GENERIC SYLLABUS
(updated 2001)

ETEC 610
EDUCATIONAL TECHNOLOGY 610
INTEGRATING COMPUTERS INTO THE ELEMENTARY AND SECONDARY CLASSROOM

PREREQUISITES
None

COURSE DESCRIPTION
Credit 3 hours. A course designed primarily for experienced teachers that provides an overview of microcomputer applications. Emphasis is placed on providing a working knowledge of and hands-on experience with microcomputers. Topics include selecting and evaluating appropriate computer assisted instruction, relating leading theories to current educational uses of microcomputers, examining research on educational applications of microcomputers, surveying periodicals in the field, and individualizing instruction using computer managed instruction.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

RECOMMENDED TEXTBOOK
Lockard, J, Abrams, P. D., & Many, W. A. (1997). Microcomputers for twenty-first century educators, (4th ed.) New York: Longman.

COURSE OBJECTIVES
Upon completion of this course, the students will be able to:
1. Demonstrate proficiency in using a multimedia computer system and its software
2. Identify the hardware and software components of a microcomputer
3. Identify instructional and non-instructional uses of the personal computer (PC)
4. Define and correctly use computer terminology
5. Relate learning theories to the use of computers
6. Discuss current applications and views about microcomputers in schools from reading current literature
7. Evaluate programs developed for use in the school setting
8. Explain how microcomputers can be used effectively with learning disabled, gifted, culturally diverse and regular students
9. Explain uses of word processing in various disciplines of elementary and secondary grades

10. Demonstrate proficiency in the use of database, spreadsheet, and word processing programs
11. Demonstrate proficiency with use of system software
12. Demonstrate proficient with the use of IBM compatible and/or Apple Macintosh computers
13. Effectively use electronic mail, The Internet, and The World Wide Web
14. Demonstrate ability to use computers in the classroom
15. Demonstrate ability to use Power Point to make presentations

COURSE EVALUATION

The students will be able to demonstrate proficiency in the use of the computer and programs listed in the above objectives on two performance-based tests. They will also submit a portfolio at the conclusion of the semester, which gives an overview of their skills in the above objectives.

WRITING STYLE

Written work in this course must be completed in APA style.

REFERENCE LIST

Grabe, Mark & Grabe, Cindy (1998) . Integrating technology for meaningful learning Boston, MA: Houghton Mifflin.

International Society for Technology in Education (2000). National Educational Technology Standards for Students: Connecting Curriculum and Technology. Eugene, OR: International Society for Technology in Education.

Papert, Seymour. (1993). The children's machine. New York, NY: BasicBooks.

Roblyer, M. D. (1997) . Integrating the internet into your classroom. Upper Saddle River, New Jersey: Prentice-Hall.

Ryder, Randall James & Hughes, Tom (1997) . Internet for educators. Upper Saddle River, New Jersey: Prentice-Hall.

Simonson, Michael R. & Thompson, Ann (1994) . Educational computing foundations. NewYork, NY: Macmillan College Publishing Company.

Vockell, Edward L. & Schwartz, Eileen M. (1992) . The computer in the classroom.
Watsonville, CA: McGraw-Hill.