



Course Outline

UNIVERSITY STUDIES

EDIT 202

Technology Tools for Teaching and Learning

**3 CREDITS
6 HOURS PER WEEK**

**INSTRUCTOR: Tracy Boger
Winter 2013**

INSTRUCTOR: Tracy Boger; B.Ed; M.Ed; Ph.D.c. in Education

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OFFICE HOURS:

If you have any questions about the course please contact me through email or phone. During the week (Mon-Fri) I will respond to all questions within 24 hours, with the exception of long weekends and holidays. The best time to phone is weekday evenings between 8:00 and 9:00 PM.

HOURS OF INSTRUCTION:

The online learning materials for each week will be made available as the course progresses. You will be able to access Moodle from any computer that has Internet access (at home or at the college). In this online learning environment the learning time is flexible (time and place) but it is critical that you take the initiative to manage your study time carefully to complete the online activities each week, as there are no structured times scheduled for this. Your instructor will be available through online communications (e-mail, chat, discussion forums) to help guide you and will be tracking your participation in Moodle.

PRE-REQUISITE(S):

Students are expected to have some familiarity with personal computers, their operating systems (MacOS or Windows), Web browsing, E-Mail, and Word Processing.

COURSE DESCRIPTION:

The course aims to provide undergraduate Education students with basic skills concerning the application of information technology in Kindergarten to Grade 12 schools. Its objectives map onto the Learner Outcomes in Information and Communication Technology document published by Alberta Education. This course will focus on curriculum integration and exposure to software tools used in the classroom. Students will become familiar with Internet (web 2.0) tools, multimedia, spreadsheets and word.

COURSE PHILOSOPHY:

The course philosophy is similar to the one described in the course textbook by Forcier & Descy (2005):

...to lead teachers and those aspiring to be teachers to become proficient at applying the computer to solve problems, to infuse the computer into the curriculum... and to encourage teachers and learners to integrate technology into their personal lives in meaningful ways” (p. v).

Such a philosophy is widely shared among many educators throughout North America. For example, Alberta Learning (<http://education.alberta.ca/>) and International Society for Technology Education (ISTE) (www.iste.org/) both provide technology learner outcomes students should attain during their K-12 school experience.

COURSE OBJECTIVES:

Information Technology and the Learning Environment

Today information technology permeates our world. We use social networking to keep in contact and numerous systems to document and administer our lives. This technology is entering the educational environment as our students appear before us as competent information technology users. This course addresses Information Technology and the Learning Environment from the perspective of information technology as a tool or support. The student will be able to:

1. Identify and describe the information technology systems and equipment present in a typical school that provides support and services for the administration of a school, the student body and the staff.
2. Identify and describe the information technology systems and equipment present in a typical classroom that provides support to the teacher in the administration of the classroom and the planning of the pedagogical experience in the learning environment
3. Identify and describe the information technology systems and equipment present in a typical classroom that provides support to the student experiencing the pedagogical experience in the learning environment
4. Demonstrate the application of information technology and equipment that is available to support the learning environment for the diverse student population of the classroom.

TEXT(S)/MATERIALS REQUIRED:

The Computer as an Educational Tool: Productivity and Problem Solving; Forcier, R. & Descy, D. E.; Upper Saddle River, NJ, USA: Prentice Hall Inc., (5th edition). ISBN 0132433966

EVALUATION:

Assignment	Percentage
Lab Assignments	40%
Participation	10%
Midterm	20%
Final Examination	30%

GRADING SYSTEM:

Letter Grade	Description	Grade Points	Raw Score %
A+		4	96-100
A	Excellent	4	92-95
A-		3.7	87-91
B+		3.3	83-86
B	Good	3	78-82
B-		2.7	73-77
C+		2.3	69-72
C	Satisfactory	2	64-68
C-		1.7	60-63
D+		1.3	55-59
D	Minimal Pass	1	50-54
F	Failure	0	Less than 50

The above grading scheme is aligned with the Department of Elementary Education Grading Policy for Undergraduate Courses at the University of Alberta. Grading policies within Keyano College will differ depending on which program students are enrolled in.

Students intending to transfer to other institutions require a 'C-' as a minimum.

Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

**** Lost files or disks will not be considered an excuse for a student failing to hand in assignments.**

*It is expected you email & speak to the instructor **prior** to the due date if you are having problems with a lab or class assignment.*

Late Assessments:

The instructor will assign a grade of zero for any assessment not submitted by the due date.

Students who do not complete all the required work should not expect to pass the course.

Students should consult: http://www.keyano.ca/current_students/examinations/index.htm

MOODLE: This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Assignment due dates will be posted in the Moodle calendar. Please check your Moodle account frequently. Assignments must be handed in using Moodle, unless otherwise stated.

IMPORTANT DATES:

January 18	Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
February 15	Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)
February 25 – March 1	Reading Week
April 30	End of Term

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.