

technology into curricula and into content and modes of instruction; and fostering an understanding and appreciation of the significance of human diversity in ethnicity, socio-economic status, gender and learning styles.

The Mission of the Professional Education Unit is to prepare teachers and other school personnel to operate at high conceptual levels and to take a reasoned eclectic approach towards optimizing complex teaching and learning environments to achieve student learning.

How this course fits into the conceptual framework:

This course reflects an ongoing effort to provide classroom teachers with technology integration opportunities within their own curriculum. This course emphasizes moving technology into action within a constructivist environment, allowing the classroom teacher to gain vital experience with the use of technology to enhance student learning.

Standard/principles supported by this course:

NCATE Standards *International Education Association Council on Technology Teacher Education (ITEA/CTTE)*: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, and C.5.

***International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T)*: I.A, I.B, II.A, II.C, II.D, II.E, III.A, III.B, III.C, III.D, IV.A, V.A, V.B, V.D, VI.A, VI.B, VI.C, VI.D, VI.E**

Prerequisite(s):

Graduate status

Disability Statement:

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

Catalog description: This course is designed to effectively and wisely access, integrate, and produce curricula utilizing the Internet and digitized primary source materials from the collections of the Library of Congress. The course will focus on the nature of primary sources and classroom applications for digital technology and will provide hands-on experience using the historical texts, photographs, motion pictures, maps and sound recordings from the Library of Congress American Memory digital collections.

Rationale: The professional development of the classroom teacher is the driving force in successfully implementing technology in the classroom. For instance, Andrew Trotter, in “Technology in the Classroom”, in *Lessons of a Century: A Nation’s Schools Come of Age* explains that over the past 100 years, most technologies have “drifted into the margins of school practice...not disappearing, but failing to achieve the impact for which they seemed destined.” This technology list includes television, radio, films, telephone, ditto machine, copier, overhead, and more. But the power of the digital technologies could “mark a watershed” for students and teachers in the 21st century. Robbie McClintock, a professor at the Institute for Learning Technologies at Columbia University, explains that the interactive capabilities of these new technologies far surpass all of its technological predecessors.

This course provides an in-depth study on the research and practice of using primary resources and embedded technology use in relation to content within the classroom. In addition, this course will also model strategies that will promote higher order thinking skills while using primary resources by engaging K-12 students in inquiry based learning activities using (but not limited to) technology, and creating products that will engage the learner.

The classroom teacher’s creative and curricular use of these powerful technology tools will be one of the major driving forces to support the changes needed to make this significant change for learning with technology (Trotter, 2000). According to the Pew Internet & American Life Project, students believe that “professional development and technical assistance for teachers are crucial for effective integration of the Internet into the curriculum” (Levin & Arafah, 2002). The Internet is a major technology tool to support the digital skills needed for students to prepare to enter the workforce (Tapscott, 1998 & Thornburg, 2001).

Course Objectives:

The institution's program prepares classroom teachers as technology leaders who demonstrate an understanding of, and the capability to:

- Demonstrate their expertise in using American Memory Web site. (NCATE: B.3, B.4; ISTE: I.A, I.B, III.C, IV.A, IV.B)
- Use the resources of the Library of Congress Web site. (NCATE: B.3, B.4, C2, ISTE: I.A, I.B, III.C, IV.A, IV.B, VI.A, VI.E)
- Explain the importance of primary sources in teaching within their curriculum. (NCATE: B.2, B.3, B.4; ISTE: I.A, I.B)
- Design and implement instructional strategies based on constructive pedagogy. (NCATE: C.2, C.3; ISTE: II.A, II.B, II.E, IV.C, VI.B, VI.E)
- Collect and be able to preserve local primary sources. (NCATE: A.1, A.2, A.4, B.1, B.3, B.4; ISTE: I.A, I.B, II.A, II.C, II.D, II.E, III.A, III.B, III.C, III.D, IV.A, V.A, V.B, V.D, VI.A, VI.B, VI.C, VI.D, VI.E)
- Properly cite digital primary resources and adhere to the Copyright and Fair Use guidelines. (NCATE: B.6, C.4, C.5; ISTE: VI.A, VI.E)
- Address the Illinois Learning Standards in their projects/units (NCATE: B.3, B.4; ISTE: I.A, I.B, III.A)

- Demonstrate why images, sounds, maps, and motion pictures are effective in the teaching and learning process. (NCATE: B.2, B.7, B.8; ISTE: II.A, II. B)
- Use technology effectively, efficiently, and wisely in teaching and learning processes. (NCATE: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, C.5; ISTE: III.B, III.C, III.D, IV.B, IV.C, IV.D)
- Share and mentor other teachers on AAM criteria (NCATE: B.7, ISTE VI.A, VI.B)
- Demonstrate their use of the National Educational Technology Standards for Teachers (NETS) from the International Society for Technology in Education and adopted for Illinois Teachers. (NCATE: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, C.5; ISTE: I.A, I.B)
- Use instructional strategies to change the way they use technology in their classrooms. (NCATE: B.3, B.4; ISTE: I.A, I.B, III.B, V.B)

Course Outcomes:

Objectives reflect NCATE, the Illinois Professional Teaching Standards (IPT) and ISTE: NETS.

Knowledge (IPTC: Standard 1, 2)

1. Knowledge of the Library of Congress Digital Resources
 - a. Search the American Memory Digitized Resource Archives and locate needed archives (NCATE: B3, B4; ISTE: 1A, VIC)
 - b. Develop research skills using desktop, library and Internet tools that are applied to course assignments (NCATE: B1, B2, B 3, B4, B7; ISTE: IA, VIC)
2. Knowledge of central concepts and methods of inquiry
 - a. Evaluate teaching resources and curriculum materials (NCATE: C2; ISTE: IV B, IV C)
 - b. Develop curricula that demonstrates an interconnection between subject areas that will reflect life and career experiences (NCATE: C.2; ISTE: IV.C)
 - c. Develop effective questioning techniques (NCATE: B.4; ISTE: 1.A, II.B, IV.A)
 - d. Develop multiple representations of concepts that capture key ideas to develop conceptual understanding (NCATE: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, C.5; ISTE: I A, I B)
3. Effective, efficient and wise use of instructional technology in teaching (NCATE: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, C.5; ISTE: I A, I B)
 - a. Develop grade level appropriate curricula through the creation of a Unit/ Lesson Plan (NCATE: B.3; ISTE: II.D)

- b. Use technology to enhance abilities as curriculum makers and instructional designers (NCATE: C.2; ISTE: V.C)
 - c. Access resources in the digital archives of the Library of Congress while acquiring instructional technology skills that are addressed in the Illinois Content Area Standards-Technology Standards for All Teachers and the National Educational Technology Standards for Teachers (NCATE: A.1, A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.1, C.2, C.3, C.4, C.5; ISTE: I.A, I.B)
4. Instructional technology skill level development that fosters effective, efficient, and wise use of technology in the classroom (NCATE: A.1, A.2, A.3; ISTE: I.A)

Values (IPTC: Standards 3, 9)

- 1. Commitment to achievement of all learners
 - a. Mentor teachers about instructional technology skills using the Library of Congress Digital Archives (specific to AAM teacher's school). NCATE: B3, B4, C2; ISTE: VA V B)
 - b. Appreciation for the Library of Congress Digital Resources. (NCATE: ISTE: IA, VI E)

Experience (IPTC: Standards 4, 5, 6, 7, 8, 9, 10, 11)

- 1. Develop multi-media projects (NCATE: A1, A4, B2, C7; ISTE: IA, IB, IIC)
 - a. Integrate the American Memory archives into k-12 lesson plans. (NCATE: B3; ISTE: II D)
 - b. Develop multi-media products to accompany lesson plans. (NCATE: B.2; ISTE: I.A)
 - c. Confidently maneuver through the Internet to find adequate resources for their grade level. (NCATE: B.3; ISTE: II.D)
 - d. Utilize the laptop in an efficient and effective manner as a learning tool in integrating technology into the k-12 classroom.
- 2. Develop selected instructional technology skills within the Illinois Content Area Standards (NCATE: C.3, C.4; ISTE: V.A, V.D)
- 3. Disseminate multimedia lesson plans through mentoring activities in their schools and to assist other teachers in accessing and integrating the resources of the National Digital Library and develop multimedia materials. (NCATE: C.1, C.2, C.3, C.4; ISTE: II.C, III.A)

Technology Expectations:

1. Use the Internet at home and in the classroom as a communication tool.
2. Develop a digital lesson using primary resources in teaching that will be hosted on the Governor State University Adventures of the American Mind Web site.
3. Create a Web site for the digital lesson.
4. Use Microsoft Word and PowerPoint within this integrated technology experience.
5. Manage graphics, sounds, and text on an Internet presence.
6. This course uses technology as a tool for research, accessing primary digital resources, and developing curriculum for use in teaching and learning activities. The course stresses the effective, efficient, and wise use of technology.

Attention to Diversity: In that the class student composition reflects a broad spectrum of multiculturalism and diversity, students will be given the opportunity to exchange information regarding same. Field experiences will provide the opportunity for students to gain first-hand experience in a multicultural setting. Last, the professor will set a tone of appreciation and demonstrate leadership qualities where diversity is appreciated and valued.

Textbooks/Resources and Other Required Materials/Equipment:

The library of congress <http://www.loc.gov>

American memory <http://memory.loc.gov>

The learning page <http://memory.loc.gov/ammem/ndlpedu/index.html>

Governor State University AAM site <http://aam.govst.edu>

Laptop computer with related materials supplied by the AAM Program for AAM Teachers.

Internet connection at home and at school, preferable in the classroom.

Optional: Additional Resources

Current research articles may include but are not limited to the areas of:

- Instructional technology
- Constructivism
- One-computer classroom
- Primary sources
- Student performance using technology
- Technology-based learning environments
- Thematic units using technology
- Curriculum integration
- Integrating educational technology into teaching
- Multi-media for learning
- Professional development: mentoring
- Lesson/Unit plan designs

Beers, S. and Howell, L. *Reading strategies for the content areas*. Virginia: Association for Supervision and Curriculum Design (ACSD), 2003.

Burnell, L. *Visual literacy, learn to see, see to learn*. Virginia: Association for Supervision and Curriculum Design (ACSD), 2002.

Doty, J. Cameron, G. and Barton, M. *Teaching reading in social studies. Mid-continent research for education and learning (McREL)*. Virginia: Association for Supervision and Curriculum Design (ACSD), 2003.

Hyerle, D. *Visual tools for constructing knowledge*. Virginia: Association for Supervision and Curriculum Design (ACSD), 1996.

Johnson, M. *Primary Sources in the Library. A Collaboration Guide for Library Media Specialists*. Ohio: Linworth Publishing, 2003.

Levene, D. *American Musicians Making History*. New Hampshire: Teacher Ideas Press, 2003.

McKenzie, J. *How teachers learn technology best*. Washington: FNO Press, 1999.

Petri, G. *The American Memory Collections: Primary Resource Activities Across the Curriculum, Grades 4-6*. Ohio: Linworth Publishing, 2003.

Simkus, M. Cole, K. Tavalin, F. and Means, B. *Increasing student learning through multimedia projects*. Virginia: Association for Supervision and Curriculum Design (ACSD), 2002.

Skowron, J. *Differentiated instruction*. United States: Academic Services, Inc. 2003.

Strategies with primary sources.

<http://sunsite.berkeley.edu/calheritage/k12project/strategies.html>

The American Memory Collections: Primary Resource Activities Across the Curriculum, Grades 7-9.

Ohio: Linworth Publishing, 2003.

Valdez, G., McNabb, Foertsch, M. Anderson, M. Hawkes, M. and Raack, L. *Computer-based technology and learning: evolving uses and expectations.* Illinois: North Central regional Educational Laboratory (NCREL), 1999.

Veccia, S. *Uncovering Our History: Teaching with Primary Sources.* Illinois: American Library Association, 2003.

Wiggins, Grant and Mc Tighe, Jay. *Understanding by design.* Virginia: Association for Supervision and Curriculum Design (ACSD), 1998.

Course Requirements/Evaluation:

The grade for this course is determined as follows:

1. Attendance	Required for completion of Program
2. Active Participation	14 Points/ 2 points each class
4. Assignments	26 Points
5. Final Product	60Points
Total	100 Points

Participation/Disposition Points: The professor reserves the right to compensate students who demonstrate high engagement in class discussion and/or demonstrate exemplary professional dispositions during classes.

Grade Scale:

A =	92- 100 points
B =	84 - 91 points
C =	76 - 83 points
D =	65 - 75 points
F =	Below 65 points

Dispositions: Your work and participation in class, while being one indication of your knowledge of course material, also reflects your dispositions with regard to becoming an effective mathematics teacher. As in all courses in the Education Administration program, the following dispositions will be monitored:

- professional behavior,
- appreciation of human diversity,
- commitment to collaboration with colleagues,
- commitment to ethical behavior,
- commitment to life-long learning, including professional development, and
- habits of mind that reveal reasoned eclecticism.

As indications of positive and professional dispositions, we expect students to:

- be actively involved during in-class activities,
- contribute to class discussions,
- be on time for class and when submitting assignments, and
- cooperate in and make significant contributions to group planning of lessons.

Assignments:

Website: Be sure to visit <http://aam.govst.edu>. You will find materials related to this class, including class lecture notes and this syllabus, which is offered online in .pdf format. Updates, links to supplemental information and modifications to the course syllabus will be added regularly throughout the semester. It is your responsibility to check the site regularly.

Assignments should be presented in the highest quality. Never submit hand written material. Project will be graded for it content, form, and quality (composition, clarity, grammar, etc.) More specific directions will be given in class.

On dates shown within the syllabus where an assignment is due, the *assignment must be turned-in within the first 10 minutes of class* and/or uploaded to the discussion forum on WebCt. *Late assignments will not be accepted.*

Requirements for ALL Written Assignments:

- Computer generated or typewritten
- Double spaced.
- Pages Numbered
- Standard 12 font (Arial or Times Roman).
- Margins should not exceed 1" on all sides.
- Each assignment will be graded for its content, form (following directions), and quality of presentation (composition, clarity, grammar, etc.).

Class Schedule

Class	Topics	NCATE	ISTE	Activities/ Assignments Due
Day 1	A. Introductory Materials <ol style="list-style-type: none"> 1. Course Syllabus 2. Requirements 3. AAM Program Requirements 4. Laptop usage <ol style="list-style-type: none"> a. basics b. Internet opportunities 5. Final Project examples B. Technology Online Pre-Survey C. Constructivist Simulation E. Introduction to: <ol style="list-style-type: none"> 1. Library of Congress 2. American Memory Website 3. Primary Sources (Discuss & Explore Various Web Search Techniques) 4. Learning Page <ol style="list-style-type: none"> a. <i>Visual Literacy...what is it?</i> Discuss and review more components of the American Memory Website b. Group Breakout c. Ideas of Unit 5. Dream Weaver – Beg. 	A.1-2, 4 B.1-8 C.1- 5	I.A-B III.C IV. A-B	1. Take online pre-technology literacy survey. 2. Begin entering profiles on the The http://aam.govst.edu site. 3. American Memory demo 4. American Memory team activity <ol style="list-style-type: none"> a. Search techniques b. Learning Page 6. Primary Source activity 7. Discuss forum responses 8. K-2 Video-identifying indicators in Constructivism 9. DreamWeaver introduction and site management 10. Assignments for Class 1 <ol style="list-style-type: none"> a. Reflect about 3 ideas for final project c. Take digital picture 11. Read pp.1-20 in <i>Plugging In</i> for Class 3

Class Schedule Continued				
Class	Topics	NCATE	ISTE	Activities/ Assignments Due
Day 2	<p>A. Share your ideas about your unit/lesson for final project</p> <ol style="list-style-type: none"> 1. Collection discussion 2. Saving the collection. <p>B. Framework for project</p> <p>C. Searching the collections</p> <p>D. Alphabet Soup</p> <ol style="list-style-type: none"> 1. GIF, JPEG, BMP, TIFF 2. Photoshop Elements <p>E. Loading your image in your profile.</p> <p>F. <i>DreamWeaver</i>- Continued</p> <ol style="list-style-type: none"> 1. Creating a table, picture, citing, link to larger image 2. Saving files like photos, maps, images 3. Templates, pages 4. Web design concepts 	A.1-2, 4 B.1-8, C.1- 5	III.B-D, IV.B-D.	<ol style="list-style-type: none"> 1. 2. 2. Develop 3 ideas for project 3. Participants ask questions about Project 4. Review framework and ask questions. 5. Practice and hands-on throughout class 6. View High School Video and apply Indicators in a Constructivist classroom 7. Continue with Web Design 8. Assignment for Class 3 <ol style="list-style-type: none"> a. Read pp.1-20 in <i>Plugging In</i> for Class 3 b. Go to http://aam.govst.edu/curriculum to view assignments that need to be done online c. Begin to develop your Web site
Day 3	<p>A. Review in Teams</p> <ol style="list-style-type: none"> 1. Engaged Learning Review 2. WebCT – post team responses. <p>B. PowerPoint – beginning and/or review with new ideas.</p> <p>C. Memory collection assistance as needed</p> <p>D. <i>DreamWeaver</i> - continue</p>	B. 2-4	III.B-D, IV.B-D.	<ol style="list-style-type: none"> 1. View High School Video and apply reading from <i>Plugging In</i>. Team Review – Post on WebCT 2. Revisit project ideas and look within your class curriculum. 3. Complete sample PowerPoint to use as a planner for your presentation. Go to: http://aam.govst.edu/powerpoint.asp 4. Assignment: for Class 4 Post Lesson Plan Idea on WebCt and comment to one other classmate.

Class Schedule Continued				
Class	Topics	NCATE	ISTE	Activities/ Assignments Due
Day 4	<p>A. Lesson development posting discussions</p> <ol style="list-style-type: none"> 1. <i>Understanding by Design</i> in relationship to student learning 2. Example of using <i>Inspiration</i> to create a concept map for your project. 3. Rubric for project/presentation <p>B. Library of Congress Sound Recording and Motion Pictures</p> <ol style="list-style-type: none"> 1. audio 2. video 3. scanning your own Images <p>C.. Searching again- treasure hunt</p> <p>D. Copyright Compliance & Proper Citation</p> <p>E. Continue with DreamWeaver Publishing to the Web Concept map for project</p> <p>F.. Advanced designs- creating headers in Photoshop Elements</p>	A.1-2,4, B.1-8. C.1-5	III.B-D, IV.B-D.	<ol style="list-style-type: none"> 1. Rubric explained for content & presentation 2. Publishing Your Site to the Web 3. Optional- scanning 4. Optional- using <i>Inspiration</i> 5. Optional – creating headers 6. Work on site in class
5	<p>A. MovieWorks Ideas</p> <p>B. Sound and Motion Pictures locally produced recordings, films</p> <p>C. Creating PDFs</p> <p>D.. Time to Work with facilitators assistance</p>	A.1-2,4, B.1-8. C.1-5	III.B-D, IV.B-D.	<ol style="list-style-type: none"> 1. Continue Web publishing and developing project. 2. Begin presentation planning and development for Class 6. 3. Assistance on projects 4. Reflection on work to date.
6 th Day	<p>A. Explanations about presentations</p> <p>B. Work time</p>	B.3,4	I.A,B III.B, V.B	<ol style="list-style-type: none"> 1. Constructive Colleague Form 2. Complete Post-technology survey
7 th day .5	<p>A. Debriefing of project & Mentoring</p> <p>B. Celebration</p>	B.7	VI.A,B	Note: Web sites will be open for one year to edit and make changes.