FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: TEACHING AND LEARNING

COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ____EME_____ COURSE NUMBER __6623_____ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

TECHNOLOGY AND THEORETICAL FOUNDATIONS OF LEARNING

EFFECTIVE DATE
(first term course will be offered)

__SUMMER 2010_____

CREDITS: 3

TEXTBOOK INFORMATION:
This course does not require a text. Required readings are assigned each semester to make sure that the readings and information represent the most current, up-to-date research in this rapidly changing field. Readings come, in part, from Tech and Learning (http://www.techlearning.com/) and the Consortium for School Networking (http://www.cosn.org/) and the International Society for Technology in Education (http://www.iste.org).

GRADING *(SELECT ONLY ONE GRADING OPTION)*: REGULAR ___X___ PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
LEARNING THEORIES FROM THE BEHAVIORIST, COGNITIVIST, AND CONSTRUCTIVIST PERSPECTIVES WILL BE EXAMINED THROUGH THE LENS OF TEACHING AND LEARNING FOR 21ST CENTURY BASED SOCIETY AND HOW TO INTEGRATE TECHNOLOGY INTO THE CLASSROOM USING LEARNING THEORIES TO MAXIMIZE LEARNING AND STUDENT ACHIEVEMENT.

PREREQUISITES W/MINIMUM GRADE: *

PERMISSION OF INSTRUCTOR

COREQUISITES:

NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

***DEFAULT MINIMUM GRADE IS D-.**

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
TERMINAL DEGREE OR MASTER'S DEGREE IN EDUCATION WITH EVIDENCE OF EXTENSIVE EXPERIENCE IN TECHNOLOGY.

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Departments of Curriculum, Culture, and Educational Inquiry, Communication Sciences and Disorders, Counselor Education, Educational Leadership, Exceptional Student Education, Exercise Science and Health Promotions.

__Barbara Ridener, bridener@fau.edu, 561-297-3588_____
Faculty Contact, Email, Complete Phone Number

SIGNATURES

Approved by:

Department Chair: *Barbara Ridener*

College Curriculum Chair: *Linda Webb*

College Dean: *Vallis J. Priston*

UGPC Chair: _____

Dean of the Graduate College: _____

Date:

2/3/10

2/3/10

2/3/10

SUPPORTING MATERIALS

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: *http://graduate.fau.edu/gpc/* to download this form and guidelines to fill out the form.

Email this form and syllabus to *sfulks@fau.edu* and *eqirjo@fau.edu* one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUnewcrseGrad—Revised May 2008

Department of Teaching and Learning
College of Education
Florida Atlantic University
Technology and Theoretical Foundations of Learning
EME 6623

Catalog Description:
Learning theories from the behaviorist, cognitivist, and constructivist perspectives will be examined through the lens of teaching and learning for 21st century based society and how to integrate technology into the classroom using learning theories to maximize learning and student achievement.

Prerequisites or Co-requisites:
Permission of instructor

Required Text and Readings:
This course does not require a text. Required readings are assigned each semester to make sure that the readings and information represent the most current, up-to-date research in this rapidly changing field. Readings come, in part, from Tech and Learning (http://www.techlearning.com/) and the Consortium for School Networking (http://www.cosn.org/) and the International Society for Technology in Education (http://www.iste.org).

Required Materials:
- USB Drive
- Headphones
- Binder or notebook for handouts and resources
- Internet access for Blackboard and Website
- Email access

Audio/Visual Technology:
Internet   PowerPoint   Videos

Guidelines Used in Developing Course Objectives:
Florida Educator Accomplished Practices – Preprofessional (EAP)
Educator Accomplished Practices for FAU (EAP-FAU)

Course Overview:
Our society is in the midst of a technological revolution, the essence of which is change. Educators are being introduced to new forms of instructional technology on a daily basis. Classroom teachers are faced with new challenges every day they enter their classrooms: diverse academic, cultural, and social backgrounds of their students; varied learning styles, interests, and motivation of students; vast amounts of new information and knowledge to convey and teach their students; updated research on the teaching

and learning process; and constantly changing curricula and technology to include in the school day, to name a few.

In order to better facilitate student learning and to bring students into the twenty-first century with thinking, communication, process, and information retrieval skills, teachers must help students incorporate the use of technology into everyday life, both inside and outside of the classroom. Since all students deserve to experience the technology in this manner, it follows that all teachers must become fluent in the use of the technology as an instructional, productivity, decision-making and information-resource tool.

Course Objectives:
(Numbers in parentheses indicate NCATE/ISTE standards.)
1. Identify learning theories and practices to maximize student learning while preparing students for living and working in the 21st century.
2. Apply learning theories to maximize student learning and facilitate higher order thinking skills using digital tools, resources, and strategies.
3. Employ the use of various problem solving strategies which utilize systematic individually and collaboratively to improve the design and presentation of instruction using a variety of traditional and emerging technologies and learning theories. (NCATE: 1, 3, 5, 6, 9, 13)
4. Be able to describe the relationship among current practices and theory to ethical issues regarding the prominence and use of technologies in schooling from a global area perspective. (NCATE: 3, 7, 10, 11)
5. Demonstrate skills necessary to utilize hardware and software and utilize learning theories in order to engage in the instructional design processes which illustrates the major stages and minor steps involved in the development of lessons, modules, or units of instruction. (NCATE: 1, 2, 3, 5, 8, 9, 12)
6. Analyze instructional and curricular standards and criteria for evaluation of technology integration in the school setting from a local, state, and national level. (NCATE: 4, 7, 13)
7. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills and understand which types of technology support different types of learning. (NCATE: 1, 3)
8. Differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities. (NCATE: 2, 3, 5, 6)
9. Identify specific technology applications, resources, and learning theories that maximize student learning, address learner needs, and affirm diversity. (NCATE: 3, 6)
10. Design technology-enriched learning activities that connect content standards with student technology standards, learning theories and meet the diverse needs of students. (NCATE: 2, 3, 4, 6)
11. Incorporate learning theories to design and facilitate student-centered learning activities and lessons in which students apply technology tools and resources. (NCATE: 2, 3)

12. Use a theoretical framework to examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data. (NCATE: 1, 4)
13. Apply online and other digital resources, tools, and strategies to support the 21st century skills of problem solving, decision making, and communication for maximizing student learning. (NCATE: 2, 5)
14. Identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education. (NCATE: 5)

Course Requirements:

Methods and activities for instruction:

1. Traditional Experiences (Lecture/Discussion, online and/or face-to-face format; participation)
2. Technologies (Blackboard, websites, word processing, concept mapping, interactive media, PowerPoint, web design, multimedia, etc.)

Assignment Points

Assignment	Points
Learning Theory Concept Map	8
PBL in Action Assignment	10
Analysis of NETS and Sunshine State Standards	5
Rubric Design and Development	5
Assessment/Survey Development	5
Class Web Page	5
Instructional Resources Assignment 1 (Thinkfinity)	7
Instructional Resources Assignment 1 (BEEP)	5
Final Project: Project-Based Learning Unit	30
Participation	20
TOTAL	100

Grading Scale:

Letter grades will be awarded based on a percentage of student's total point accumulation. Plus and minus grades are earned by students. This percentage distribution is a university recommendation and will be used for this course.

Grade	Percent
A	95 – 100
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	0 - 59

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. If you have an emergency, contact the instructor within 24 hours of the missed class. You will be held responsible for all missed assignments. Attendance and participation are worth a full 10% of your grade.

Students with Disabilities:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require

assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Netiquette
The rules of netiquette are found at http://www.albion.com/netiquette/corerules.html

You are required to follow the rules set forth on the core rules web site. Ignorance of the rules is not an excuse for not following them. Consequently, it is in your best interest to read through all the rules.

References:
All references should be in APA format for our college.
There are some online resources for APA formatting. You may want to check the URLs listed below for models on format.
http://owl.english.purdue.edu/owl/resource/560/01/
http://citationmachine.net/index2.php?reqstyleid=2
http://www.psychwww.com/resource/apacrib.htm
References included in this section may be the readings already assigned, or they may be materials used in developing the course, or recommended readings. The Graduate College is interested in keeping the reference list current (again, the last 6 years) but seminal literature should also be included. Foundational pieces should be balanced by current work.

Tentative Course Outline:
This course is based around seven "themes" to be covered throughout the duration of the course. These include:

Theme 1: Overview and Introduction to 21st Century Learning

- Course Introduction and Administrative Information
- Setting the Stage: Learning in the 21st Century
- Group Project: 21st-Century Skills

- Overview: 21st Century Learning Initiative

Theme 2 : Learning Theories Overview

- Introduction to Inspiration Concept Mapping Software Application
- Discussion: Theories of Learning and their application to the 21st century learning context
- Assignment: Group Project on Learning Theories
- Introduction to BEEP

Theme 3: Overview of Constructivist Applications through Project Based Learning

- Video on Project Based Learning (PBL) in the Classroom
- Discussion: Introduction to Project-Based Learning
- Introduction to PBL Project Plan
- Assignment: PBL in Action

Theme 4: Designing Constructivist Approaches in Standards-Based Environments

- Discussion: Essential and Supporting Questions
- Activity: Constructing and Evaluating Essential and Supporting Questions
- Overview of the NETS Standards
- Assignment: Sunshine State and NETS Standards
- Activity: Class Reflection

Theme 5: Learning Theory-Driven Approaches to Assessment

- Debrief: Essential Questions
- Discussion: Assessment for Constructivism in Standards-Based Environments
- Activity: Analyzing Assessment for Project-Based Learning in Standards-Based Environments
- Activity: Designing Assessment for the Project-Based Learning Unit

Theme 6: Using Web-Based Tools for Assessment and Instruction

- Signing Up for Online Accounts (Rubistar, Quia, Delicious)
- Introduction to Quia
- Using Quia to Create a Class Page, Activity, and Assessment
- Overview: Best Practices in Rubric Design
- Assignment: Creating Rubrics with Rubistar
- Activity: Class Reflection

Theme 7: Technology-Based Resources for the 21st Century Classroom

- Discussion: Strategies and Activities that Support 21st Century Learning
- Discussion: The Plan-Gather-Build Approach for Inquiry-Based Learning
- Using FINDS to Conduct Technology-Based Research
- Review of Web-Based Teaching Resources: Thinkfinity
- Google Tools for Educators
- Activity: Class Reflection

Bibliography:

Alexander, P. A., & Winne, P. H. (2006). Handbook of Educational Psychology (Second ed.). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Cauley, K. M., & Pannozzo, G. (2007). Annual Editions: Educational Psychology 07/08. New York, N.Y.: McGraw-Hill/Dushkin.

Christian-Carter, J. (2001). Mastering Instructional Design in Technology-Based Training. Woodstock, N.Y.: Beekman Books, Incorporated.

Eggen, P. D., & Kauchak, D. P. (2006). Educational Psychology: Windows on Classrooms (Seventh ed.). Upper Saddle River, N.J.: Prentice Hall.

Jonassen, D. (2000). Computers as Mindtools for Schools. Upper Saddle River, N.J.: Merrill Publishers.

Jordan, E. A., & Porath, M. J. (2005). Educational Psychology: A Problem-Based Approach (US Ed ed.). Boston: Allyn & Bacon.

Kearsely, G. (2005). Online Learning: Personal Reflections on the Transformation of Education. Englewood Cliffs, NJ: Springer Boston.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (ASCD). Upper Saddle River, N.J.: Prentice Hall.

McKenzie, W. (2005). Multiple Intelligences and Instructional Technology (Second ed.). Washington, D.C.: ISTE.

Nelson, H. G., & Stolterman, E. (2003). The Design Way: Intentional Change in an Unpredictable World : Foundations and Fundamentals of Design Competence. Englewood Cliffs, NJ: Educational Technology Publications.

Ormrod, J. E. (2007). Educational Psychology: Developing Learners (Sixth ed.). Upper Saddle River, N.J.: Prentice Hall.

Reeves, T. C., & Hedberg, J. G. (2003). Interactive Learning Systems Evaluation. Englewood Cliffs, NJ: Educational Technology Publications.

Santrock, J. W. (2006). Educational Psychology (Third ed.). New York, N.Y.: McGraw-Hill Humanities/Social Sciences/Languages.

Santrock, J. W. (2006). Educational Psychology: Developing Learners (Sixth ed.). McGraw-Hill Humanities/Social Sciences/Languages.

Slavin, R. E. (2002). Educational Psychology: Theory and Practice (Seventh ed.). Boston: Allyn & Bacon.

Spector, M. J., & Merrill, D. J. (2007). Innovations in Instructional Technology: Essays in Honor of M. David Merrill. New York, N.Y.: Routledge, USA.

Woolfolk, A. E. (2006). Educational Psychology (with MyLabSchool) (Tenth ed.). Boston: Allyn & Bacon.

Connection to Conceptual Framework:
This course supports teachers as they become reflective, data-driven decision-makers by encouraging adoption of modern techniques and technologies for assessing student content mastery in standardized tests, as well as the broader range of critical skills necessary for success in the 21st century learning environment. By emphasizing technology-based resources as tools for continuous assessment and evaluation, the course helps teachers develop critical technology skills and promotes technology infusion into the classroom to support student performance and engagement. The focus on systematic data-driven decision making strategies helps teachers develop the competencies for gathering, interpreting and employing assessment data to make informed decisions about techniques and technologies that can be used to improve student achievement and instructional practice.

From:	Barbara Ridener
Sent:	Tuesday, December 22, 2009 9:40 AM
To:	Kristy Demeo; Victoria Marie Ramirez; lwebb@fau.edu
Subject:	FW: EME6623 one more time

From: Sue Graves
Sent: Wednesday, November 25, 2009 2:16 PM
To: Barbara Ridener
Subject: RE: EME6623 one more time

Barbara, our department does not have any conflicts with this course.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
    and Health Promotion
Florida Atlantic University
777 Glades Road, FH-11
Boca Raton, Florida 33431
561-297-2938 (Olga Duron, administrative assistant)
561-297-2790 (direct)
561-297-2839 (fax)
www.coe.fau.edu/eshp

From: Barbara Ridener
Sent: Wednesday, November 25, 2009 1:58 PM
To: Jim McLaughlin (jmclau17@fau.edu); wener@fau.edu; ijohnso9@fau.edu; Robert Shockley; mbrady@fau.edu; Sue Graves; lwebb@fau.edu
Cc: Valerie Bristor; Donald Torok
Subject: EME6623 one more time

Apologies everyone...I believe I send a syllabus with many problems. I believe this one is complete.

Barbara

1

From: Robert Shockley
Sent: Wednesday, December 02, 2009 10:50 AM
To: Barbara Ridener
Cc: Al Jurenas; Ann Mulder; John Morris; Daniel Reyes-Guerra; David Severson; David Severson;
Deborah L. Floyd; Diane Wright; Eliah Watlington; Ira Bogotch; James Burnham; Jennifer
Sughrue; John Hardman; John Pisapia; Lucy Guglielmino; Maria Vasquez; Mary Lieberman@fau.edu;
Meredith Mountford; Pat Maslin-Ostrowski; Steve Rios; Valerie Bryan
Subject: EME6623 one more time

Barbara,

My department has reviewed the EME6623 syllabus that you forwarded and while we do not feel
that there are any conflicts with EDL we do feel that the syllabus has some problems that
should be corrected before submission. For example, the course description is not clear or
semantically correct, and the course objectives do not match the requirements or the title.
The themes added at the end are totally focused on assessment,
Primarily through technology, and yet this is called a Foundations of Learning course.
Anyway, this is the feedback that has come from the department. I hope it is helpful.   Bob

Victoria Marie Ramirez

From: Barbara Ridener
Sent: Tuesday, December 22, 2009 9:31 AM
To: Victoria Marie Ramirez; Kristy Demeo; lwebb@fau.edu
Subject: FW: Please review and indicate if no conflict
Attachments: image.png

From: H. James McLaughlin [jmclau17@fau.edu]
Sent: Wednesday, November 25, 2009 12:16 PM
To: Barbara Ridener
Subject: Re: Please review and indicate if no conflict

Barbara:

There is no conflict with this course in CCEI. Take care.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University
Boca Raton, FL 33431
561-297-3965

FAU
FLORIDA ATLANTIC
UNIVERSITY
College of Education

On 11/25/09 11:35, "Barbara Ridener" <bridener@fau.edu> wrote:

Hi All,

Please review the attached syllabus and indicate and comments and corrections if needed.

This is the syllabus for the DETA 1 course. It has been through the department and was even sent forward to the college a couple of times but since I can't find paperwork I'm sending again.

Thanks again!!

Barbara

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