# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#30j0zll) | **ELED** **515: Educational Technology for teaching and learning** | | | |  |
| [Replacing](#2et92p0) |  | | | |
| A.2. [Proposal type](#tyjcwt) | **Course: Creatio****n** | | | |
| A.3. [Originator](#4d34og8) | **Karen Capraro** | [Home department](#2s8eyo1) | **Elementary Education** | | |
| A.4. [Context and Rationale](#17dp8vu) | The Elementary Education Department has carefully reviewed the course sequence in the M.A.T. Elementary Education program. Some new courses have been added, and existing courses re-sequenced and modified to provide learning opportunities that mirror the changing field of Elementary Education in RI and across the country.  Faculty from the M.A.T. Elementary Education Program recognize that advances in technology have transformed, and will continue to transform, the landscape in teaching and learning. M.A.T. faculty have worked together on reimagining courses to better prepare Teacher Candidates to utilize Educational Technology for teaching and learning in the elementary classroom.  As a result of the above-mentioned, a new course was created: ELED 515. This course will be will offered during Summer I to familiarize teacher candidates with (1) an overview of what Educational Technology is available, (2) the applications of said Technologies in the elementary classroom, and (3) the integration of 21st century skills to teaching with Technology. The placement of this course, during the first smmer session was intentionally designed to support teacher candidates in the effective and intentional use of Educational Technology throughout the remainder if their program. | | | | |
| A.5. [Student impact](#3rdcrjn) | Additional Course Offering | | | | |
| A.6. [Impact on other programs](#19c6y18) | no | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu): | **none** | | | |
| [*Library*:](#nmf14n) | **none** | | | |
| [*Technology*](#37m2jsg) | **none** | | | |
| [*Facilities*](#1mrcu09): | **none** | | | |
| A.8. [Semester effective](#35nkun2) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#35nkun2) | |  | |

B. [NEW OR REVISED COURSES](#46r0co2)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2lwamvv)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv) |  | **ELED 515** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Educational Technology for Teaching and Learning** |
| B.4. [Course description](#2jxsxqh) |  | Teacher candidates are offered an opportunity to explore many different types of Educational Technologies available for teaching and learning. Teacher candidates will build a shared repository of ideas for the intentional and effective use of Educational Technology, with an emphasis on integrating 21st century skills, to teaching with Technology in the Elementary classroom. |
| B.5. [Prerequisite(s)](#z337ya) |  | **None** |
| B.6. [Offered](#111kx3o) |  | **Summer I** |
| B.7. [Contact hours](#1y810tw) |  |  |
| B.8. [Credit hours](#4i7ojhp) | **1** |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#206ipza) |  | **Letter grade |** |
| B.11. [Instructional methods](#1ci93xb) |  | **Hybrid|** |
| B.12.[Categories](#3whwml4) |  | **Required for major** |
|  |  | **NO** |
| B.14. [General Education](#2bn6wsx)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Presentations | Papers |**  **Performance Protocols | Projects |** |
| B.16. [Redundancy statement](#3as4poj) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant**  ISTEE – International Technology and Engineering Educators Association  ISTE – International Society for Technology in Education  RIPTS – Rhode Island Professional Teaching Standards | [**How will each outcome be measured**](#2p2csry)**?** |
| 1. At the completion of the course, all teacher candidates will be able to describe the nature of technology and its effect on work, communication, and collaboration. | ISTEEA –  Students will develop an understanding of the Nature of Technology:  1. the characteristics and scope of tech;  2. the core concepts of tech;  3. the relationships among technologies and the connections between technologies and other fields.  ISTEEA -  Students will develop an understanding of the Designed World:  17. information and communication technologies  ISTE -  Model digital age work and learning:  3b. demonstrate fluency in technology systems  and the transfer of current knowledge to new technologies and situations;  3c. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and  innovation.  RIPTS -  7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.  10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. | **Student Wiki, Blog, or Podcast**  ASSIGNMENT:  After researching the nature of technology including the characteristics and scope, the core concepts, and the relationships and connections among and between technologies and other fields, teacher candidates will summarize their research findings  in a Wiki, blog, or podcast within a digital learning environment |
| 2. At the completion of the course, all teacher candidates will be able to describe the connections between technology and society. | ISTEEA –  Students will develop an understanding of Technology and Society:  4. the cultural, social, economic, and political effects of technology;  5. the effects of tech on the environment;  6. the role of society in the development and use of tech;  7. the influence of tech on history.  Students will develop an understanding of the Designed World:  17. information and communication technologies  ISTE -  Model digital age work and learning:  3a. demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations;  3b. demonstrate fluency in technology systems  and the transfer of current knowledge to new technologies and situations;  3c. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and  innovation.  RIPTS -  7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.  10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. | **Student Wiki, Blog, or Podcast**  ASSIGNMENT:  After researching the intersection of Technology and Society, including the cultural, social, economic, and political effects of technology, the effects of tech on the environment,  the role of society in the development and use of tech, and the influence of tech on history,  teacher candidates will summarize their research findings in a Wiki, blog, or podcast within a digital learning environment |
| 3. At the completion of the course, all teacher candidates will be able to articulate what it means to be a responsible digital citizen. | ISTE –  Promote and model digital citizenship and responsibility  4a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources;  4c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.  RIPTS -  7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.  10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. | **Student Wiki, Blog, or Podcast**  ASSIGNMENT:  After researching digital citizenship and responsibility,  teacher candidates  will summarize their research findings in a Wiki, blog, or podcast in a digital learning environment. |
| 4. At the completion of the course, all teacher candidates will be able to evaluate the effective use of existing and emerging digital tools and resources relative to student learning. | ISTE –  Model digital age work and learning:  3a. demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations;  3b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation;  3c. communicate relevant information, and ideas effectively to students, parents, and peers using a variety of digital age media and formats;  Engage in professional growth and leadership:  5a. participate in local and global learning communities to explore creative applications of technology to improve student learning;  5b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others;  5d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.  RIPTS -  10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. | **Blog Subscription**  **/Reflection Project**  ASSIGNMENT:  After exploring the available options related to educational technology blogs (i.e., Common Sense Media, Edutopia, Edudemic, Mindshift, etc.), teacher candidates subscribe to one blog and write five reflective Blackboard posts in which they evaluate the effective use of existing and emerging digital tools and resources in support of student learning. |
| 5. At the completion of the course, all teacher candidates will be able to design preliminary Unit Plan drafts that incorporate Educational Technology. | RIPTS –  1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.  2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.  3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.  4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning  9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.  ISTE -  Facilitate and inspire student learning and creativity:  1a. Promote, support, and model creative and innovative thinking and inventiveness;  1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources;  Design and develop digital age learning experiences and assessment:  2a. design and adapt relative learning experiences that incorporate digital tools and resources to promote student learning and creativity;  2b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress;  2d. provide students with multiple and varied formative and summative assessments, aligned with content and technology standards, and use resulting data to inform learning and teaching.  Model digital age work and learning:  3b. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations;  3c. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.  Promote and model digital citizenship and responsibility  4b. address the diverse needs of all learners by using learner centered strategies providing equitable access to appropriate digital tools and resources. | **Ed. Tech. Resource Repository**  ASSIGNMENT:  All teacher candidates will design  media-sharable, preliminary Unit Plan drafts (four lessons) that reflect an understanding of the world in which we live; the Unit Plans will include/address (a) technology, (b) parent communication using digital age media formats, (c) central concepts and vocabulary, (d) developmentally appropriate practice, (e) a respect for diversity, (f) real-world issues, and (g) and informal/formal assessment strategies. |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. F2F – 2.5 hours   Introduction  a) Syllabus, Assignments, Grading, Etc.  b) The Nature of Technology  c) Digital Age Work  d) How to Wiki, Blog, & Podcast  2) Online – 1 hour  Module 1   1. Technology & Society 2. Information & Communication   3) F2F – 2.5 hours  Professionally Developing Ourselves Through Technology   1. Educational Technology, Professional Development, and Blogs 2. Evaluating Existing and Emerging Technologies   4) Online – 1 hour  Module 2  a) Digital Citizenship and Responsibility  5) F2F – 2.5 hours  Hands-on Exploration   1. Technology for Teaching 2. Technology for Learning   6) Online- 1.5 hours  Module 3  a) 21st Century Skills  b) Writing Student Learning Objectives  c) Unit Planning  7) F2F – 2.5 hours  Guided Practice  a) Incorporating Technology for Teaching and Learning - Unit Planning  8) F2F – 1.5 hours  Culmination  a) Creating an Ed. Tech. Digital Repository  b) Unveiling Wikis, Blogs, Podcasts |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Carolyn Obel-Omia | Chair of Elementary Education |  |  |
| Martha Horn | M.A.T. Program Coordinator |  |  |
| Julie Horwitz/Gerri August | Co-Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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