Outcomes for other Advanced (Teaching) and Other Educational Professionals (January 2008):

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, they will:

Demonstrate Knowledge of:
(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
(Kb) purposes of schooling and professional practice in a diverse and democratic society.
(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Demonstrate Skills to:
(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

Demonstrate Dispositions of:
(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

**Democracy**

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

**Diversity**

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions.

Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning.

Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.
Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
**TE 886 Technology Tools for Teachers**  
*Spring 2013 class syllabus*

**Course Description:** This course is a general technology course with two areas of focus. As the name implies, one of the areas is technology tools and the other area is teachers. The goal of the course is to help us to develop a vision of how we can use technology tools in our roles as teachers. (Note: this course is available to people who do not work full time as teachers but it is the belief of the instructor that we all function as teachers at some level whether it by showing a colleague how to do something, teaching our children, or instructing in a formal classroom or training setting)

**Professor:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Office</th>
<th>Email address</th>
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<tbody>
<tr>
<td>Ken Messersmith</td>
<td>308 865-1597</td>
<td>COE B166</td>
<td><a href="mailto:messersmithk@unk.edu">messersmithk@unk.edu</a></td>
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</table>

**Office hours:** Since this class is an online class, communication with the instructor is most efficient through email. Face-to-face consultation is also available using Web cams or on campus by appointment. You should post questions of interest to the whole class to the Q&A forum on the Blackboard Discussion Board. Please ask questions about grades or topics of personal interest only through email or via individual Web cam discussion.

**TE Departmental Mission Statement:** The mission of the Department of Teacher Education relates directly to the mission of the College of Education and indirectly to the institutional mission of the University of Nebraska at Kearney. The department stresses a commitment to excellence in teaching, research and service; assists in the design and implementation of educational opportunities for all students in the field of education; and supports educational programs that enhance student growth and development in preparing effective and committed teachers.

**Terminal Objectives:**

Upon completion of this course, TE886 students will be able to:

1) appraise the impact of technology on education (Kc, Da, Db);
2) analyze and evaluate research on technology in education(Ka, Kc, Kd);
3) evaluate the effectiveness of technology tools for use in teaching, integrate technology tools into their curriculum areas, and discuss computer ethics (Kd, Sa, Sb, Db, Dc);
4) manage and use a variety of technology in instructional settings (Ka, Sb, Da, Dc).

**Mode of Instruction:** The goal of the instructor is to create an online connectivist learning community that fosters learning from each other rather than an independent study course or an instructor centered course. The formula for time commitment from students will be the same one used for face-to-face classes. The instructor will assign work that is expected to take about 9-12 hours per week to complete (a face to face class will meet for 3 hours per week and homework is expected to take about 6-9 hours per week.) Learning activities will include Web-based discussion, self-directed learning, collaborative learning, projects, and digital presentations. In keeping with the technology theme of the course, the course will be paperless. All instructional materials, assignments, and instructor feedback will be exchanged through electronic means.
Discussion board rules and etiquette:
In an online class, the discussion board is our virtual meeting place. The discussion board is where we will carry on the interaction that we would traditionally do during class meetings. The advantage is that we will not have any driving time and we have much flexibility with respect to the time when we do our discussions. You are expected to spend several hours per week preparing for and carrying out the weekly class discussions just like you would with a conventional class.

The rules for discussions are much the same for an online class as they are for a traditional (on-ground) class. Please be respectful of others during discussions. You must keep your responses focused on the topic and your responses must carry the discussion forward in a positive manner. You are encouraged to express your opinions and to indicate why you might disagree with the opinion of others but personal attacks are never appropriate.

You will find that those people who submit their initial entries early in the discussion period will get the most responses. It will be a more rewarding experience to you to “say” something early so your classmates have time to think about what you said and to respond.

Our intent is to have a real discussion. In order for that to happen, we must read entries of our classmates on a regular basis and throughout the discussion period. You cannot be a full participant in the discussion if you make all of your entries on one day or within a small part of the discussion period. The attached grading rubric for discussions describes how you will be rewarded for your discussions.

Here are some additional conventions that we will use in this class to help us to keep our discussions organized:
1. Create a new thread for your initial entry on any discussion topic.
2. Clearly mark your initial entry by including your name and the words “Initial Entry” as the thread title. Examples: Messersmith Initial Entry or Ken’s Initial Entry
3. When you respond to someone’s entry use a title like “Messersmith response to Jones” or “Ken’s response to Larry”. Without a clear title it is sometimes difficult to determine who is talking to whom.
4. If you respond to another person’s discussion and would like him or her to reply to your response, indicate that fact by including three question marks (???) at the end of your response title. This signal tells the other person that you would like to continue the discussion with them. Please check your discussion board entries periodically to see if someone has posted a response and requested a reply.
5. You may enter your discussion in either text form or you may record them and attach them as sound or video files. Some of us communicate more effectively in text and others find that oral communication works better for us. Feel free to use the mode that fits you the best. To receive maximum credit for the class you must use audio or video for at least one of your original discussion board entries throughout the semester. (see the list of graded activities below)

Methods of Assessment: A variety of methods will be used to assess learning. They may include evaluation of student projects, exams, evaluation of Web-based discussions, assessment of written papers, as well as peer evaluation of student work.
Grading: Grades will be determined on the following scale based upon the percentage of the total possible points you earned:

- 100 - 94 = A
- 93 - 90 = A-
- 89 - 88 = B+
- 87 - 83 = B
- 82 - 80 = B-
- 79 - 78 = C+
- 77 – 70 = C
- 69 – 68 = D+
- 67 – 63 = D
- 62 – 60 = D-
- <60 = F

Email contact with students: The UNK email system will be used for all official correspondence from the instructor. All students are issued an email address to be used while a student at UNK. The only address available to the instructor and to other students through Blackboard is the UNK address. Students are responsible for checking their UNK email on a regular basis. You may be able to set your email system to import email from UNK making it possible to read all of your email in one place.

Graded Activities

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<tr>
<th>Activity</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Week 1 class discussion - connectivism</td>
<td>15</td>
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<tr>
<td>- introduction and classmate connections chart</td>
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<td>Information literacy exercise</td>
<td>10</td>
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<td>Week 2-3 class discussion – future of education</td>
<td>15</td>
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<td>- setting up our personal learning network, information gathering</td>
<td>30</td>
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<tr>
<td>blogging, social bookmarking activity</td>
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<td>Week 4-6 class discussion – topic TBD</td>
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<tr>
<td>blogging, connecting and searching for information for the textbook activity</td>
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<tr>
<td>Week 7-9 class discussion</td>
<td>15</td>
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<tr>
<td>- creating, writing, and documenting our own textbook activity</td>
<td>30</td>
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<tr>
<td>Week 10-12 class discussion</td>
<td>15</td>
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<tr>
<td>-create a lesson for our students using the tools we have explored</td>
<td>30</td>
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<tr>
<td>Week 13-15 class discussion</td>
<td>15</td>
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<tr>
<td>-create a communication site for our teaching situation</td>
<td>30</td>
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<tr>
<td>Final Week – class discussion, pledge</td>
<td>15</td>
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<tr>
<td>Audio or video discussion board entry (one required at any time during the class)</td>
<td>10</td>
</tr>
<tr>
<td>Total Possible points</td>
<td>290</td>
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</table>

Note: Possible points and total points may be altered as the class progresses. Changes will be announced on the announcement page of our Blackboard site for the class.

Participation Policy: It is the position of the instructor that the morally responsible teacher/student will make every effort to participate fully in all learning activities. Students are expected to complete all exercises and to participate regularly in the class discussions throughout the course.

Due dates and penalty for late assignments: Instructor may deduct 10% of the possible points for each day an assignment is late. An assignment is considered late if it is submitted after midnight on the stated due date. Communication is the key. There are legitimate reasons for a person needing more time to complete an assignment but extensions will only be granted after consultation with the instructor.
To accommodate the different lifestyles of online learners, assignments will generally span a period of two or three weeks after the first week of introductions and laying the foundation for the class.

All discussion boards and some assignments will require that you make initial connections early in the week because the work of others is dependent on what you do. Please be courteous to classmates and communicate with them when your schedule requires that you can work on an assignment only during a certain time.

**Course Resources:** Students will be expected to have reliable high-speed access to the Internet. Many of the instructional resources used in the course will be in the form of video or audio downloaded and played at the student’s computer.

Software Used in this course includes:

1) Web browsers (free and installed on most personal computers)
2) course management software (Blackboard – free access provided to UNK students at [THIS LINK](#))
3) Web cam – many computers have them built in but you may need to purchase one if your computer does not have one. It may be possible to use a tablet or smart phone to complete the activities requiring audio or video.
4) MS Office general-purpose personal productivity software (MS Office including Word, Excel, and PowerPoint – may be purchased through [the UNK Technology Store](#) at a highly discounted student rate) You may choose to use other software to complete assignments but must be able to “Save As” a MS Word document for consistency.
5) voice recording software is required to complete at least one required audio or video discussion entry. Free voice recording software comes with all computers or you can use the required Web cam for recording.

**Required Text:** There will be no printed textbook for the course but you may need to purchase the software and/or hardware noted above. You will be able to access all supplemental information for the course through the Web. Reliable high-speed Internet access is necessary.

**Students with disabilities:** The University is committed to providing support for students with disabilities. Any student with physical, learning, emotional, or psychological disabilities is encouraged to stop by room 163 in the Memorial Student Affairs Building, the Academic Success Office and make an appointment with David Brandt, the Disabilities Coordinator at 308-865-8214 or by email at brandtdl@unk.edu.

If you have an accommodation plan please notify your instructor as soon as possible, so we can make any arrangements necessary for your learning. No accommodations can be provided until a Reasonable Accommodation Plan is in place. Please remember, plans are not retroactive and cannot be used for assignments prior to the date of your instructor’s signature.

**Research Base:**

Reference Texts: