

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-33	AP-2/3/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wayne Moore	Email Address moore@iup.edu
Proposing Department/Unit Technology Support and Training	Phone 7-5647

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
BTED370-Technology Applications for Education	BTED470-Technology Applications for Education
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Track	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>[Signature]</i>	9-10-08
Department Chair(s)	
<i>[Signature]</i>	9-11-08
College Curriculum Committee Chair	
<i>[Signature]</i>	9-22-08
College Dean	
<i>[Signature]</i>	10-1-08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
<i>[Signature] TECC</i>	12-3-08
<i>[Signature] Dean COE-ET</i>	12-3-08
UWUCC Co-Chairs	
<i>[Signature]</i>	2-3-09

* where applicable

Received Received Received

Liberal Studies Liberal Studies Liberal Studies

Description of Curriculum Change

Part II. Description of Curriculum Change

1. Course Description:

BTED 470 Technology Applications for Education 3c-01-3cr
Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios as well as their work sample.

2. Proposed Change

Old: BTED 370 Technology Applications for Education

New: BTED 470 Technology Applications for Education

3. Justification/Rationale

The department offers PDE teacher certification at both the undergraduate and graduate levels. Students at both levels can benefit from the content of the course as it related to the integration of technology in the classroom. A dual-listed course offers the opportunity for both student groups to interact and enhance their learning opportunities. In addition undergraduate students will be able to use information gained from observations and micro-lessons during pre-student teaching to determine ways to integrate technology and enhance learning opportunities.

Part III. Letters of Support

N/A—Undergraduate and graduate courses for both programs are housed in the same department.

I. Catalog Description:

BTED 470 Technology Applications for Education

3c-01-3cr

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios.

II. Course Objectives:

1. Demonstrate knowledge of and perform skills related to advanced computer applications, including spreadsheets, word processing, presentation graphics, and database management.
2. Utilize software to establish effective classroom management techniques.
3. Integrate the use of software applications into an interactive lesson presentation.
4. Demonstrate knowledge of and apply rules for records management.
5. Apply an understanding of Web design principles to create effective, professional quality Web-based instructional materials.
6. Create and deliver an inquiry-oriented activity using Internet resources.
7. Analyze and discuss teaching/training methods, learning activities and instructional materials related to computer applications.
8. Customize the teacher education e-portfolio and add additional artifacts and reflective statements.

III. Required Text, Supplemental Books and Readings:

Morrison G., and Lowther, D. (2005). *Integrating Computer Technology into the Classroom*. Upper Saddle River, NJ: Prentice Hall.

IV. Evaluation Methods

- | | |
|--|-----|
| A. Hands-on testing of skills in advanced applications | 15% |
| B. Projects | |
| 1. Inquiry-oriented activity using the Internet | 10% |
| 2. Integrated lesson with adaptive technologies | 10% |
| 3. Interactive computer assisted instruction | 10% |
| 4. Teacher web-page | 10% |
| C. E-portfolio | |
| 1. Artifact inclusion | 15% |
| 2. Web page enhancement | 15% |
| D. Final Activity | |
| 1. Presentation of course portfolio | 15% |

100%

Undergraduate Grade Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%
F = 59% and below

V. Course Outline

A. Advanced Computer Applications (1, 8)	10 Hours
1. Word processing	
2. Spreadsheets	
3. Presentation graphics	
4. Database management	
5. Addition to e-portfolios	
B. Records/Classroom Management (2, 8)	4 Hours
1. Employ records management techniques to maintain student files	
2. Utilize various software technology for classroom management	
C. Educational Web Enhancement (5, 8)	6 Hours
1. Development of style sheet for educational setting	
2. Interpretation of tags, headers, and other advanced elements	
3. Storyboarding and site map structure	
4. Addition to e-portfolios	
D. Inquiry-oriented Technologies (5, 6, 7, 8)	10 Hours
1. Web tools	
2. Web quests	
3. Pedagogy related to use	
4. Addition to e-portfolios	
E. Computer Application Pedagogical Skills (3, 7, 8)	10 Hours
1. Terminology and concepts in advanced computer applications	
2. Application of terminology and concepts to classroom instruction	
3. Demonstration of classroom lesson in advanced applications	
4. Addition to e-portfolios	
F. Final Activity	2 Hours
Total Hours	42 hrs

VI. Other

Course attendance and participation

Per university policy, no more than three (3) hours are permitted during the regular session. After that time, each absence is worth 3% deducted from your final grade. This policy will be strictly enforced.

NO TARDIES will be permitted! You are aware of class time. You will be considered absent for each time you are tardy. I check the attendance at the beginning of each class; if you are not present, you are marked ABSENT. If for some unforeseen, legitimate reason you are running late and a student is presenting to the class, **do not enter the room until the student has completed his/her presentation.**

VII. Bibliography

Billingsley, M. & Cunningham, C.A. (2004). Curriculum webs: Weaving the web into teaching and learning (2nd ed.). Boston:Pearson.

Edwards, J. & Roblyer, M.D. (2000). Integrating educational technology into teaching (2nd ed.). New Jersey: Prentice Hall.

Lowther, D. & Morrison, G. (2002). Integrating computer technology into the classroom. New Jersey: Prentice Hall.

Journals

Academy of Management Learning and Education, Academy of Management.

ALT-J, Research in Learning Technology, The Association for Learning Technology.

E-Learning, Symposium Journals.

Educational Technology, Educational Technology Publications.

Educational Technology Research and Development, Association for Educational Communications and Technology.

Electronic Journal of e-Learning, Management Centre International Limited.

Innovations in Education and Teaching International, Taylor and Francis Group.

International Journal of Teaching and Learning in Higher Education, International Society for Exploring Teaching and Learning.

International Review of Research in Open and Distance Learning, Athabasca University.

Journal of Educational Multimedia and Hypermedia, AACE-Association for the Advancement of Computing in Education.

Journal of Workplace Learning, Emerald Group Publishing.

Technology, Pedagogy and Education, Triangle Journals.

I. Catalog Description: Provides a prospective educator with concepts, applications, and methodologies needed to be effective in today's classroom including advance web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios.

II. Course Objectives:

1. Demonstrate knowledge of and perform skills related to advanced computer applications, including spreadsheets, word processing, presentation graphics, and database management.
2. Utilize software to establish effective classroom management techniques.
3. Integrate the use of software applications into an interactive lesson presentation.
4. Demonstrate knowledge of and apply rules for records management.
5. Apply an understanding of Web design principles to create effective, professional quality Web-based instructional materials.
6. Create and deliver an inquiry-oriented activity using Internet resources.
7. Analyze and discuss teaching/training methods, learning activities and instructional materials related to computer applications.
8. Customize the teacher education e-portfolio and add additional artifacts and reflective statements.

III. Required Text, Supplemental Books and Readings:

Thorsen, C. (2009). *Tech Tactics Technology for Teachers*. Boston: Pearson.

IV. Evaluation Methods

A. Hands-on testing of skills in advanced applications	15%
B. Projects	
1. Inquiry-oriented activity using the Internet	10%
2. Integrated lesson with adaptive technologies	10%
3. Interactive computer assisted instruction	10%
4. Teacher web-page	10%
C. E-portfolio	
1. Artifact inclusion	15%
2. Web page enhancement	15%
D. Final Activity	
1. Presentation of course portfolio	15%
	100%

Undergraduate Grade Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Graduate Grade Scale

A = 90-100%
B = 80-89%
D = 70-79%
F = 69% and below

V. Course Outline

A. Advanced Computer Applications (1, 8)	10 Hours
1. Word processing	
2. Spreadsheets	
3. Presentation graphics	
4. Use of database	
5. Addition to e-portfolios	
B. Records/Classroom Management (2, 8)	4 Hours
1. Employ records management techniques to maintain student files	
2. Utilize various software technology for classroom management	
C. Educational Web Enhancement (5, 8)	6 Hours
1. Development of style sheet for educational setting	
2. Interpretation of tags, headers, and other advanced elements	
3. Storyboarding and site map structure	
4. Addition to e-portfolios	
D. Inquiry-oriented Technologies (5, 6, 7, 8)	10 Hours
1. Web tools	
2. Web quests	
3. Pedagogy related to use	
4. Addition to e-portfolios	
E. Computer Application Pedagogical Skills (3, 7, 8)	10 Hours
1. Terminology and concepts in advanced computer applications	
2. Application of terminology and concepts to classroom instruction	
3. Demonstration of classroom lesson in advanced applications	
4. Addition to e-portfolios	
F. Final Activity	2 Hours
Total Hours	42 hrs

VI. Other

Course attendance and participation

Per university policy, no more than **three (3)** absences are permitted during the regular session. After that time, each absence is worth 3% deducted from your final grade. This policy will be strictly enforced.

NO TARDIES will be permitted! You are aware of class time. You will be penalized by an absence for each tardy. I check the attendance at the beginning of each class; if you are not present, you are marked ABSENT. If for some unforeseen, legitimate reason you are running late and a student is presenting to the class, do not enter the room until the student has completed his/her presentation.

Journal Specific Articles

- Heaton-Shrestha, C., Gipps, C., Edirisingha, P., & Linsey, T. (2007). Learning and e-Learning in HE: The relationship between student learning style and VLE use. *Research Papers in Education*, 22(4), 443-464. Retrieved December 5, 2007, from Academic Search Complete database.
- Hu, P., Hui, W., Clark, T., & Tam, K. (2007) Technology-assisted learning and learning style: A longitudinal field experiment. *IEEE Transactions on Systems, Man & Cybernetics: Part A*, 37(6), 1099-1112. Retrieved December 5, 2007, from Academic Search Complete database.
- Kurubacak, G. (2007). Building knowledge networks through project-based online learning: A study of developing critical thinking skills via reusable learning objects. *Computers in Human Behavior*, 23(6), 2668-2695. Retrieved December 5, 2007, from Academic Search Complete database.
- Lee, J., & Lee, W. (2008). The relationship of e-Learner's self-regulatory efficacy and perception of e-Learning environmental quality. *Computers in Human Behavior*, 24(1), 32-47. Retrieved December 5, 2007, from Academic Search Complete database.
- Panda, S., & Mishra, S. (2007). E-Learning in a mega open university: Faculty attitude, barriers and motivators. *Educational Media International*, 44(4), 323-338. Retrieved December 5, 2007, from Academic Search Complete database.

BTED 470/570 Graduate Student Addendum

II. Course Objectives

9. Research and analyze various models for integrating technology into the classroom.

III. Required Text, Supplemental Books and Readings

Jonassen, D., Howland, J., Marra, R., Crismond, D. (2008). *Meaningful Learning with Technology*.

Boston: Allyn & Bacon.

IV. Evaluation Methods

A. Hands-on testing of skills in advanced applications	10%
B. Projects	
1. Inquiry-oriented activity using the Internet	10%
2. Integrated lesson with adaptive technologies	10%
3. Interactive computer assisted instruction	10%
4. Teacher web-page	10%
C. E-portfolio	
1. Artifact inclusion	15%
2. Web page enhancement	10%
D. Research and Synthesis	15%
1. Research methods for integrating technology into the classroom and create a technology plan that is supported through research using both primary and secondary data.	
E. Final Activity	
1. Presentation of course portfolio	10%
	100%

V. Grade Scale

A=90-100%

B=80-89%

C=70-79%

F=69% and below