EDTC 4301.002
Technology Applications for Classroom Teachers

Spring 2014

Instructor Information:

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Course Web Site: Blackboard - http://elearn.uta.edu

Course Information:

Course Title: Technology Applications for Classroom Teachers
Course Number: EDTC 4301
Semester: Spring 2014
Course Location and Time: Trimble Hall 111
EDTC 4301.001 meets Tuesdays 2:00-4:50 p.m.
EDTC 4301.002 meets Wednesdays 2:00-4:50 p.m.

Catalog Description

This course is for K-12 educators who are interested in integrating technology into teaching and learning. Its focus is on the Technology Applications Texas Essential Knowledge and Skills (TA-TEKS). Participants should gain a greater understanding of the Technology Applications TEKS and how to introduce them into curriculum. Topics include: instructional learning and computer software.

Course Prerequisites:

There are no prerequisites for this course.

Required Materials:

- Tk20*
- Earphones (you will need these to work with audio files)
- Sign up for free accounts on the following websites:
  - Google account at http://www.google.com
The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

**University Mission:**

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.*

**College Mission:**

*The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.*

**Core Values:**

- Effective teaching
- Active learning
- Quality research
- Meaningful service

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

**National Standards:** National Educational Technology Standards for Teachers (ISTE NETS-T)

**I. TECHNOLOGY OPERATIONS AND CONCEPTS**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

## II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

*Teachers plan and design effective learning environments and experiences supported by technology.*

*Teachers:*

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

C. identify and locate technology resources and evaluate them for accuracy and suitability.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

## III. TEACHING, LEARNING, AND THE CURRICULUM

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*

*Teachers:*

A. facilitate technology-enhanced experiences that address content standards and student technology standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students’ higher-order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

## IV. ASSESSMENT AND EVALUATION

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.*

*Teachers:*

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

## V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

*Teachers use technology to enhance their productivity and professional practice.*

*Teachers:*

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

## VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.*

*Teachers:*

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity.

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

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**State Domains and Competencies: Technology Applications**

Available at http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapps_allbegtch.pdf
connections;
1.2k data input skills appropriate to the task; and
1.3k laws and issues regarding the use of technology in society.

1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;
1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;
1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity;
1.5s use technology terminology appropriate to the task;
1.6s perform basic software application functions, including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;
1.7s explain the differences between analog and digital technology systems and give examples of each;
1.8s use appropriate terminology related to the Internet, including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML);
1.9s compare and contrast LANs, WANs, the Internet, and intranets;
1.10s use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick;
1.11s demonstrate keyboarding proficiency in technique and posture while building speed;
1.12s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;
1.13s develop strategies for capturing digital files while conserving memory and retaining image quality;
1.14s discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
1.15s model ethical acquisition and use of digital information including citing sources using established methods;
1.16s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet;
1.17s identify the impact of technology applications on society through research, interviews, and personal observation; and
1.18s demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.

**Standard II.** All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

2.1k a variety of strategies for acquiring information from electronic resources;
2.2k how to acquire electronic information in a variety of formats; and
2.3k how to evaluate acquired electronic information.

2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets;
2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies;
2.3s identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files;
2.4s access, manage, and manipulate information from secondary storage and remote devices;
2.5s use on-line help and other documentation;
2.6s determine and employ methods to evaluate electronic information for accuracy and validity;
2.7s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; and
2.8s identify the source, location, media type, relevancy, and content validity of available information.

**Standard III.** All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;
3.2k how to use research skills and electronic communication to create new knowledge; and
3.3k how to use technology applications to facilitate evaluation of work, including both process and product.
| 3.1s | plan, create, and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings; |
| 3.2s | plan, create, and edit spreadsheet documents using all data types, formulas and functions, and chart information; |
| 3.3s | plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting; |
| 3.4s | demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics; |
| 3.5s | plan, create, and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolored or multisection documents with a variety of text-wrapped frame formats; |
| 3.6s | differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications; |
| 3.7s | integrate two or more productivity tools, including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge, into a document; |
| 3.8s | use technical writing strategies to create products such as a technical instruction guide; |
| 3.10s | use subject matter foundation and enrichment curricula in the creation of products; |
| 3.11s | participate in electronic communities as a learner, initiator, and contributor; |
| 3.12s | complete tasks using technological collaboration such as sharing information through on-line communications; |
| 3.13s | use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences; |
| 3.14s | use technology in self-directed activities to create products for and share products with defined audiences; |
| 3.15s | integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula; |
| 3.16s | design and implement procedures to track trends, set time lines, and review/evaluate progress for continual improvement in process and product; and |
| 3.17s | resolve information conflicts and validate information through research and comparison of data from multiple sources. |

**Standard IV. All teachers communicate information in different formats and for diverse audiences.**

| 4.1s | use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences; |
| 4.2s | demonstrate the use of a variety of layouts in a database, including horizontal and vertical layouts, to communicate information appropriately; |
| 4.3s | create a variety of spreadsheet layouts containing descriptive labels and page settings; |
| 4.4s | demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to communicate effectively; |
| 4.5s | match the chart style to the data when creating and labeling charts; |
| 4.6s | publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, Internet documents, and video; |
| 4.7s | design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences; |
| 4.8s | use telecommunication tools, such as Internet browsers, video conferencing, and distance learning, for publishing information; |
| 4.9s | design and implement procedures to track trends, set time lines, and review and evaluate products using technology tools such as database managers, daily/monthly planners, and project management tools; |
| 4.10s | determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that process and product can be evaluated using established criteria or rubrics; |
| 4.11s | select representative products to be collected and stored in an electronic evaluation tool; and |
| 4.12s | evaluate products for relevance to the assignment or task. |

**Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.**

| 5.1k | planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations; |
| 5.2k | where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks; |
| 5.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum; |
| 5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts; |
| 5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; |
| 5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts; |
| 5.7k how to evaluate the effectiveness of technology-based instruction; and |
| 5.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum. |

5.1s plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups;  
5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology;  
5.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;  
5.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team;  
5.5s provide adequate time for teaching the Technology Applications TEKS;  
5.6s identify and use resources to keep current with technology education;  
5.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;  
5.8s follow guidelines for the legal and ethical use of technology resources;  
5.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;  
5.10s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;  
5.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;  
5.12s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;  
5.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;  
5.14s evaluate appropriately students’ projects and portfolios using formal and informal assessment methods;  
5.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;  
5.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;  
5.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and  
5.18s incorporate new strategies to improve classroom instruction in Technology Applications.  

**Measurable Learning Outcomes:**

The candidate will display the following knowledge, skill, and/or attitudes:

- appropriate use of hardware components, software programs, and their connections. (TExES TA 1.1k) (NETS-T IA)  
- necessary data input skills appropriate to the task when using a computer for instruction or to increase productivity. (TExES TA 1.2k) (NETS-T IA)  
- knowledge of laws and issues regarding the use of technology in society. (TExES TA 1.3k) (NETS-T IA)  
- a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)  
- skills to acquire electronic information in a variety of formats. (TExES TA 2.2k) (NETS-T IVB)  
- skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
- skills to use appropriate computer-based productivity tools to create and modify solutions to problems. (TExES TA 3.1k) (NETS-T IA)
- skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)
- skills to use technology applications to facilitate evaluation of work, including both process and product. (TExES TA 3.3k) (NETS-T IVA) (NETS-T IVC)
- skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
- skills to deliver a product electronically in a variety of media. (TExES TA 4.2k) (NETS-T IIC)
- skills to evaluate communication in terms of both process and product. (TExES TA 4.3k) (NETS-T IVC)
- knowledge to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.1k) (NETS-T IIC)
- knows and understand where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.2k) (NETS-T IIID)
- awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

Attendance and Drop Policy:

Class Attendance Policy: Attendance is required. Absences and tardies are carefully monitored. This is a fast and intense course. Two (2) absences will result in a ceiling grade of B (or a reduction of one letter grade); with three (3) absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences (tardies) will be counted (e.g. coming late/leaving early) with two (2) partial absences equating one (1) absence.

If you are absent for any reason it is your responsibility to obtain the information and any assignments from a classmate and the course calendar. It is the responsibility of the student to keep up with deadlines, assignment due dates, and exam dates. All cooperative group in-class activities will be assigned points. Since these activities require student’s participation in specific class periods, these activities cannot be made up at any other time. If you are absent, you lose the opportunity to earn these points.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Policies:

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three (3) hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Assignments

- All assignments and activities must be completed to obtain a letter grade of A for the course.
• Assignments are due on the date and time specified in Blackboard.
• Do not wait until the last minute to post assignments in Blackboard. This is never a good idea because if there is a problem you will have no time to fix it or get help and may have points deducted for late submission.
• Never email assignments to your instructor without prior permission. If you have a problem posting in Blackboard please call the help desk (817.272.2208) or email them with questions at helpdesk@uta.edu.
• You are responsible for reading the assigned readings and watching the videos, even if they are “never” covered during class lecture. Hands-on activities will take up the majority of class time.
• Any in-class exercises are to be checked off or submitted on the day they are assigned. Group activities require students to be in class to participate in order to receive points.
• Most in-class activities are worth a minimum of 5 points. Students who are not present in class to participate in the activity can only make as much as ½ credit. This excludes group activities that cannot be made up.
• You are responsible for making sure that all assignments and activities that you submit in Blackboard are correct and are the actual ones you want to submit. Check and double check! I will grade whatever you submit. Blackboard will allow you to submit more than one file so if you have submitted the wrong one, you can still submit the correct one. Open the file after you have submitted it to double check!
• Late assignments will be accepted but with a 50% deduction in points. Late assignments are not given top priority for grading. They will be graded before the end of the semester.
• No assignments will be accepted for grading after the last Thursday before final exam week.
• A software program called Deep Freeze has been installed on each laptop. At every new or restart Deep Freeze software completely restores a computer to its original software configuration. It is possible to lose work in progress if a computer experiences any problems and Deep Freeze reboots a machine. Save your work often to a permanent storage space such as your J drive or a flash drive. Check and make sure that your file has been saved where you have directed it to save. Check and double check!
• Do not expect to complete all assignments and activities in class. Time will be provided for those requiring software not available elsewhere on campus, but not for those requiring readily available software.
• Though content is the major criterion for evaluation, writing style, spelling, neatness, etc. are also considered in grading.
• Assignments will be written in complete sentences and there will be no misspelled words.
• All assignments must be word processed unless otherwise stated.

Classroom Rules

All classrooms need rules to maintain the well being and respect of everyone and for everyone.

• Students are expected to observe classroom etiquette and common courtesy to the instructor and fellow classmates.
• Pagers, cell phones, and other electronic devices must be silenced during class.
• Students may not work on assignments for other classes during class unless they have completed the course activity or assignment. Students may not engage in other activities such as talking on cell phones, texting, watching movies, or other off task activities in the classroom.
• When someone is speaking in class or presenting to the class, whether it is your instructor or a classmate, all keyboarding and talking will stop.
• It is your responsibility to keep backup copies of all assignments.
• The instructor reserves the right to make changes to the syllabus and calendar. You can count on changes being made to the calendar. It is kept updated based on what we accomplish in class each week.
• No guests and no children may accompany you to class.
• Do not place food/drink/candy on the tables with the laptops or other technologies. Points will be deducted for eating and/or drinking at your computer station. Keep food and/or drinks on the middle table that does not have electronics on it.
• Before you leave, clean your workstation of debris, and place all keyboards, mice and chairs neatly in place.

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In-Class and Group Activities:

- Bloom’s taxonomy activity (submitted in Blackboard individually saved as PDF) (+5)
- PowerPoint All About Me (practice) (submitted in Blackboard) (+5)
- Excel Pizza activity/grade book/chart (submitted in Blackboard) (+5)
- Paint activity (submitted in Blackboard) (+5)
- Webpage evaluation forms (submitted in Blackboard) (+5)
- KidPix (in-class check off) (+5)
- Video/Video Editing (saved as wmv file submitted in blackboard +10)
- Technology Demonstration (+10)

In-class Activities that are linked to your webpage and included as part of your webpage grade:

- Prezi (covering unit plan embedded in webpage)
- Digital Story (related to unit plan topic)
- Inspiration diagram (converted to jpg)
- Scavenger hunt (PDF)
- Puzzles (2) (PDF)
- Newsletter or flyer (PDF)
- Glog (embedded in webpage)
- Wordle & tagxedo (inserted onto webpage)
- Interactive PowerPoint (related to your topic – saved as ppsx)

<table>
<thead>
<tr>
<th>Three Exams* (worth 30 points each)</th>
<th>60 pts.</th>
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<tbody>
<tr>
<td>Finding Resources for your unit of instruction (A1)</td>
<td>15 pts.</td>
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<tr>
<td>Brochure (A2)</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Digital Story (A3)</td>
<td>30 pts.</td>
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<tr>
<td>Unit of Instruction (Unit Plan) (A4)</td>
<td>50 pts.</td>
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<tr>
<td>Website that supports your unit of instruction (A5)</td>
<td>65 pts.</td>
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<tr>
<td>Participation (includes comments, turning in all assigned work and attendance)</td>
<td>5 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 pts</strong></td>
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*The lowest exam score is dropped.

**Grading Scale**

- 279-300 = A
- 261-278 = B
- 228-260 = C
- 210-227 = D
- Below 210 = F

**Tentative lecture/topic schedule:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Syllabus and calendar, Copyright &amp; Plagiarism, Standards, MavSpace, Microsoft Paint,</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Kid Pix, Word Clouds, Internet Searching</td>
</tr>
<tr>
<td>Week 3</td>
<td>Image editing, PowerPoint</td>
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</tbody>
</table>
Week 4  Microsoft Publisher  
Week 5  Website Evaluation, Building your own Website  
Week 6  Technology for Diverse Students, Graphic Organizers, Inspiration Software  
Week 7  Prezi, Glogster, Building online Scavenger Hunts  
Week 8  Learning Styles, Multiple Intelligences, Exam 1  
Week 9  Digital Story Telling  
Week 10  Google Docs and Bloom’s Taxonomy  
Week 11  Shooting and Editing Video/Social Bookmarking  
Week 12  Interactive PowerPoints (story and quiz)  
Week 13  Microsoft Excel, Exam 2  
Week 14  Website Work Time  
Week 15  Mobi View, Smart Board and Presentations  
Week 16  Final Exam  

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. -- Dr. Dana Arrowood

Assignments:

Your assignments for this class fall into the following categories:

**Multimedia**  
KidPix  
Prezi  
Video Editing  
Photo Story  
Glogster

**Pedagogy**  
Bloom’s Taxonomy  
Software evaluation  
Scavenger hunt  
Puzzles  
Unit of Instruction

**Internet**  
Webpage Design  
Critique Two Websites  
Searching

**Desktop Publishing**  
Microsoft PowerPoint  
Interactive PowerPoint  
Microsoft Word  
Microsoft Publisher

**Spreadsheets and Databases**  
Microsoft Excel  
Microsoft Access

**Graphics Programs**  
Microsoft Paint  
Photo Editing

**Concept Mapping**  
Inspiration

**Cloud Computing (some of these appear in other categories as well)**  
Google Docs  
Prezi  
Glogster  
Flickr

Assignment 1: Resources for your unit of instruction (Internet searching)

Using criteria discussed in class, find 5 online resources that support your unit of instruction. The template to be used is available in Blackboard on the assignments page. An example is available in Blackboard on the Assignments page.

- one software or video resource
- one webquest
- one website (with information on the topic)
• one virtual field trip related to your chosen topic
• a webcam focused on something related to your topic

Due: September 5
Points Possible: 15

Assignment 2: Brochure for your Unit of Instruction

Produce a brochure related to your unit of instruction. You may choose to design a brochure that is to be used as an example for your students if you are going to have them create a brochure as one of their unit plan activities. You can have a different target audience such as parents or caregivers if you choose.

This assignment should meet the following criteria:

• Brochure of 6 panels (3 panels on each side of the page) on an 8.5x11 sheet of paper.
• Content should be in the theme of your unit plan
• Sources of information and graphics must be cited
• Must be produced in MS-Publisher

Due: October 17
Possible Points: 30

Assignment 3: Digital Story

In this assignment, you will be learning to use Photo Story to make a digital story over someone you admire or someone who had had a positive impact on your life. See pages 91-94 in your textbook for additional information.

• 8 pictures
• Appropriate background music (that is not so loud you can’t hear the narration)
• Clear audio
• Title Slide
• Credits Slide

Due: October 31
Possible Points: 30

Assignment 4: Unit of Instruction (Unit Plan)

The template for this assignment is posted in Blackboard. Unit plans submitted without the template provided will receive the grade of zero.

Follow the template carefully. Do not rearrange the sections. See the Assignments page and rubric posted in Blackboard for indepth information.

Due: November 14
**Points Possible:** 45

**Assignment 5: Final Project: Website that showcases your unit of instruction and other work***

Your website will be created in Google Sites. It is possible use a software such as Dreamweaver but you must first get permission from your instructor.

Your website should include at least:

- 5 links to other quality resources for your unit (resources in Assignment 1) that are linked directly from your website, not a word document. The video should be embedded on the webpage.
- 1 graphic image (this may be your tagxedo or wordle)
- Credits to all images on your website
- 12 links to information/content (listed below)
  
  - Prezi (embedded/covering unit plan)
  - Digital Story (embedded/informational over something related to your topic)
  - Brochure (Assignment 2 converted to pdf/in file cabinet)
  - Unit of Instruction (Assignment 4 converted to pdf/in file cabinet)
  - Inspiration project (inserted/converted to jpg file)
  - Word search (or another type of puzzle other than a maze/converted to pdf/in file cabinet)
  - Crossword puzzle (or another type of puzzle other than a maze/converted to pdf/in file cabinet)
  - Scavenger hunt (converted to pdf/in file cabinet)
  - Newsletter or Flyer (converted to pdf/in file cabinet)
  - Tagxedo (png or jpg/inserted onto a webpage)
  - Interactive PowerPoint (saved as ppzx/in file cabinet)
  - Glog (related to your unit plan topic – video, hyperlink, images, text/embedded in a webpage on your site)

**Due:** December 2

**Turn in:** Post your URL in Blackboard on the assignments page and on the discussion board in the appropriate area. No credit will be given if the webpage has not been posted on the Internet.

**Points Possible:** 60

**Note:** It is not recommended that you put personal information such as your real email address or phone number on your website.

**Grade Calculation:**

There are five major assignments, three exams, 12 in-class activities (5 attached to your webpage) and participation points that will determine the course grade. In many cases, the in-class activities are done to teach you the skills needed to create your own project. Others, such as KidPix, will be graded in and you will not create another one.

* The lowest exam grade will be dropped. If you are absent for any reason on the day Exam 1 or 2 is given, you will take the final exam.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-
related grievances as published in the current undergraduate catalog.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

American with Disabilities Act (ADA):

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
**Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).
POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS IN THE COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

The University of Texas at Arlington

Approved by COEHP Professional Dispositions Committee 4-18-2012
Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012
Approved by Teacher Education Council 2-19-2013

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1 This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEHP Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and superintendent Certification Programs in the Department of Educational Leadership and Policy Studies (ELPS).

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I. PROFESSIONAL DISPOSITIONS STATEMENT (Approved by Teacher Education Council, 2-7-2012)

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     o Accepts decisions made by institutional authority.
     o Treats others in a just and equitable manner.
   • Maintains composure and self-control.
     o Responds positively to constructive criticism.
     o Follows appropriate channels of communication/authority.
     o Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
     o Attends classes, trainings, and field experiences.
     o Arrives on time and remains for the duration.
     o Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
   • Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   • Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
   • Uses appropriate and professional language and conduct.

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3 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
• Works effectively, collaboratively, and equitably with others.
• Receives feedback in a positive manner and makes necessary adjustments.
• Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
• Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
• Uses UT Arlington email as official university form of electronic communication and information.
• Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

III. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION

The following procedures will be used to educate and disseminate the COEHP Professional Dispositions statement, guidelines, and information to all students and candidates.

a. The I. Dispositions Statement and II. Professional Dispositions Guidelines are listed in catalog (UG and G) and on COEHP Website (UG and G portals)

b. At first point of contact in the COEHP students/candidates are given the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document.

   i. High School Students – given during information sessions

   ii. Undergraduate Students – given by advising office (COEHP, COLA, COS, UTeach)

   iii. Transfer Students – given by advising office as above

   iv. Graduate Students – graduate advisor

   v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor

c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically ‘agree’ to the Professional Dispositions Statement and Professional Dispositions Guidelines that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEHP. If they do not agree they cannot proceed in the program.

d. The Professional Dispositions Statement will be placed in appropriate program area Handbooks. The URL for accessing the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document will be placed in course syllabuses.

e. Students/candidates complete a Dispositions Education Module\(^4\) within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.

f. Students/candidates will review the Dispositions Education Module prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application

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\(^4\) The Dispositions Education Module will be developed by the Professional Dispositions Committee, and will be subject to Department, College, and TEC Committee approvals as a separate document.
for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

IV. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS POLICY

When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.

a. Official Digressions Report (shown in this document as, V. Digression Report for Use in Cases of Digressions from COEHP Professional Dispositions Guidelines) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.

b. Faculty/staff member submits completed form to chair and/or program director.

c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).

d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.

e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).

f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated Mavspace file.

g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.

h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the College Dispositions Committee to review.

i. The College Dispositions Committee will make a recommendation as to continuance in program or options.

j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.

k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEHP Dean.

l. The appeal will then be forwarded to the University’s Office of Student Conduct.

V. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS GUIDELINES

The College Dispositions Committee will consist of members of each COEHP Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.
The appropriate faculty, staff, administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from COEHP Professional Dispositions Guidelines.

This document indicates **VIOLATIONS** the COEHP Policy and Guidelines for Professional Dispositions (indicated by a check):

**A. Professional Demeanor:** TAC Standards 1.9, 1.10, 2.1 through 3.9
- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students)
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others
  - Accepts decisions made by institutional authority
  - Treats others in a just and equitable manner
- Maintains composure and self-control
  - Responds positively to constructive criticism
  - Follows appropriate channels of communication/authority
  - Reacts professionally (calm and patient) when under stressful situations

**B. Professional Practices:** TAC Standards 1.1 through 3.9
- Complies with class and program requirements
  - Attends classes, trainings, and field experiences
  - Arrives on time and remains for the duration
  - Is prepared, engaged, and meets deadlines
- Demonstrates academic integrity and honesty
- Maintains appropriate confidentiality at all times
- Demonstrates compliance with all laws and regulations
- Demonstrates compliance with university policies and TEA/professional specialty program area standards

**C. Professional Appearance:** TAC Standards 1.7, 1.10, 2.5
- Displays personal appearance and/or hygiene appropriate for professional settings

**D. Professional Language/Communication:** TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
- Uses appropriate and professional language and conduct
- Works effectively, collaboratively, and equitably with others
- Receives feedback in a positive manner and makes necessary adjustments
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals
- Uses UT Arlington email as official university form of electronic communication and information
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:
VI. References
