

**University of Regina  
Faculty of Education**

**ECMP 355**

**Computers in Education**

**Time: Mondays & Wednesdays, 10:30-12:20 (010)  
Varied synchronous times for online sections (398,399)**

**Instructor: Alec Couros Office: #383**

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**Course Website: <http://education.uregina.ca/technology/ecmp355>**

**Instructors Blog: <http://www.educationaltechnology.ca/couros>**

**WebCT Area: <http://www.uregina.ca/webct> (requires login)**

**1.0 Course Description and Objectives:**

**1.1 Course Description:**

This course is designed to introduce undergraduate students to computer use in an educational setting. No previous computer experience is necessary, although students may need to individually practice keyboarding skills, become familiar with the basics of word processing and become proficient in file management and navigation in various computing environments (Windows, Mac OS, Linux). These skills are not taught specifically in this course. The course examines trends, issues, and futuristic scenarios on instructional uses of computers, and is designed to facilitate the use of computing technology in a school-based learning/instruction/constructivist perspective rather than in a hardware/programming perspective. Throughout this course, students will gain hands-on experience in working through the skill component of using technology appropriately in schools, with a special emphasis on integrating technology into the school curriculum.

## **1.2 Course Objectives:**

As a result of this course, students will be able to:

1. Develop knowledge, skills and confidence in using technology appropriate to K-12 classrooms.
2. Develop awareness of computer-based learning resources and strategies to increase their effectiveness.
3. Develop an understanding of basic terms and concepts relating to technology in the classroom.
4. Develop a basic understanding of e-mail, the Internet, multimedia resources and to learn ways of integrating these tools into the classroom.
5. Explore, in depth, computer applications in areas of specific relevance to individual teaching area and level.
6. Examine the impact of technology on teaching and learning.
7. Gain the understanding and skills related to the appropriate integration of technology into learning and teaching environments (e.g., be able to select and critique content and appropriate technology).
8. Create useful resources integrating technology components - appropriately related to content.
9. Explore different learning theories and explore how each may relate to using technology in the classroom.
10. Have fun and feel comfortable using technology in teaching/learning situations.

## **2.0 Resource Materials:**

There is no required text for this course at this time. During the course, a variety of materials will be distributed in class. These will mainly be for use in class and there will be no additional materials charge.

Recommended text: Robyler, M.D., & Schwier, R. (2003). *Integrating technology into teaching: Canadian edition*. Toronto: Prentice Hall.

The online course website is available at:

<http://education.uregina.ca/technology/ecmp355>

This is a key resource for the course where additional resources can be found.

Common Internet resources related to the course will be available at the iTeacherEd website (<http://education.uregina.ca/iteachered>). It is important that you are familiar with this resource.

### **3.0 Special Announcements**

#### **3.1 Special Needs**

If there is any student in this course who, because of a disability, may have a need for accommodations, please come and discuss this with me, as well as contacting the Coordinator of Special Needs Services at 585-4631.

Additional information on this subject can be found on the ECMP 355 course web site.

#### **3.2 Attendance and Punctuality**

Regular and punctual attendance is expected (university policy) at all times. It is especially important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students.

Students who miss a class are responsible for all material covered during that class as well as any assignments given or submitted. Please e-mail me, phone and leave a message, or tell me in person if you are going to be absent or late.

#### **3.3 Late Assignments**

Deadline dates for assignments will be established at the beginning of the semester. Students are expected to submit assignments no later than the due date (early submissions are gladly accepted). One mark will be deducted for each day late.

### **4.0 Proposed Assignments and Assessment**

#### **4.1 Practical Lab Component (10%)**

This 10% will be allocated to weekly in-class lab assignments such as blogging reflections, evaluating software, critiquing websites, evaluating virtual tours, etc. These lab assignments will be identified explicitly in the week-by-week descriptions on the course website. Additionally, your instructor will introduce each tech task as it is assigned. In most cases, these assignments are designed and expected to be completed in class time. If, however, this becomes impossible, then the work must be completed and submitted at the start of the next class after the class it has been introduced. Late tech tasks will not be accepted without reasonable excuse.

#### **4.2 Class participation and attendance (10%)**

Class participation and regular attendance are key components to success in a hands-on learning environment. ECMP 355 relies on this active learning style in order to ensure the achievement of learning goals and objectives for its students. Therefore, active participation and regular attendance play a key role in your success as a learner. Additionally, classroom participation extends well beyond the face-to-face classroom and must be evident in online discussions (e.g., WebCT) and in your blogging/commenting/pinging activities.

#### **4.3 Personal Web Log (25%)**

Web logs (blogs) have become powerful personal writing tools. They are an excellent tool for reflection and for knowledge organization. In this class, you will be expected to keep a personal blog which relates to ICT integration. What you write is mostly up to you, but there will be directed posts from your instructor from time to time. Throughout the course, your blog should demonstrate:

- careful thought and synthesis of course and related material,
- thoughtful responses to assigned topics,
- organization of gathered resources, and
- personal learning and growth.

#### **4.4 Major Project (30%)**

Students will develop a major unit-like project with a major focus on integrating technologies learned throughout the course. This assignment will need much attention throughout the duration of the course. See the course site for past former student projects and an overview of the assignment.

#### **4.5 Electronic Portfolio (WebPage) Development (25%)**

Individual students will develop a professional electronic portfolio. The process will involve several stages including: introduction to educational web pages and portfolios, exploration and classification of web pages, research of proper guidelines for electronic portfolios, planning and development of the professional portfolio, consultation with the instructor, and finally, creation.

**There is no final examination for ECMP 355.**

### **5.0 Outline of Topics by Module**

Specific outline of topics are subject to change.

Topics by module are available on the course web site at:

<http://education.uregina.ca/technology/ecmp355>