I. Descriptive Information
   A. Course Number and Title: EDTE 201 Classroom Inquiry with Technology
   B. Catalog Description: Explores teaching as a data driven, reflective practice
   C. Course Credit: Three semester hours
   D. Prerequisite: None
   E. Intended Audience: Undergraduate education majors
   F. Instructor: Lee Johnson
      Wardlaw 107 _________ (phone)
      lee_johnson_7@hotmail.com

      Office hours: Tuesdays and Thursdays 10:45-12:15, 1:45-3:00 and by appointment

II. Statement of Course Goals
   A. Goals: To use research tools to understand teaching and learning within a
      classroom context and reflect on the relationship among and between technology,
      theory, student learning, and instructional practices.
   B. Objectives: At the conclusion of the course, students should be able to:
      
      • use assessment to inform instruction.
      • understand how learning is facilitated from an inquiry perspective.
      • develop an understanding of a responsive teaching style
      • develop competence in using a variety of data collection methods
      • use appropriate introductory methods of analysis on data gathered to
         answer research questions(s) or locate and name patterns within data
         gathered to answer research questions
      • link research projects to accepted contemporary theories of learning
         and standards based instruction
      • examine research on teaching to improve student learning
      • reflect on experiences and data to improve teaching and student
         learning
      • link research projects to instructional strategies that meet individual
         cognitive, social, and personal differences among students of varied
         cultural backgrounds
      • relate research projects to instructional strategies that support learning
      • collaborate with colleagues to improve understanding of teaching and
         learning
      • use appropriate forms of technology to share information/new
         knowledge
      • examine how technology is used to impact instruction and student
III. Required Text and Key Readings:
   SC School Report Cards and various assigned excerpts

IV. Academic Course Requirements and Candidates Performances:

   1) Group Component: Technology Explorations and Instructional Application Project (20 points)
   The variety and types of contemporary technology available to facilitate teaching and learning is exciting. However, it is important to strategically use technological tools in teaching and to encourage students to access technology as a means to deepen and broaden their learning across all content areas. In class we will explore a variety of technological tools and websites and discuss how each of these tools could be used to strategically refine and/or extend learning. Along with a small group of your classmates, you will pick one of type of technology to explore in-depth and share this information with your classmates in the form of an interactive presentation. Each presentation should be accompanied by a 1-2 page document that highlights the main features of the technology, extends the information shared in class, and offers a variety of instructional applications. While support for this assignment will be provided in class, the majority of small group work will be done outside of class. In addition, each group member should have a specified role and contribution to the group project and each member of the group will turn in individual contributions with the 1-2 page document designed to supporting the interactive class presentation. A copy of the document should be submitted to all class members 24 hours prior to presentation.

   2) Individual Component
   Students will complete the following activities individually with support from other group members:

   A) Using Technology as an Instructional Tool: Blackboard Assignment (10 points)
   After a class demonstration on the use of Blackboard, you will be required to create a paper that logically orders the steps necessary to successfully teach someone to use this type of technology to facilitate learning. For each step you outline, you will explain the teacher’s role (what the teacher will do) and what the student’s will do. Your 1-2 page paper should also include information on how you will gather evidence related to the individual’s success in using this tool as well as ideas on how you might apply this type of technology to an elementary or middle level classroom.
B) Understanding Teaching: Protocols for Classroom Observations (25 points)

(5 points) You will be required to contact teachers at the schools to which you are assigned to introduce yourself and thank him or her for allowing you to observe in his/her classroom on the following dates (list dates) from x to x (time of day). To allow for travel time, each observation is 45 minutes (excluding travel and signing in/out times). Please request that the teacher confirm your email. The teacher’s confirmation email is due in class the meeting prior to the first observation date with the new teacher.

Please be aware that you are a professional guest in that school and classroom and you are a representative of the University of South Carolina. You will be required to wear your USC ID in a badge or lariat. For each observation, you are required to sign in and out of the school in the office. You are not permitted to use the school telephone for any personal reason and the use of cell phones/text messages are not permitted in the classroom or school. You are responsible to become aware of and adhere to any school rules. Please be fully aware that if your behavior or attitude is deemed unprofessional (i.e. excessive tardiness, lack of engagement, unprofessional dress) by any member of the school staff, you will be asked to withdraw from EDTE 201 and/or you will be in jeopardy of failing the class. Please see the USC Disposition Rubric attached as a guideline for professional behavior. It will be completed and kept in your professional file that is used as part of the review process for application to the Elementary Professional Program.

(20 points) For the 10 classroom observations (5 in elementary classrooms, 5 in middle level classrooms), you will log the date, time observation begins & ends, and gather data in the form of notes and/or digital photographs (if you have prior permission from the classroom teacher). You will participate in groups discussions regarding a specific focus topic for the week. It is recommended that you take notes during these discussions in order to reference discussions in your reflective papers. You will use that data gathered to write 2 reflective 2-3 page papers (one at the end of each grade level observation, each worth 10 points) around the focused topics. As you reflect, it will be important to reference 1) data gathered, 2) group discussions, and 3) use sources to support your opinions.

Focused Topics
Week of:

Knowledge of students
What evidence did you find that the teacher knows individual students?
In what ways did this knowledge affect students’ content learning?
How could technology be used to assist in this area?
Reflect on how knowledge of individual students might have affected the strategies used by the teacher.

Use of space and time
How was the classroom arranged and how did students use that space?
How was time used and what kind of thinking was encouraged by using time in
that manner?
Did placement of computers and other forms of technology affect classroom arrangement?
Based on what you have observed in this classroom, reflect on why you think the room and students were arranged as they were.

**Use of technology**
- How was technology used during the lesson? What experiences have you had with that technology? (Remember that technology can be anything from pencil/paper, calculators, and overheads to computers, DVD players, and Smartboards.)
- Reflect on how you might implement the use of additional technology in the lesson you observed.

**Management**
- Difference between discipline and management?
- What kind of management best facilitates learning (along with classroom observational notes, references support your opinion)?
- Did the use of technology in the classroom appear to affect how the classroom management was handled?
- Reflect on the purpose for observing classroom management.

**Interaction Patterns**
- Tally many times the teacher talked and for how long. Tally how many times students talked; how many boys, how many girls? Did the teacher tend to call on some students more than others? What kinds of comments/questions facilitated the most discussion? What kinds of comments/questions shut down conversation?
- Did technology affect this interaction at any time during your observation?
- Reflect on the purpose of observing interaction patterns.

**C) Field Experience (10 points)**
In addition to the Field Logs, students will keep track of hours spent at individual school sites completing the field experience component of this course. **Students are expected to complete up to 10 hours of field experience activities related to this course.** There should be a minimum of 10 visits, each being a minimum of 45 minutes. Field Experience log should come to class each week with you to be checked by the professor. The following points will be awarded for the number of **documented** field experience hours:
- 10+ points = 10 hours or above
- 9 points = 9 hours
- 8 points = 8 hours
- 7 points = 7 hours
- 6 points = 6 hours
- 5 points = 5 hours
- 4 points = 4 hours
- 3 points = 3 hours
2 points = 2 hours
1 point = 1 hour
0 points = 0 hours

If a visit is not verified by the signed visitation log, the section of the reflective paper for that session will not be accepted, resulting in the loss of those points.

D) **Power Point Presentation (10 points)**

Each student will each be required to design and present a Power Point that will introduce them to their students. The Power Point Presentation should include a minimum of 15 photographs, a musical background, and text.

E) **SmartBoard Presentation (10 points)**

Each student will be required design and present a mini-lesson using SmartBoard technology. The lesson should last 15-20 minutes and demonstrate knowledge of a use of the Smartboard. A copy of the lesson plan should be submitted to every class member 24 hours prior to the class presentation for reference.

F) **Class Participation and Attendance (13.5 points):**

In order to successfully complete course requirements, daily class attendance is necessary. A large part of the course requires student involvement in a class learning community. This involvement can only take place when students are present and **actively involved** in class. For this reason **the university policy regarding attendance will be enforced in this class**. That policy states that if you miss 10% of class sessions, the professor may impose a grade reduction. I enforce this policy. Attendance each day has a value of .75 point per university session. **For each class session, you will be required to submit an exit slip detailing the main ideas of the reading, connections to past experiences/learning and new questions formed because formed after reading this material. Class attendance will be taken through entrance slips.** I am willing to work with students who experience exceptional circumstances, but can do so only when the situation is handled in a professional manner. This means that you’ll contact me as soon as possible when you are going to be absent and provide appropriate documentation when exceptional circumstances occur.

G) **Course Evaluation (1.5 points)**

This will be completed in class the last day.

V. **Administrative Course Requirements:**

A. Students are expected to attend all scheduled class meetings on time. Unsatisfactory class attendance (including tardiness) limits learning opportunities and influences academic performance. If you miss a class, you are required to obtain notes from colleagues. You should also contact the professor for any handouts, assignments or additional information that you may need.

B. **Assignments will be accepted on the specified due date found in the syllabus schedule.** Late assignments will be accepted only under special circumstances
approved by your professor with a 1 point per day late penalty. **No assignments will be accepted after seven days after the due date.** Any assignment may be submitted early. **All assignments must be submitted via Blackboard Assignments.** No assignments will be accepted via e-mail or hard copy.

C. The **University Honor Code** and College of Education **Conceptual Framework** hold educations students to a high standard in terms of academic honesty. For this reasons the Honor Code and USC policies regarding plagiarism, found at [http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility](http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility), will be enforced.

D. Successfully completing **Praxis I** is a requirement for admission to the professional programs. Therefore, you will be required to submit evidence that you have either exempted Praxis I (by scoring a 1650 on the SAT or 24 on the ACT), have taken Praxis I exams, or have registered for the Praxis I exams. Not meeting this requirement will result in an unfavorable score in professionalism on the disposition rubric (attached), and this rubric will be placed in your permanent file and compromise your eligibility for admission to the professional program.

IV. Evaluation and Grading:

**Letter grades will be assigned on the basis of total possible points. The following scale will be used:**

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 or above</td>
<td>A</td>
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<tr>
<td>89 – 92.99</td>
<td>B+</td>
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<tr>
<td>82 – 88.99</td>
<td>B</td>
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<tr>
<td>79 – 81.99</td>
<td>C+</td>
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<tr>
<td>72 – 78.99</td>
<td>C</td>
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<tr>
<td>69 – 71.99</td>
<td>D+</td>
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<tr>
<td>65 – 68.99</td>
<td>D</td>
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<tr>
<td>64.99 or below</td>
<td>F</td>
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VI. **Major Course Topics:**
Teacher research contributions to the profession  
Classroom uses of technology  
Teacher as learner  
The Relationship between classroom inquiry and instruction  
Theoretical and practical frameworks for classroom inquiry  
Strategies for data collection with technology  
Observations and interpretations  
Responsive teaching  
Reviewing literature to inform classroom inquiry  
Professional leadership  
Technology in reporting results
Electronic portfolios

VII. **Modes of Instruction:**
Instructional strategies in this course will include observations, small group discussions, group work, student presentations, demonstrations, and direct instruction.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Thursday 8/20</td>
<td>- Introduction to course, professor and students&lt;br&gt;-What is Technology? (Small group Activity)&lt;br&gt;-Syllabus Review</td>
<td>*All assignments must be submitted via Blackboard (e-mails and hard copies will not be accepted)&lt;br&gt;-Purchase memory stick (Bring it to all LAB days)</td>
<td>*All readings are to be completed *prior to the class session&lt;br&gt;-Syllabus</td>
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</tbody>
</table>
| Tuesday 8/25 | Using Technology in the Classroom  
- Introduction to “Blackboard” (How to access information, send e-mails, and submit assignments)  
- Discuss proper form of a lesson plan | After completion, write a 1-2 page lesson plan (objectives, grade level, materials, procedures, and assessments) on how to teach Blackboard *(Due before next session)* |  |
| Thursday 8/27 | Using Technology in the Classroom  
- Power Point (view and discuss assignment)  
- Select websites and find partners | Use rubric to score my Power Point (Sign up for Power point Presentation) | Read through your selected website to be fully familiar with it prior to working with your partner. |
| Tuesday 9/1 | Using Technology in the Classroom  
- Planning and presenting a lesson  
- Exploration of various tools and websites | - Choose the website to explore in the lab  
- Explore selected website (Partners) (Sign up for Website Presentation date.) |  |
| Thursday 9/3 | - Planning and presenting a technology lesson (Partners) | - Explore assigned website  
- Write a lesson plan for the presentation |  |
| Tuesday 9/8 | - Word Processing (Authoring Letter to teacher) to be completed outside of class  
- Website Presentation #1 | - Develop letter of introduction for field experience teacher.  
- Partners pair up to share website lesson |  |
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<tr>
<th>Date</th>
<th>Topic</th>
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<th>Readings</th>
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<tbody>
<tr>
<td>Thursday 9/10</td>
<td>- Discuss Field Experience guidelines and expectations - Website Presentation #2</td>
<td>- Teacher confirmation due -Partners pair up to share website lesson</td>
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<tr>
<td>Tuesday 9/15</td>
<td>Working with SMARTboard</td>
<td>- Partners pair to explore SMARTboard and prepare a presentation (Sign up for presentation date)</td>
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<td>Thursday 9/17</td>
<td>Field Experience #1</td>
<td>Reflection - Field logs - Prepare for group discussion</td>
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<td>Tuesday 9/22</td>
<td>Website Presentation #3</td>
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<tr>
<td>Thursday 9/24</td>
<td>Field Experience #2</td>
<td>Reflection - Field logs - Prepare for group discussion</td>
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<tr>
<td>Tuesday 9/29</td>
<td>- Discuss field experiences - Website Presentation #4</td>
<td>Reflection - Field logs - Prepare for group discussion</td>
<td>- Obtain and Read the South Carolina School Report Card for your assigned school (Take a copy of each to the next class session)</td>
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<tr>
<td>Thursday 10/1</td>
<td>Field Experience #3</td>
<td>Reflection - Field logs - Prepare for group discussion</td>
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<td>Tuesday 10/6</td>
<td>- Interpreting School Report Card</td>
<td>Discuss school report cards for the two schools being observed</td>
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<td>Date</td>
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<td>Thursday 10/8</td>
<td>Field Experience #4</td>
<td>- Reflection</td>
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<td>- Field logs</td>
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<td>- Prepare for group discussion</td>
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<tr>
<td>Tuesday 10/13</td>
<td>Discuss field experiences</td>
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<td>- Power Point #1</td>
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<tr>
<td>Thursday 10/15</td>
<td>FALL BREAK</td>
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<th>Date</th>
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<tr>
<td>Tuesday 10/20</td>
<td>Power Point Presentations #2</td>
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<td>Thursday 10/22</td>
<td>Field Experience #5</td>
<td>- Reflection</td>
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<td>- Field logs</td>
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<td>- Prepare for group discussion</td>
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<tr>
<td>Tuesday 10/27</td>
<td>Power Point Presentation #3</td>
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<td>- Partners pair</td>
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<td>Thursday 10/29</td>
<td>Field Experience #6</td>
<td>- Reflection</td>
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<td>- Field logs</td>
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<td>- Prepare for group discussion</td>
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<td>Tuesday 11/3</td>
<td>Power Point Presentations #4</td>
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<td>Thursday 11/5</td>
<td>Field Experience #7</td>
<td>- Reflection</td>
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<td>- Field logs</td>
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<td>- Prepare for group discussion</td>
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<td>Date</td>
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<tr>
<td><strong>Tuesday</strong> 11/10</td>
<td>Discuss field experiences - SMART Presentation #1</td>
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<td><strong>Thursday</strong> 11/12</td>
<td>Field Experience #8 - Reflection - Field logs - Prepare for group discussion - Reflection paper</td>
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<td><strong>Tuesday</strong> 11/17</td>
<td>SMART Presentation #2</td>
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<tr>
<td><strong>Thursday</strong> 11/19</td>
<td>Field Experience #9 - Reflection - Field logs - Prepare for group discussion</td>
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<td><strong>Tuesday</strong> 11/24</td>
<td>Field Experience #10 - Reflection - Field logs - Prepare for group discussion</td>
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<td><strong>Thursday</strong> 11/26</td>
<td>Thanksgiving Holiday</td>
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<td><strong>Tuesday</strong> 12/1</td>
<td>SMART Presentation #3 - Reflection Paper #2 due - Signed Field Log due</td>
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<tr>
<td><strong>Thursday</strong> 12/3</td>
<td>- Discuss field experience #9 and #10 - Course Evaluation due</td>
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All assignments are to be turned in via Blackboard Assignments. Late assignments will be penalized for every day late. No late assignments will be accepted after 7 days.

This course will use the Blackboard system extensively. In order to successfully complete the course students must demonstrate proficiency with its use. Training on Blackboard will be provided as part of the course. However, Computer Services offers a free class to all USC students who would like to learn more about Blackboard.

To register for this Blackboard introduction class, please visit [Blackboard registration link].
http://csd.sc.edu/ars/training/classCalendar.php. For more information, contact Computer Services-Academic Services at 777-6015.