

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
FALL 2003
COURSE SYLLABUS

Instructor: Amy Coleman
Office: 205D Gooch Hall
Phone: 587-7167 (Office)/ 587-4112 (Home)
Email: acoleman@utm.edu
Office Hours: MW – 9:00 – 11:00; 1:00 – 2:00
T/TH – 9:00 – 10:00; 1:00 – 2:00

I. COURSE NUMBER AND TITLE

Human Learning 311 - Computers and Learning

II. SEMESTER CREDIT HOURS

Three Semester Credit Hours
No prerequisites

III. CATALOG DESCRIPTION/PURPOSE

This course provides familiarization with the microcomputer as pertains to the young learner. Familiarity with commonly used computer terminology, development of an awareness of different types of software, ability to determine what constitutes good quality software, and development of an awareness of Internet skills as a tool in the classroom. Study of various applications where the computer is used as an instructional tool.

IV. RATIONALE

Obviously, the computer and its use to the public school teacher and his/her students are past the point of debate. What is debatable is what exactly constitutes a beginning undergraduate computer education course. In this particular course, the rationale was determined from current periodical writings on the subject, what the state expectations are, and finally, and perhaps most importantly, content was based on the needs of the clientele. For those students who have had no exposure to the computer, this course should provide the necessary background for them to be minimally functional with the microcomputer and its use in the public school classrooms in Tennessee.

V. TEACHER EDUCATION MODEL

The UT-Martin Teacher Education Program is designed to develop teachers who facilitate learning by engaging in methods and strategies, which can transform students from passive recipients of information into active participants in their own intellectual growth. As a result teachers need to be reflective practitioners, capable of reviewing, instructing, reenacting, and critically analyzing their own and their students' performance. Thus the UT-Martin Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice.

The following components represent the knowledge and skills a facilitator of learning are expected to develop.

- A. Knowledge, Skills, and Application
- B. Reflective Practice
- C. Professional and Ethical Behavior

VI. Objectives and Goals

The objectives for Human Learning 311 are based on [ISTE Technology Standards](#) for preservice teachers. Upon completion of the general preparation component of their program, prospective teachers should:

A. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the [ISTE National Education Technology Standards for Students](#))
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

B. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

1. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
2. apply current research on teaching and learning with technology when planning learning environments and experiences.
3. identify and locate technology resources and evaluate them for accuracy and suitability.
4. plan for the management of technology resources within the context of learning activities.
5. plan strategies to manage student learning in a technology-enhanced environment.

C. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, which include methods and strategies for applying

technology to maximize student learning. Teachers:

1. facilitate technology-enhanced experiences that address content standards and student technology standards.
2. use technology to support learner-centered strategies that address the diverse needs of students.
3. apply technology to develop students' higher order skills and creativity.
4. manage student learning activities in a technology-enhanced environment.

D. ASSESSMENT AND EVALUATION.

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

1. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
2. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
3. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

E. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice.

Teachers:

1. use technology resources to engage in ongoing professional development and lifelong learning.
2. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
3. apply technology to increase productivity.
4. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

F. 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 those principles in practice. Teachers:

1. model and teach legal and ethical practice related to technology use.
2. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
3. identify and use technology resources that affirm diversity
4. promote safe and healthy use of technology resources.
5. facilitate equitable access to technology resources for all students.

VII. Course Content and Activities

Methods and activities for instruction include:

General Methods

- A. Demonstrations
- B. Lecture
- C. Individual Projects

- D. Laboratory Experiences
- E. In-Class Activities

VIII. EVALUATION PROCEDURES:

1. **Examinations:** There will be three scheduled examinations plus the final. Exams may include objective sections and/or discussion. Each exam will be worth 100 points. Quizzes will be given at instructor's discretion. Quizzes will be worth 10 – 15 points. It is the students' responsibility to schedule an appointment with instructor to make up an exam.
2. **Class Assignments and PowerPoint Presentation:** Assignments are the major part of this class. They will be evaluated based on their assigned number of points. Late assignments will be accepted up to two days past the original date, but there will be 5 points deducted each day past the due date. After that time, assignments will not be accepted. If an extreme emergency precludes you from turning an assignment in on time, please contact instructor. Many of the assignments will be completed in class. If not, then it is your responsibility to complete them out of class as scheduled. Each class assignment is worth 25 points (unless noted otherwise). The PowerPoint presentation assignment is worth 100 points.
4. **Software Evaluations:** Each student will review an assigned number of software/CD programs and turn in their evaluations. A majority of the evaluations should pertain to the student's major area of study. The remaining evaluations may be CD's and/or software in or out of your major area. Each evaluation is worth 25 points.
5. **Attendance, Participation, Promptness, Attitude, etc.:** Students must attend class, as a majority of the assignments will be completed at this time. Three absences are allowed. A letter grade deduction will be given after the fourth absence. **BE IN CLASS ON TIME.** Being on time for class allows the student to be ready to maximize this time to the fullest. Three tardiest equal one absence.
6. **Grading:** Final grade will be determined by the percentage of total points from all sources. Grades will be determined on a percentage of the total.
 - A = 90 - 100%
 - B = 80 - 89%
 - C = 70 - 79%
 - D = 60 - 69%
 - F = 0 - 59%
7. **Exemption Policy:** A student will be eligible for exemption from the final if:
 - a. **Has achieved at least a 90% average on all work**
 - b. **Turned in all assignments on time.**
 - c. **Attended all classes**
 - d. **Instructor approval**
8. **Honesty and Cheating:**
 - a. Any student caught cheating is subject to immediate failure and other disciplinary action.
 - b. Any student that chooses to plagiarize is subject to immediate failure and other disciplinary action.
 - c. The policies explained within the student handbook regarding this section will be enforced.

IX. TEXTBOOKS

Lowther, Deborah, and Morrison, Gary. *Integrating Computer Technology into the Classroom*. Upper Saddle River, New Jersey: 2002

X. REFERENCES FOR OBJECTIVES/GOALS

1. Ambron, S., and Hooker, K. (1990). *Learning and Interactive Multimedia: Developing and Using Multimedia in Education*. Washington: Microsoft Press.
2. Bacon, J. and Sindt, R. (1997). *Understanding and Using Netscape Navigator*. Minneapolis: West Publishing.
3. Brownell, G. (1992). *Computers and Teaching*. St. Paul, West Publishing Co.
4. Bultmann, J., Miller, C., Tracy, E., Grayson, S. Matson, L. (1993). *Aldus Persuasion Manual*. Aldus Corporation, Seattle, Washington.
5. Cunningham, C. (1998). *Instructional Technology for Teachers*. Boulder: Coursewise Publishing.
6. Flake, J., McClintock, C.E., & Turner, S. (1990). *Fundamentals of Computer Education*. Wadsworth Publishing Company, Belmont, California.
7. Geisert, P. & Futtrell, M. Teachers. (1990). *Computers, & Curriculum*. Boston: Allyn Bacon Co.
8. Merrill, P., Hammons, K., Vincent, B., Reynolds, P., Christensen, L., and Tolman, M. (1996). *Computers in Education*. Boston: Allyn & Bacon.
9. *Microsoft Works Manual*. (1994). Microsoft Corporation. Seattle, Washington.
10. Ryder, R.J., & Hughes, T. (1997). *Internet for Educators*. Upper Saddle River, NJ: Prentice-Hall, Inc.
11. Shelly, G., Cashmen, T., and Jordan, K. (2001). *Netscape Navigator 6*. Danvers, MA: Boyd & Frasier Publishing Co.
12. Lowther, Deborah, and Morrison, Gary. (2002). *Integrating Technology into the Classroom*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Selected software relating to secondary and elementary education. Various videos relating to computers and education. Various pieces of hardware utilized to enhance the teaching of this course, such as microcomputers, printers, LCD's and CD's.

XI. PREREQUISITES

None

XII. FACULTY FREQUENTLY TEACHING COURSE

Amy Coleman and Dr. Glenda Rakes

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

All Teacher Education Programs

XIV. STATE TECHNOLOGY MATRIX COMPETENCIES

The following are the state technology matrix competencies to which this course teaches: State Technology Standards - A, B, C, D, E, F, G, & H.

STATE PROFESSIONAL EDUCATION MATRIX COMPETENCIES

The following are the state matrix competencies to which this course teaches:
State Standards - IA, IB, IC, ID, IF, IIA, IIC, IIE, IIF, III, IIL, IIIE, IVA, IVB, IVC, VA, VB, VC.

***Note**

"Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester."