HTH 101 E: Introduction to Technology in Education

Odyssey Pre-service

Instructor:	Ben Daley
Contact Info:	bdaley@hightechhigh.org
Class Meetings:	August, New Teacher Odyssey (1 class)
Location:	HTH International – UN Theater
Course Credit:	1 credit (8 hours of instruction)

Course Description

Pre-service course HTH 101 E provides an introduction to the role of technology in the classroom. Interns become familiar with how to use basic technology to support classroom learning for all students. Assistive Technology tools are discussed, specifically as they relate to individual students with mild/moderate disabilities. Interns use technology as a tool to create a school community that promotes universal design principles across content areas.

Course Objectives

Upon completion of course HTH 101 E, Interns will:

1) *Are familiar with how to provide opportunities to establish and work in partnerships to design, implement and evaluate appropriate, integrated services based on individual student needs.*

2) *Are familiar with how to use multiple sources of information in order to participate in progress monitoring and decision making regarding eligibility & services.*

3) *Understand how the use of computer-based technology can facilitate the teaching and learning process.*

4) *Demonstrate satisfactory performance based on the Teaching Performance Expectations (TPE's).*

<u>**Course Textbooks and Resources**</u>

Alliance for Assistive Technology. (2004). *Computer Resources for People with Disabilities. (*4th ed).
    Alliance for Technology Access.

Richardson, W. (2006). *Blogs, Wiki's and Podcasts.* Corwin Press. (Select Readings)

Tentative Course Schedule for HTH 101 E: Introduction to Technology

Session #1 Overview & Course Requirements	**DUE TODAY!**
What is Technology in the 21st century? o Is technology only the use of hardware and software? o What technology do you use? **In small groups, discuss Universal Design principals:** o What are these and how can they be incorporated across the curriculum? o What is meant by "equal access?" o Do all students have access to the curriculum? o How do new building designs incorporate these principals? o How do we as teachers incorporate low tech solutions into our classrooms and learning communities? **Role of Technology in the Classroom…Blogs, Wiki's, Digital Portfolios** a) What are these tools? b) How can you use these in your classroom? **In small groups, address each of the following:** o What needs to change about our curriculum as our students have a larger audience outside of the classroom? o How do we need to rethink our ideas of literacy when we prepare our students to become readers, writers, editors, and collaborators? o At what age does this collaboration process begin? **Develop your own Digital Portfolio** o What information does it need to have? o Classroom News o Calendars/Upcoming Events o Project Due Dates o One-Stop Shop Links (such as: College Board**,** ACT**,** Assistive Technology**,** Podcasts, Homework and Additional Resources) **Small group discussion**	<u>**Readings**</u> ❖ Chapter 1, "Alliance for Technology Access" <u>**Reflection Prompt**</u> ➢ What is your current understanding and use of technology? ➢ Describe how you might use tech in your classroom now…in five years…in ten years? ➢ Identify resources that can assist you to achieve your goal. <u>**Assignment/Project**</u> • Digital portfolio • Course evaluation

- Create a vision for your school and classroom community.
- Chart what this vision looks like for you individually, for your classroom and school site community. How does this impact student learning?
- How can we use these technological tools to monitor student progress?
- What does peer/buddy support look like? How can paraprofessional responsibilities be incorporated into a digital format (i.e. Digital Portfolios, Record Keeping, and Parent Correspondence)?

Course Requirements	Due	100 Points Possible
Attendance and Participation Attendance is required for all classes. Intern classes are designed for active participation. Missing class more than once results in having to repeat the class.	Session 1	20
Reflections It is important both to think about the "how" of practice and the "why." Reflections are a combination of classroom observations, in class discussions, and thought provoking teaching practices. Two reflective writings per course are submitted in the Intern's portfolio.	Session 1	20
Digital Portfolio Create a digital portfolio (in Google sites) complete with a calendar, classroom news, due dates and helpful links.	Session 1	60
Grading Criteria Interns are graded at the completion of this course in accordance with the following criteria:		
Exceeds Standards Outstanding knowledge of course content demonstrated; attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.		90-100%
Meets Standards Good knowledge of course content demonstrated; attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor; professionalism reflected in class participation and outside written work.		80-89%
Needs Development Below average knowledge of course content demonstrated assignments missing; or class participation and/or outside written work were below average. A grade of "Needs Development" must be made up and converted into a "Meets Standards" grade within three weeks.		70-79%
Below Standards Failure. Any "Needs Development" grade that is not made up within four weeks automatically converts to a "Below Standards" grade. Interns receiving a "Below Standards" grade may be dropped from the program.		69% or below