

University of North Carolina at Greensboro  
School of Education  
Department of Curriculum and Instruction  
**CUI 628-01**

**Trends and Issues in Curriculum and Instruction:  
Integrating Technology into the K-12 Curriculum (3:3)**  
May 17-June 28, 2006  
UNCG Campus

**FOR WHOM PLANNED:** The course is a required course in the M.Ed. Plan of Study in CUI for the Teacher Leadership Track. Other eligible M.Ed. students will be admitted with permission of the instructor.

**INSTRUCTOR:** Dr. Barbara Barry Levin  
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**OFFICE HOURS:** Before or after class or by appointment. Contact me by email at any time.

**COURSE PURPOSE:**

The catalog states that the purpose of this course is the “*Examination of selected current trends and issues in curriculum and instruction, focusing on causes, intentions, and effects of policies at the local, state and national levels.*” The current trends and issues that are the focus of this summer course revolve around (a) using technology as a tool for teaching and learning, (b) integrating content into the K-12 curriculum through the use of computer-based, tool software, (c) the importance of actively engaging students in their learning, and (d) making learning authentic and meaningful for students and teachers by using various technologies. All of these issues are grounded in the principles of Universal Design for Learning (UDL), which provides the theoretical foundation for using technology to promote learning. Additional reasons for focusing on ways to integrate technology into the K-12 curriculum revolve around the effects of local, state, and national policies that currently emphasize “covering” the curriculum vs. engaging with the curriculum, rote learning vs. inquiry-oriented learning, teacher-centered, and didactic teaching methods vs. more student-centered, active learning methods. With this in mind, my goal is to engage you actively in experiencing, and therefore better understanding, how using technology can enhance learning by actively engaging learners’ brains, increasing their motivation to learn, and making school more interesting.

Please note that this is a web-enhanced course that makes extensive use of the Blackboard course management tools found at <http://blackboard.uncg.edu>. All students enrolled in this class must have regular access to the Internet in order to use Blackboard to download, print, and read course materials as well as to upload assignments. All students in this class must activate and regularly check their UNCG email accounts to receive messages from the instructor. Blackboard works best on Internet Explorer and will be problematic for students using AOL. If you do not have Microsoft Office on your computer

(Word, PowerPoint, Excel), you will need to download players for these programs so that you can access all the documents for this course by clicking on Student Resources on the Blackboard home page at <http://blackboard.uncg.edu>. You may also refer to this website for help: <http://www.uncg.edu/aas/itc/bborient/>.

### **TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:**

*The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as a cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

### **COURSE OBJECTIVES:**

Upon completion of this course, students will:

- Demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for education practice in P-12 settings to improve student learning. (M.Ed. Advanced Competency A-Instructional Expertise)
  - Read about and discuss information about technology, constructivist-based pedagogies, the Digital Divide, and Universal Design for Learning (UDL).
  - Recognize the need for using technology to enhance constructivist-based pedagogies in today's climate of high-stakes accountability.
  - Reflect on the pros and cons of how well technology and constructivist-based pedagogies can be used to promote student learning through active engagement with the curriculum.
- Engage in professional inquiry through reading, dialogue, professional development activities. (M.Ed. Advanced Competency E-Professional Development and Leadership)
  - Examine and analyze online resources for teaching and learning including MERLOT and other web portals, Virtual Fieldtrips, eBooks, WebQuests, and TopicsPages.
- Use technology to create learning environments that support and foster student learning (Masters Advanced Competency #4) by engaging actively in learning ways to integrate technology into the K-12 curriculum.
  - Use Internet-based and other technology tools including word processing, desktop publishing, and presentation software.
  - Develop one Virtual Fieldtrip, one eBook, an Annotated Webliography, and one WebQuest or TopicPage with the goal of using them as teaching or learning tools during the next school year.
- M.Ed. Advanced Competency D - Content Knowledge
- Analyze relationships between theory, research findings, and current practices
- Understand current knowledge and trends in education.

## TEACHING STRATEGIES:

Participants in this course will actively engage as consumers and producers through critical evaluation of the pros and cons of technology integration for teaching and learning through reading and discussing relevant theoretical and research articles, writing analytically and reflectively, hands-on use of technology-based tools in both F2F and on-line formats, engaging in group work, and through curriculum development using various software tools.

## CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE:

Adherence to the UNCG Academic Integrity Policy is expected from all students. Please be sure to read this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. 100% attendance, preparation for, and participation in this class are expected and highly valued in this class. Due to the shortened duration of this course, any absence will affect your grade in this course because class time and required participation in discussions, demonstrations, and peer sharing cannot be made up. Arriving late or leaving early more than once will also affect your grade in this course. Preparation for class includes completing all assigned readings in time to participate wholeheartedly in class discussions. Active participation in all discussions, group projects, and in-class and on-line activities is also expected.

**CRITERIA FOR GRADING:** Rubrics will be provided for each assignment, but attention to the following is also expected:

- You attend all classes, are punctual, and actively participate in all in-class activities and discussions. Attendance, preparation for class (doing the readings and other homework), and participation in discussions counts for 10% of your grade.
- All work is thorough, thoughtful, and warranted by the readings and ideas presented and discussed in this course.
- All written work is complete according to the assignment and rubric, word processed, and printed clearly.
- You cite all sources, use APA style for all citations, write grammatically, and use a spell checker.
- All written work adheres to UNCG's Academic Integrity Policy and is submitted on time as hard copy, through email, or by posting attachments on Blackboard.

### Description of Grading Categories:

- A = Excellent work that demonstrates a clear understanding of the material under study and a *superior* ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains **additional, unexpected, or outstanding features**.
- B = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.
- C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.
- F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted.

## **REQUIRED READING:**

There is no textbook for this course. Selected readings and other handouts are available on Blackboard at <http://blackboard.uncg.edu> for 200605 Summer CUI-628-51 Trends & Issues in CUI.

## **TOPICAL OUTLINE:**

### **Discussion of Current Issues around Integrating Technology into the K-12 Curriculum:**

- Understand the social, ethical, legal, and human issues surrounding the integration of technology in K-12 curriculum. (NETS VI)
- Read and discuss social and human issues around the Digital Divide. (NETS VI-E)
- Read and discuss legal and ethical issues around copyright, citing Internet resources, and Internet safety for children. (NETS VI-A & D)
- Read and discuss issues social, ethical, legal, human around Universal Design for Learning (UDL). (NETS VI-B & E)

### **Creating Virtual Fieldtrips**

- Experience what and how your students will learn by taking a Virtual Fieldtrip.
- Explore other Virtual Fieldtrip sites on the Internet.
- Create a lesson plan for a Virtual Fieldtrip for your students.
- Reflect on the value of Virtual Fieldtrips as a tool for teaching and learning your curriculum with technology.

### **Using Internet Resources**

- Explore web portals such as MERLOT.org (Multimedia Educational Resources for Learning and Online Teaching) for accessing high-quality learning objects.
- Identify valuable Internet resources for teaching and learning your curriculum.
- Evaluate the content and quality of Internet resources for teaching and learning.
- Develop an Annotated Webliography of online resources for learning and teaching.
- Reflect on the pros and cons of the Internet as a tool for teaching and learning your curriculum.

### **Developing eBooks for Teaching and Learning**

- Read about the potential for using eBooks as teaching and learning tools.
- Critique examples of eBooks.
- Create an eBook appropriate for your students on your own, with a partner, or with a small group.
- Reflect on the value of eBooks as tools for teaching and learning your curriculum with technology.

### **Developing a WebQuest or TopicPage as an Inquiry-based Learning Tool**

- Learn about, explore, and evaluate WebQuests.
- Compare and contrast WebQuests and TopicPages.
- Develop a simple WebQuest or TopicPages appropriate for your students on your own, with a partner, or with a small group.
- Reflect on the value of WebQuests and TopicPages as tools for teaching and learning with technology.

## **PORTFOLIO ARTIFACTS:**

You will complete assignments in this course that may be useful in preparing your Advanced Competencies (AC) portfolio required for your M.Ed. degree, as shown in the following table:

Correlation of Major Course Assignments in CUI 628 with M.Ed. Advanced Licensure  
Core Competencies, INTASC Standards, ISTE/NETS Computer Standards for  
Teachers, and

National Board of Professional Teaching Standards (NBPTS) Core Propositions

Assignment	M.Ed. Advanced Licensure Core Competencies for Teachers	ISTE/NETS-T National Educational Technology Standards for Teachers	NBPTS Core Propositions
Developing an Annotated Webliography or Personal Collection on MERLOT – Individual project only (25%)	1, 2, 4, 5	I-a, I-b, II-c, V-a, VI-c	1, 2, 3, 5
Creating a Lesson Plan for a Virtual Fieldtrip – Individual assignment only (15%)	1, 2, 4	I-b, II-b, II-c, II-d, II-e, III-a, III-b, III-c, V-a, V-b, VI-b, VI-c, VI-e	1, 2, 3, 5
Creating an E-book using PowerPoint or MS Word – Individual or group project (30%)	1, 2, 4, 5	I-b, II-b, II-c, II-d, II-e, III-a, III-b, III-c, V-a, V-b, VI-b, VI-c, VI-e	1, 2, 3, 5
Creating a WebQuest or TopicPage – Individual or group project (30%)	1, 2, 4, 5	I-b, II-b, II-c, II-d, II-e, III-a, III-b, III-c, V-a, V-b, VI-b, VI-c, VI-e	1, 2, 3, 5

**COURSE ASSIGNMENTS:**

- Create a Lesson Plan for a Virtual Fieldtrip. This assignment is worth 15% of your grade for this course. Print out, read, and bring to class all the handouts related to Virtual Fieldtrips under Assignments on Blackboard on May 22nd. This is an individual project only and is due on May 30th.
- Create an eBook as a teaching or learning tool for your students using PowerPoint or MS Word. Print out, read, and bring to class all the handouts related to eBooks under Assignments on Blackboard on May 30th. This assignment is worth 30% of your grade for this course. This assignment can be completed individually or with a partner or small group and is due on June 8th.
- Develop an Annotated Webliography of at least 5 websites you can use for teacher-directed instruction and at least 5 websites your students can use for learning that are relevant for your curriculum. This assignment is worth 25% of your grade for this course. It is an individual project only and is due on June 12<sup>th</sup>.

- Create a WebQuest or TopicPage to use as a learning tool for your students using Netscape Composer, MS Word, or MS Publisher. Print out, read, and bring to class all the handouts related to WebQuests and TopicPages under Assignments on Blackboard on June 8th. This assignment is worth 30% of your grade for this course. This assignment can be completed individually or with a partner or small group and is due no later than June 22nd.

## **RECOMMENDED READINGS:**

### **Constructivism**

Alexander, P.A. and Murphy, P.K. (1998). The research base for APA's learner-centered psychological principles. In N.M.Lambert and B.L.McCombs (Eds.) How students learn: Reforming schools through learner-centered education. Washington: American Psychological Association.

American Psychological Association. (1998). <http://www.apa.org/ed/lcp.html> This web site lists and discusses the learner-centered principles.

Brooks, M.G., & Brooks, J.G. (1993). The case for the constructivist classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Fosnot, C.T. (1995). Constructivism. New York: Teachers College Press.

Richerdsen, V. (Ed.) (1997). Constructivist teacher education: Building a world of new understandings. London: Falmer Press.

Zemelman, S., Daniels, H., & Hyde, A. (1993). Best Practice: New standards for teaching and learning in America's schools. Portsmouth, NH: Heinemann.

### **Digital Divide**

Ba, H., Tally, W., & Tsikalas, K. (2002). Investigating children's digital literacy. Journal of Technology, Learning, and Assessment, 1 (4). Available from <http://www.jtla.org>

### **Technology Integration**

Field, S.L., Labbo, L.D., & Lu, C.H. (1996). Real people real places- A powerful SS exchange through technology. Social Studies for the Young Learner, 9 (2), 16-20.

Finnegan-Stoll, C. (1998). Keypals for young children. Social Studies and the Young Learner, 11 (1), 28-29.

### **Universal Design for Learning (UDL)**

Burgstahler, S. (2002). Distance Learning, Universal Design, Universal Access, Educational Technology Review, 10 (1). Available from <http://www.aace.org/pubs/etr/issue2/burgstahler.cfm>.

CAST – Universal Design for Learning website at <http://www.cast.org>

Recommended to choose a guided tour because the information provided about UDL on this website is extensive!

Dolan, R.P., Hall, T.E., Bamerjee, M., Chun, E., & Strangman, N. (2004). Applying principles of universal design to test delivery: The effect of computer-based read-aloud on test performances of high school students with disabilities. Journal of Technology, Learning, and Assessment, 3 (7). Available from <http://www.jtla.org>

Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. Teaching Exceptional Children, 35 (2), 8-17. Available online

in PDF file format at

[http://journals.sped.org/ec/archive\\_articles/VOL.35NO.2NOVDEC2002\\_TEC\\_Article%201.pdf](http://journals.sped.org/ec/archive_articles/VOL.35NO.2NOVDEC2002_TEC_Article%201.pdf)

Rose, D. H. & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development.

**WebQuests and TopicQuests:**

Alice Christie's Matrix of WebQuests at <http://www.west.asu.edu/achristie/wqmatrix.html>

Bernie Dodge's The WebQuest Page at <http://webquest.sdsu.edu/>

Matrix of Examples of WebQuests at <http://webquest.sdsu.edu/matrix.html>

Diane Judd's Fun & Educational Topic Pages for Elementary Students at

<http://chiron.valdosta.edu/djudd/topiclinks.html>

Shively, J.M. (2004) Critical thinking and visiting websites: It must be elementary! Social Studies for the Young Learner, 16 (4), 9-12

VanFossen, P.J. (2004). Using WebQuests to scaffold higher-order thinking. Social Studies and the Young Learner, 16 (4), 13-16.