

EDUC 525: Integrating Technology into the Curriculum to Support Learning and Inquiry – Fall 2004 - 1 credit

Instructors:

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Course Description

Integrating Technology into the Curriculum to Support Learning and Inquiry examines three questions in order to begin developing ideas around how to integrate technology into curricula that creates access to learning for a range of students.

- What technologies can support student inquiry?
- When can technology be meaningfully integrated into curricula?
- What types of learners can be supported by technology integration choices?

The course is structured as a mini-curriculum designed to provide a model of and to engage participants in an authentic, project-based learning experience using both technology and non-technology tools. Participants will continuously reflect on their experiences in the course as a learner and as a teacher in an effort to answer the anchoring questions. While curriculum development and pedagogy are at the heart of the course, participants will also learn how to: use a scanner; use Adobe PhotoShop to manipulate digital images; use a digital still camera; use a digital video camera; and use PowerPoint to create a multimedia presentation. Students will discuss teaching these skills to their students in support of inquiry-driven learning.

Session Dates

Session 1: Thursday, November 4
Session 2: Thursday, November 11
Session 3: Thursday, November 18
THANKSGIVING BREAK
Session 4: Thursday, December 2
Session 5: Thursday, December 9
Session 6: Thursday, December 16

Attendance

- In order to fully benefit from this course and to assure that you can successfully complete course assignments, you are expected to attend all 6 sessions. We will ask you to sign an attendance sheet every session.
- We will begin promptly at 7:00. Your punctuality is very important.
- If you must be absent, please inform us of your intended absence. Please leave a voice message for Andrea Brothman at 212-875-4549 or Kira Kingren at 212-875-4687. If your absences exceed one (1) session, you may be asked to complete an additional assignment. Please be aware that excessive absences or repeated lateness can result in a negative effect on your final grade for this course.

Students with disabilities

If you are a student with a disability and are eligible for accommodations, please inform us as soon as possible. Bank Street College complies with the ADA and has an Office of Disability Services. To self-identify or obtain information, please contact Olga Romero, Chairperson of the Department of Bilingual and Special Education and Coordinator of the Office for Students with Disabilities at 212-875-4468, room 636.

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Session 1 – Introduction

Video Circle Story – Introducing video use with children

Introduction to the mini-curriculum - Studying NYC Subway Stations

Virtual Field Trip - Using the web as a resource & structuring online experiences

Homework:

- Readings for next session
- Written Assignment 1: Reflect on yourself as a learner. Write about 2 learning strengths and 2 learning challenges. Due next session.
- Written Assignment 2: *Central Park PowerPoint* (on CD). Due next session.
- (optional) Work with a Tech Fellow on PowerPoint

Session 2 - Data Collection

Readings for this session:

Jonassen, D. H., Howland, J., Moore, J., & Marra, R. M. (2003) *Learning to solve problems with technology: a constructivist perspective* (2nd ed.).

- Introduction, pp. 10 - 15
 - Chapter 3: Learning From the Internet: Information to Knowledge Through Inquiry Jonassen, et al

Optional Reading:

- Chapter 5: Learning by Visualizing with Technology: Recording Realities With Video pp. 122 – 133, 147 - 152

Central Park PowerPoint - Examining a student-produced multimedia presentation

Field Trip to 110th Street Cathedral Parkway Subway Station - Documenting experience

Printing out pictures and sharing - Using images to remember and retell

Homework:

- Readings for next session
- (optional) Work with a Tech Fellow on PowerPoint

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Session 3 - Planning and Assessing Design

Readings for this session:

- Chapter 6: Learning by Constructing Realities with Hypermedia (pp. 163-177 half way down the page)

Optional reading:

- Chapter 6: pp. 177-188

Examine the design of a teacher-produced PowerPoint

Develop a rubric together for assessing the final multimedia project - Communicating with multimedia

Organize and Digitize data

Storyboard a 2-slide PowerPoint

Review final project options

Homework:

- Web Assignment 1: Post questions to our subway station expert. Due before next session.
- Web Assignment 2: Listen to on-line Interview
Dr. David Rose, co-founder of CAST (Center for Applied Special Technology)
Digital Textbooks and Universal Design
George Lucas Educational Foundation Radio Show: “Edutopia”
<http://www.glef.org/php/radio.php?id=R53>
- (optional) Work with a Tech Fellow on PowerPoint

Session 4 – Universal Design and Production I

No Readings for this session

What is Universal Design for Learning? - Supporting diverse learners with multimedia

Create PowerPoint using images, text and audio

Homework:

- Readings for next session.
- Web Assignment: Read the National Educational Technology Standards (NETS) for Students (http://cnets.iste.org/students/s_stands.html) and NETS for Teachers (http://cnets.iste.org/teachers/t_stands.html)
- Written Assignment: Analyze technology integration in ISTE lesson.
Due next session.

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Session 5 - Production II and Assessing Content

Readings for this session:

- Chapter 9: Assessing Constructive Learning and Problem Solving with Technology

Discuss your evaluation of a technology-integrated lesson (written assignment).

Develop a rubric for assessing the content of PowerPoint presentations

Continue work on PowerPoint Presentations

Homework:

Readings for next session

Session 6 - Sharing Presentation and Looking Ahead

Reading for this session:

Zhao, Y., Pugh, K., Sheldon, S. & Byers, J. (2002) Conditions for classroom technology innovations. *Teachers College Record, Volume 104, Number 3*, pp. 482-515 (Specific sections will be assigned to small groups.)

Optional reading:

McKenzie, Jamie (2001) "Head of the Class: How Teachers Learn Technology Best" online at <http://electronicschool.com/2001/01/0101f2.html>

Discuss "Conditions for Classroom Technology Innovations"

Use design and content rubrics for self-assessment

Share projects and self-assessments

FINAL PROJECT DUE DECEMBER 23rd

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Bibliography

Required texts:

George Lucas Educational Foundation Radio Show: “Edutopia”
Thursday, November 21, 2002
Guest: Dr. David Rose
Topic: Digital Textbooks and Universal Design
(Online at <http://www.glef.org/php/radio.php?id=R53>)

Jonassen, D. H., Howland, J., Moore, J., & Marra, R. M. (2003) *Learning to solve problems with technology: a constructivist perspective* (2nd ed.).
(Available at the Bank Street Bookstore -- inquire at the information desk upstairs and at the Bank Street Library circulation desk.)

McKenzie, J. (2001) *Head of the Class: How Teachers Learn Technology Best*
(Online at <http://electronicschool.com/2001/01/0101f2.html>)

Rose, D. & Meyer, A. (2001) *The Future is in the Margins: The Role of Technology and Disability in Educational Reform*. Department of Education, Washington, DC: Office of Educational Technology. (handout)

Zhao, Y., Pugh, K., Sheldon, S. & Byers, J. (2002) Conditions for classroom technology innovations. *Teachers College Record, Volume 104, Number 3*, pp. 482-515.
(In the Bank Street Library Wilson Select database. Search using the keywords Zhao + innovations.)

For further reading:

Bruner, C. & Tally, W. (1999) *The new media literacy handbook: an educator's guide to bringing new media into the classroom*. New York: Doubleday.

Cuban, Larry. (1986) *Teachers and Machines: the classroom use of technology since 1920*. New York: Teachers College Press.

Ewald, Wendy & Lightfoot, A. (2001) *I Wanna Take Me a Picture: teaching photography and writing to children*. Boston: Beacon Press.

Goodman, Steven. (2003) *Teaching Youth Media: a critical guide literacy, video production and social change*. New York: Teachers College Press.

Moline, Steve. (1995) *I See What You Mean: Children at work with visual information*. York: Stenhouse Publishers.

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Tyner, Kathleen. (1998) *Literacy in a Digital World: teaching and learning in the age of information*. Mahwah: Lawrence Erlbaum Associates, Inc.

Warlick, David. (1999) *Raw Materials for the Mind: Teaching and Learning in Information and Technology Rich Schools*. Raleigh: The Landmark Project.

Websites for further information:

George Lucas Educational Foundation (GLEF)

<http://www.glef.org>

The Center for Applied Special Technology (CAST)

<http://www.cast.org>