students for participation in a complex society.

*In carrying out our mission, we value excellence in all that we do; diversity of people and perspectives; relationships of service, accountability, collaboration, and advocacy; the discovery, discussion, and dissemination of ideas; and innovation in teaching, technology and leadership.

Course Description:

Teachers need both technical skills and instructional know how to use computers to assist student learning. Readings, activities, assignments, and discussions are designed to develop a broad professional knowledge base on teaching and learning with technology across the k-12 curriculum. Students will consider the following questions: How do computers help students learn? What should teachers do to become more knowledgeable about computers? How can I teach with technology rather than about technology? (That is, how do I integrate technology with content from ESL, Language Arts, Math, Modern Languages, Reading, Science, and Social Studies?) How does theory (integrated curriculum) influence practice (teaching with computers)? What are my beliefs about teaching and learning? From experiences in this course, how do I learn and what are the implications for the way I will teach?

Goals and Objectives:

The overall purpose of the course reflects and incorporates the vision statement of the College of Education, the goals and objectives included in the Recommended Foundations" from the International Society for Technology (ISTE), and Standards for Entry Levels Professionals passed by the New Mexico State Board of Education. Students are expected to acquire, develop, and use professional knowledge and habits of mind described in these documents throughout their teaching preparation program.

Attendance:

Students are expected to attend all class sessions. The classes involve a considerable amount of experiential elements which cannot be picked up after class through others' notes or readings. We place a great deal of emphasis on the discussions that begin each class. Assignments are also often explained in class and missing these causes serious problems for students.

Attendance and punctuality are professional behaviors expected of educators. You will receive 2 points for each class if you are on time and use class time well. If you are late, your instructor will deduct one attendance point. Attendance will be taken at the beginning of class. Those not

in the room will be marked tardy. 2 tardies =1 absence. Two points will be deducted for each absence. On the third absence, excused or unexcused, you will be dropped from the course.

Grading

Grading for CIMTE 365 is done on a curve. Point totals for all students in all sections are considered. Generally, grades fall into normal grade ranges. A grade of A+ is given only at the discretion of the instructor for unusually thoughtful work in all areas of the course.

Point Values for Assignments:

Attendance.....	32
Email.....	8
World Wide Web.....	10
Lesson Plans.....	20
Integrated Software Application....	10
Multimedia Project.....	15
Course Reflection.....	5
TOTAL.....	100

Assignments are the same across all sections of CIMTE 365 but activities and point distributions may vary. For example, learning about lesson planning is worth 20 points which will be given for different tasks determined by the individual instructor.

Assignments will be organized around the goals and objectives stated earlier. Lab Assignments will be graded with a +, v, and -.

Email Assignment

Students will be given several assignments that require email responses that must be sent to the instructor and all members of the class.

World Wide Web Assignment

Students will explore web sites to learn about lesson planning. After selectively reviewing lesson plans, students will identify criteria for evaluating lesson plans and apply the criteria to a lesson plan found on the web.

Integrated Software Assignment

Working in groups and/or individually, students will complete an Apple Works or ClarisWorks desktop publishing project involving word processing, spreadsheets, databases and graphics.

Lesson Planning.

Students will adapt a lesson plan and then create an integrated technology lesson plan of their own. They will also reflect on the process they used and reference ideas from readings to support what they did. The lesson plan must incorporate New Mexico Standards and Benchmarks in a particular content field. Topic selection for this assignment and the multimedia project will test what you know and understand about content. What should students learn? How can we know what they have learned? How do I plan substantive instruction that is challenging and meaningful for students?

Multimedia Project.

Students will complete a PowerPoint presentation or HyperStudio on a topic of their choice, preferably one they would use to teach students. They will again reflect on the process they used and reference ideas from readings to support what they did. In this assignment, you will need to learn the application, research the topic, and design a presentation that shows how multimedia can assist student learning. That is, what do students learn by using technology to learn?

Final Assignment

As a form of closure, students will complete an assignment determined by the instructor that describes what they learned from the course. This will be shared in class.

INCOMPLETES

Are strongly discouraged and are only done when the conditions of the university are met and after a conference with the instructor at the initiation of the student

Workload

Like all college courses, expect to spend a minimum of 2-3 hours out of class for each hour spent in class. Expect to do more especially in a professional program.

Readings:

In a professional program, expect to spend time reading the assigned articles/chapters more than once. In education courses, testing what you have read is not important; knowing how to use what you have read is. This is why you need to be an active reader, making connections to what you know and thinking about different possibilities for your teaching. You should also begin to collect other readings on your own. Bring them to class to share with other students. The requirements for this course are a minimum (see workload comment); **as a professional, you need to go beyond the expectations of others, including that of the instructor.**

Teachers need resources and you should begin your professional library now. Once you are student teaching, you will not have the time to locate resources. You also need to organize ideas from the reading assignments so that you can refer back to these not only for this class but later, as you take other courses in teacher education. You will be expected to reference readings throughout the semester to support what you believe and will do in planning instruction for

students with and without technology. Learning to teach requires scholarly knowledge of teaching and learning as well as experiences in the classroom.

The New Mexico Standards and Benchmarks can be a resource for identifying topics for course assignments. Read through your content section first but also review the others to see how content is connected and ideas from one can be used across the curriculum. Learning to read and use this document is an example of professional reading that is unique to our field. Connecting your teaching with these state frameworks is your professional responsibility and does require skills that are new to most beginning and even experienced teachers.