



FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION

DEPARTMENT OF MIDDLE GRADES, SECONDARY  
& SPECIAL EDUCATION

**The instructor reserves the right to adjust the syllabus as necessary throughout the semester.**

**I. LOCATOR INFORMATION**

Course Number/Name :	EDUC 210- Computers in Education
Semester Hours of Credit	3.0
Semester:	Fall 2009
Times/Days Class Meets:	TR 9:30 – 10:50am TR 12:30 – 1:50pm
Class Location:	BU 317
Instructor:	Reeshemah Parkinson-Johnson
Contact Information:	BU 247 (910)-672-2475 rpjohnson@uncfsu.edu

**II. COURSE DESCRIPTION**

This course is an introduction to computers as well as to educational technology and its usages in facilitating learning. The course includes the history of computers in education, ethics in technology, appropriate hardware, software and systems connectivity, elementary computer operating procedures, computer applications, teaching and learning theories for diverse populations, instructional technology, technology integration, web evaluation rubrics, evaluating educational technology, and, more. The activities presented in this course will assist the student

in acquiring essential education technology knowledge and in developing the skills necessary to become "**The Education Professional Facilitator of Learning**".

### III. GENERAL OBJECTIVE:

This course will enable prospective K-12 teachers to increase their knowledge and skills in instructional technology, computer education, technology integration, and evaluating educational technology. Additionally, an increased understanding of the impact of this technology on learners, teachers, and society will be obtained.

### IV. TEXTBOOKS:

Shelly, G., Cashman, T., Gunter, R., & Gunter, G. (2002). Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom (5th ed.). Boston, MA:Course Technology.

<http://oc.course.com/sc/tdc5/index.cfm>

### V. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

### VI. COMPETENCIES

#### SDPI Course Competencies

This course is a part of the Professional Studies sequence for all teacher preparation candidates. It is designed to meet the following guidelines and specific competencies as delineated by the North Carolina State Department of Public Instruction (SDPI). All educators should be able to:

- 1.0 Demonstrate an appropriate understanding of the basic concepts of hardware and software in relation to the use of the computer by:

- 1.1 Displaying general knowledge of computer technology, particularly as it relates to hardware and software applications.
  - 1.2 Exhibiting familiarity with the basic components of a computer system; e.g., input/output, storage, central processing unit.
  - 1.3 Performing computer operations: on-off sequence, loading, running, saving, copying programs, printing program output.
- 2.0 Demonstrate knowledge of the capabilities and limitations of computers and programs by:
- 2.1 Identifying current uses of computers in various areas; e.g., home and recreation, business, industry, transportation.
  - 2.2 Distinguishing between computer capabilities and limitation special with emphasis on its use as an instructional tool.
- 3.0 Demonstrate the ability to discuss the effects of computers on society by:
- 3.1 Organizing programs on the current issues which have evolved as a result of the computer; e.g., personal privacy, ethical issues, copyright issues.
  - 3.2 Identifying resources to use and interpret the potential uses and other technologies; e.g., robotics, artificial intelligence, electronic data bases.
- 4.0 Demonstrate the ability to use the computer and instructional program by:
- 4.1 Identifying, evaluating and selecting effective courseware using accepted evaluative criteria.
  - 4.2 Identifying and/or developing teaching strategies necessary to integrate computer courseware into the on-going instructional program.
  - 4.3 Using the computer for Computer Assisted Instruction (CAI); e.g., drill and practice, simulations, games, models, tutorials, problem solving.
  - 4.4 Using the computer for Computer Managed Instruction (CMI); e.g., student enrollment, student performance and grade reporting.
  - 4.5 Identifying effective and various uses of the computer as a tool to support the instructional programs; e.g., word processing, data location and retrieval, test generation.
  - 4.6 Designing and preparing data for computer processing.

- 4.7 Demonstrating proper techniques and skills in using various pieces of computer equipment.
- 5.0 Analyze results of processed data applying reason and logic in evaluating the methods used and results obtained by:
  - 5.1 Demonstrating the ability to execute package programs common in business & education.
  - 5.2 Demonstrating the ability to write in at least one business computer language application and understand the impact of this technology on learners and teachers.

**VII. COURSE REQUIREMENTS**

Students will be required to participate in and successfully complete the following activities:

- A. Related Readings
- B. Discussion Board
- C. Written Assignments
- D. Computer Projects

**VIII. EVALUATION CRITERIA**

- A. Assignments ..... 50%
- B. Quizzes/Tests ..... 20%
- C. Participation (includes attendance)..... 15%
- D. Capstone Project..... 15%

The instructor reserves the right to refuse late assignments.

NOTE: **EXAMINATIONS:** Students must take examinations when they are scheduled. Make-up examinations may be allowed only for legitimate university business or written documented medical emergencies or death in the family. A make-up examination may be administered during mid-term week or final exam week.

**IX. GRADING SCALE**

- 92 - 100      A
- 83 - 91        B
- 74 - 82        C
- 64 - 73        D
- 63 and below F

X. STUDENT RESPONSIBILITIES:

1. Attend all class meetings.
2. Come to class on time (door will close 10 minutes after start of class).
3. Sign in at the door each day.
4. Respect the instructor and each other.
5. Turn cell phones off/on vibrate.
6. Be prepared for class.
7. No eating/drinking in the lab.
8. The lab is for academic use only. Accessing Facebook, MySpace etc., may result in your removal from the course (with a grade of F).
9. Refrain from loud or disruptive behavior in the classroom.
10. All assignments must be submitted on time. The instructor reserves the right to refuse late assignments
11. Pay attention to and follow all directions.
12. Take notes in class!
13. Raise your hand and wait to be acknowledged before speaking.
14. Ask questions! Do not disturb your classmates. Ask the instructor.