

**University of Regina
Faculty of Education**

ECMP 455 (010)

Computers in Education – Advanced Level

Time: WebTrain Sessions Wed. 1:30-3 (398), Wed 6:30-8 (399)

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Course Website: <http://education.uregina.ca/technology/ecmp455>

1.0 Course Description and Objectives:

1.1 Course Description:

This course is designed for senior undergraduate students and practicing teachers who are familiar with the basics of computer technology skills and its pedagogical importance in education. Most students taking this course would have already taken ECMP 355 or would be able to demonstrate their knowledge of the content of ECMP 355. *Students who wish to register for this class and who have NOT satisfactorily completed ECMP 355 need to meet with the course instructor prior to registering for ECMP 455*

ECMP 455 will offer undergraduate students who are specializing in teaching at the K-12 levels a more in-depth exploration of the use of and integration of information and communication technologies (ICT) in the classroom. The course examines trends, contemporary issues, and futurist scenarios related to ICT integration, and the course discussions reflect a constructivist/connectivist stance, rather than taking a hardware/programming perspective. Where ECMP 355 offers a survey of ‘**what**’ types of things are possible with ICT in the classroom, ECMP 455 continues more thoroughly to answer the questions of ‘**why**’ we should use ICT, and ‘**how**’ we can use it appropriately. Although ECMP 355 also begins to answer these questions, ECMP 455 has a much more theoretical feel, and attempts to venture deeper into these important questions.

For now, this course loosely uses WebCT as a course management tool. WebCT has several tools that may facilitate communication through the course including email tools, chat rooms and a bulletin-board tools. Additionally, there are several others tools that will be used throughout the course including a class weblog, a collaborative wiki, instant messaging and other tools to be announced. Of course, telephone calls and face-to-face visits with the instructor (where possible) are always welcome. Through whatever medium, it is essential in this class that students will use various means of communication to collaborate with the instructor and with other students. Be sure to become familiar and comfortable with these various forms of communication early in the course.

All students will be expected to know '*how*' to create a webpage and be able to demonstrate some of what they know about the use of ICT through the design and content of web-based projects. Students who have already created an electronic portfolio will have the opportunity to extend this project to greater depth. Students will also be expected to incorporate advanced multimedia techniques into their projects and to publish these creations on the web. While the course outline looks the same for all students, ECMP 455 is ideally 'choose your own adventure', where students in the course may have different end-points determined by the learning you decide to follow.

1.2 Course Objectives:

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

1. Extend knowledge, skills, and confidence in using technology appropriate to K-12 classrooms.
2. Extend awareness of computer-based learning resources and strategies for their effectiveness.
3. Extend understanding of basic terms and concepts relating to technology in the classroom.
4. Extend understanding of e-mail, the Internet, multimedia resources and ways of using these resources in the classroom.
5. Explore, in depth, computer applications in areas of specific relevance to individual teaching area and level.
6. Integrate technology effectively into teaching/learning situations (i.e., be able to select appropriate content and appropriate technology).
7. Compile lesson/unit plans involving technology components--appropriately related to content, and/or create an entire unit using the computer and combining word processing tools, graphics, web page design tools, and so on.
8. Explore and critique issues such as: the adaptive dimension, diversity, remediation, enrichment, gender equity, and other equity issues as they relate to (a) computer access, (b) budget, (c) curriculum demands, (d) stakeholder groups.

9. Critique and discuss currents of educational technology theory, basic instructional design methodologies, and explore current issues in the implementation of instructional technology into K-12 schools.
10. Have fun and feel comfortable using technology in teaching/learning situations.

2.0 Resource Materials:

Recommended Course Text: *Learning to Solve Problems with Technology – A Constructivist Perspective (Second Edition)* – By D. Jonassen and J. Howland

Electronic articles will also be distributed through the duration of the class (linked from the ECMP 455 course site). Students will be expected to read relevant articles, blog postings and to participate in course discussions, which means, students will read each other.

3.0 Proposed Assignments and Assessment

- 3.1 Completion of in-class assignments (e.g., tech. tasks, material evaluations, etc.)
10%
- 3.2 Class participation, evidence of having studied assigned readings, participation in online discussion forums and the group blog, online attendance, etc.
10%
- 3.3 Personal blog. Students should show evidence of reading, synthesis and writing of material relevant to ICT integration in the classroom, as expressed through a blog. Interaction with other bloggers and their material will be important for success.
15%
- 3.4 Written component – short research paper.
20%
- 3.5 Major project. Curriculum-based, technology-infused with many possibilities.
25%
- 3.6 Individual on-line portfolio of work completed for this class (and other professional work) teaching philosophy, resume-type section for future job prospects, etc.
20%

University and Faculty of Education Regulations: A Summary

1. Attendance and Punctuality

Regular and punctual attendance is very 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.

2. Cheating

This includes but is not limited to dishonest or attempted dishonest conduct at tests or examinations, in which use is made of books, notes, diagrams or other aids not authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others, and purposely exposing or conveying information to other students who are taking the test or examination. (University of Regina General Calendar, 2000-2001, p. 30).

3. Harassment

The University of Regina promotes a learning environment that is free of all forms of harassment and discrimination.

4. Late Assignments

Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments should be noted in the course syllabus. (For example, some instructors deduct one mark for each day late.)

5. Plagiarism

The Faculty of Education encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student's responsibility to acknowledge the sources when submitting work for credit.

6. Special Needs

Students who, because of a disability, may have a need for accommodations, please discuss this with your instructor as soon as possible. You could also contact the Coordinator of Special Needs Services at 585-4631.

7. Unprofessional Conduct

The Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education programs. The procedures specify processes for screening, regulating and monitoring professional conduct.