Touro University Nevada
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Course Description

Days/Time: Monday and Wednesdays 5:30 to 9:00
September 8, 10, 15, 17, 22, 24-web enhanced, 29-web enhanced: October 6, 8-web enhanced, 15-web enhanced, 27, 29

21st century teachers have technology tools that often remain elusive for either their use or their student’s use due to connectivity issues, compatibility problems, or lack of understanding of how they work or even how to connect devices to each other. While many teachers have instructional computing strategists to assist, situational instruction often requires knowledge of a teacher to change a configuration immediately. The lack of this knowledge may lead many teachers to avoid lesson planning using technology in the first place.

This course will focus on the hardware of technology and how it may be used in a classroom so that teachers will have a better understanding of how they can apply the variety of tools to improve their students’ achievement, and become more self-reliant in the configuration of their equipment. Participants will gain “hands-on” experience in selecting the right tools, connecting them and configuring the equipment to work together. Participants will also explore the theory of learning, and how computer technology may be used to improve student achievement.

Learner Outcomes:

The student will be able to:

- Describe how learning typically occurs and why the study of learning is important.
Determine why the study of technology is important and how instructional technology is utilized to improve student achievement.

Identify a variety of hardware devices typically used in a classroom setting.

Connect, disconnect and configure a variety of hardware devices (including cables and cords) for use in a classroom setting.

Examine the role of instruction through the contributions of design, media, and computing.

Discover sources for hardware and price comparisons online.

Research topics of classroom hardware using online databases, and examine ways k-12 students might use educational technology to support research at their level.

Collect evidence of references, notes, reflections, and other artifacts relevant to the class topic in an electronic my.ccsd.net.

**Required Text(s):**


Note: additional readings are required:


**Methods of Assessment:**

- **Attendance/Class Participation:** Based on observation of academic behavior in class such as: being attentive, contributing to discourse, questioning, providing feedback, and participating in class activities. Each class worth a maximum of 3.75 points. **45 %**

- **Topic-relevant additions to the electronic my.ccsd.net maintained on my.ccsd.net and selected by the student to demonstrate achievement of the objectives.** **30 %**
• Presentation/Demonstration: Configure hardware to display the browser, demonstrate how to find two sources of hardware and compare prices, connect external devices. 25%

University Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
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<tr>
<td>93-96%</td>
<td>A</td>
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<td>90-92%</td>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>69% or below</td>
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University Computer Lab/Library Services

Please refer to Section VI in the Student Handbook.

Disability Services

Please refer to Section VII in the Student Handbook.

Attendance/Participation

It is expected that students will attend all instructional sessions, required activities, and field assignments. The School of Education attendance policy supports the belief that attendance at all sessions is crucial to benefit from the learning experience. Students who attend and participate in each session will earn 3.75 points toward their grade (max of 45 points out of 100). Students are reminded that a grade of B- or below does not meet the Clark County School District criteria for acceptance of a CTE course for an increase on the pay scale. Students who present documentation of required attendance at an open house or back to school night will not be penalized for their absence but must submit all missed assignments. No other absences are excused including absences for minor illness, family commitments, conflicting work schedules, etc. (The department curriculum committee retains the discretion to make individual exceptions to this policy based upon extenuating circumstances.) Absences from any class session for any reason do not relieve the student from responsibility for the covered material or assignments.
Students who arrive late to class or leave early may have one point deducted from their grade for each occurrence.

Students who do not attend the first night of class AND do not notify the instructor in advance are subject to be dropped from the course and charged a course drop fee.

### Meeting Dates and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Activities</th>
<th>Textbook Readings</th>
<th>Assignment (s)</th>
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<tbody>
<tr>
<td>Week I</td>
<td><strong>Introduction to Learning and Technology</strong> - What is learning and how does it occur? Why is the study of learning important? Why is the study of technology important? What are the shifts towards learner-centered instruction? Discuss how learning and technology overlap. Library orientation. Intro to e-my.ccsd.net.</td>
<td>ETTL-Ch 1 Pages 5-8 ECT – Ch 1</td>
<td>Groups define and present keywords: learning, instructional technology, cognitive overload, transfer, learner-centered instruction. Set up my.ccsd.net. Read for next week.</td>
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<td><strong>Waters, John K., Making things e-as-y: a young teacher's implementation of a simple-to-use e-my.ccsd.net program is helping to reform a troubled East Coast high school.(e-my.ccsd.nets)</strong> T H E Journal (Technological Horizons In Education), April 2007 v34 i4 p26</td>
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<td>Week II</td>
<td><strong>What is instructional technology, how is it utilized?</strong> Discuss the relationship between theory and practice of instructional technology as applied in your classroom. Case Study: Beth, a new teacher.</td>
<td>ETTL-Ch 1 Pages 15-17</td>
<td>Groups define and present keywords: instructional technology, Update my.ccsd.net.</td>
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|           | **Toward Technology Integration in the Schools: Why It Isn't Happening**
**John Bauer, Jeffrey Kenton.**
|           | **Moore, David Richard The technology/inquiry typology:** | | |
### Week III

**What are instructional design, instructional computing, and instructional media?** Look at the work of Dick and Carey, other instructional designers. How has instructional design impacted your practice? Read & discuss: *Evidence of the NETS*S in K-12 Classrooms: Implications for Teacher Education*

*Dale S Niederhauser, Denise L Lindstrom, Johannes Strobel.*

Explore how topical research may be conducted using a variety of databases, for a teacher and for a student.


- **ETTL-Ch 1**
  - Pages 19-22
- **ECT Ch 2**

Groups define and present keywords: instructional design, instructional computing, instructional media

Update my.ccsd.net.

### Week IV

Chapter 2 –

Explore e-learning tools, what’s appropriate, what’s available.

Demonstrate computer software and hardware that may be used for presentations. (speakers, DVD players, laptops, projectors, remote mouse, etc.)


- **ETTL-Chapter 2**
- **ECT-CH 4**

Practice connecting, configuring, Update my.ccsd.net.

### Week V

Chapter 4 –

Plan for a complete upgrade of the hardware you would like to use in your classroom, prepare a list of items, a source, and the budget. What are the district standards?


Visit web sites such as mysimon.com, pricegrabber.com, pricewatch.com, tigerdirect.com

- **ETTL-Chapter 4**

Bring back a list of every hardware component in your classroom. Update my.ccsd.net.

### Week VI

Demonstrate how to change configurations of a variety of hardware. Demonstrate where to find sources for two pieces of hardware, and compare costs. Present my.ccsd.net contents.

Post summary of assessment in your my.ccsd.net.