Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY | NSU Florida

CIT 0622 - Technology and the School Curriculum

I. Course Information

Course: CIT 0622 - Technology and the School Curriculum
Semester Credit Hours: 3.0
Course CRN and Section: 25076 - L01
Semester and Year: Fall 2021
Course Start and End Dates: 08/23/2021 - 12/12/2021

II. Instructor Information

Professor: Dr. Nelson Jose Abreu
Email:
Phone: +18299201950 **Office Hours:**

Day	Time	Location
MTWRFS	9:00am - 8:00pm	Whatsapp +1 829 920 1950

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/23/2021 - 12/12/2021		Programs On-line	-

IV. Course Description

Catalog Description
This course examines the role of technology in the curriculum and its impact on school change. Research on design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. Prerequisite/s: None

Course Rationale:

The purpose of CIT 622 is to provide learners a hands-on, technological approach to selection of appropriate technology and lesson/unit construction to match learning goals and student population in producing programs of instruction, with an emphasis on distance education. This course is designed for trainers, consultants, educators, and administrators.

V. Course Objectives / Learning Outcomes

1) Describe some current trends in technology integration within the school setting.
2) Define ways that the structure and use of technology can promote higher-level thinking skills and problem solving skills.
3) Analyze the role that instructional technology has in changing how learning takes place in the classroom.
4) Develop basic recognition of the practical applications of technology and their effects on individual students' learning and the role of the instructor.
5) Solve specific learning/teaching problems by applying the concepts and principles of media selection and instructional design.

6) Develop the ability to choose appropriate instructional technology and software titles to use in educational settings.
7) Conduct applied research that focuses on the integration of educational technology into the curriculum.
8) Design an instructional plan that implements new technology and includes assessment of subject matter and technology use.
9) Appraise the issues and directions of instructional technology today and into the future.

By the end of this course, the student will be able to:

1. Describe current trends in technology integration within the school setting.
2. Analyze the role that instructional technology has in changing how learning takes place in the classroom.
3. Appraise the issues and directions of instructional technology today and into the future.

VI. Materials and Resources

Book Url: NSU Book Store

Course Required Texts and Materials:

Roblyer, M. D., & Doering, A.H. (2019). *Integrating educational technology into teaching* (8th ed.) Boston, MA: Allyn & Bacon.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3217-8).

Check the course textbook list for updates. http://nsubooks.bncollege.com/

Section Supplemental Material:

Cabero, J., & Barroso, J. (2015). *Nuevos Retos en Tecnología Educativa*. Madrid, España. Editorial Síntesis.

Roblyer, M. (2016). Integrating educational technology into teaching (7th ed.). Boston: Pearson.

VII. Course Requirements

Para las reuniones en línea es necesario contar con un dispositivo con acceso a Internet, y que además tenga instalado como mínimo un navegador web, cámara, micrófono y bocinas. Consulte con su instructor antes de que inicie la clase.

VIII. Course Schedule and Topic Outline

Course Schedule:

Week	Topic	Activities and Assignments
1	Introduction to the Course	Read textbook preface and chapters 1, 2
2	Educational Technology in Context Foundations of Effective Technology Integration Learning Theory and Implementation Models Discussion Questions #1: Why should we use educational technology? How can educational technology actualize theory?	Begin work on future assignments Post Discussion 1 responses
3	Integrating Instructional Software Tools into Teaching and Learning Discussion Question #2: How do we effectively integrate instructional software into teaching and learning for the highest potential relative advantage?	Read textbook chapters 3, 4 Submit Assignment 1 Continue to work on future assignments Post Discussion 2 responses

4	Integrating Software Support Tools, Multimedia, and Hypermedia into Teaching and Learning Discussion Question #3: How do we effectively integrate software support tools, multimedia, and hypermedia into teaching and learning for the highest potential relative advantage?	Read textbook chapters 5, 6 Post Discussion 3 responses Continue to work on future assignments
5	Teaching and Learning with Distance Learning Tools and the Internet	Read textbook chapters 7, 8 Submit Assignment 2 Continue to work on future assignments
6	Content Area Specific Curricular Technology Integration Discussion Question #4: How do we effectively integrate technology into content area curriculum?	Read textbook chapter 15 and the two other chapters from 9-14 that are most relevant to your current teaching position. Post Discussion 4 responses Continue to work on future assignments
7	Assessment of Content Area Specific Curricular Technology Integration Discussion Question #5: How do we effectively assess technology integration into content area curriculum?	Read remaining unread chapters from 9-14 Submit Assignment 3 Post Discussion 5 responses
8	Wrapping Up	

Course Schedule:

Semana	Tema	Actividades y Asignaciones
1: Agosto 23 – 29	Introducción	• Revisar salón de clases virtual y syllabus. • Imprimir el syllabus y calendario de actividades semanales. • Responder foro de Discusión 0: Presentación. • Leer el prefacio del libro de Roblyer & Hughes. • Atender sesión en línea, **jueves 26 de agosto a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/92955779243?pwd=V3BSVjhKSDdjU2lNb1F0Z1lFVUF6Zz09
2: Agosto 30 – Septiembre 5	Introducción a los recursos de NSU Fundamentos de Tecnología Instruccional	• Leer el capítulo 1 del libro de Roblyer & Hughes. • Sesión en línea opcional para mostrar plataformas de NSU, **jueves 2 de septiembre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/91083880782?pwd=c1JYTDEvNzl1ZDJBRkVqVjR2UGF3Zz09
3: Septiembre 6 – 12	Fundamentos de Tecnología Instruccional	• Leer el capítulo 2 del libro de Roblyer & Hughes. • Participar foro 1.
4: Septiembre 13 – 19	Integración de las TIC al Currículo	• Leer el capítulo 3 del libro de Roblyer & Hughes. • Participar foro 2.

Semana	Tema	Actividades y Asignaciones
5: Septiembre 20 – 26		• Leer el capítulo 4 del libro de Roblyer & Hughes. • Atender sesión en línea, **jueves 23 de septiembre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/97587364912?pwd=bmNkY0dmMHJKbWdhWE9WbUYya0t2UT09 • **Entregar Asignación Individual 1.**
6: Septiembre 27 – Octubre 3	Producción de TIC	• Leer el capítulo 5 del libro de Roblyer & Hughes. • Participar foro 3.
7: Octubre 4 – 10	Nuevas tecnologías en el aula	• Leer el capítulo 6 del libro de Roblyer & Hughes. • Participar foro 4.
8: Octubre 11 – 17		• Atender sesión en línea, **jueves 14 de octubre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/97319093559?pwd=dU1PUGFFVG03eU1uRlZ5RStGcG5LUT09
9: Octubre 18 – 24		• **Entregar Asignación Grupal 2.**
10: Octubre 25 – 31	Medios digitales aplicados a la formación	• Leer el capítulo 7 del libro de Roblyer & Hughes. • Participar foro 5. • Participar foro herramienta Multimedia/Hipermedia y de Aprendizaje a Distancia.
11: Noviembre 1 – 7	Internet en el Aula	• Leer el capítulo 8 del libro de Roblyer & Hughes. • Participar foro 6.
12: Noviembre 8 – 14		• Atender sesión en línea para presentar Asignación 3, **jueves 11 de noviembre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/97424442997?pwd=Wk1wMjl0QXFSbXpDMjVpVXRjVHQ3QT09 • Presentación Asignación Grupal 3 en sesión en línea. • **Entregar Asignación Grupal 3.**
13: Noviembre 15 – 21	Roles en los Nuevos Entornos Tecnológicos	• Leer capítulos 9-10 del libro de Roblyer & Hughes. • Participar foro 7.
14: Noviembre 22 – 28	Tecnologías para la educación flexible	• Leer capítulos 11-15 del libro de Roblyer & Hughes. • Participar foro 8.
15: Noviembre 29 – Diciembre 5		• Atender sesión en línea, **jueves 2 de diciembre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/93331915096?pwd=UmZMUVVDRzB4Vlp1cjZIWWtMSC9nZz09

Semana	Tema	Actividades y Asignaciones
16: Diciembre 6-12	Cerrando el Curso	• Atender sesión en línea, **jueves 9 de diciembre a las 7:00 P.M.** a través del enlace: https://nova.zoom.us/j/94261215806?pwd=aWhQcDM4NlZLRUJBL3ZyTFNTbUpudz09 • **Entregar Asignación Grupal 4.** _

IX. Assignments

Assignment 1: The Plan (700 words minimum) 20% of the final course grade, due week 3
For this assignment, you will collaborate with a minimum of two other teachers. If you are currently working in a school or university, this activity should be geared for your current teaching assignment and the network equipment installed in your current workplace. If you are not currently working in a school or university, assume you are a classroom teacher at a level and type of networked school of your choice. Create a plan for a classroom with four networked computers, a computer lab with 25 networked computers, or a portable wireless lab with 25 laptops/netbooks/mobile devices. From information gleaned from course materials and online research**,** you will present an idea for using computer resources that your workplace has not yet purchased.
After identifying the target student audience; grade level, individual, small or large group, etc., use information about technology solutions with high relative advantage for teaching/learning Technology Solutions with Potential for High Relative Advantage (Table 2.7, p. 56 of the text). Is the technology resource for problem-solving, drill and practice, simulation, etc.*?* Discuss how this new technology resource will give students opportunities to gain new content, reinforce and enhance skills through drill and practice, use higher-order thinking skills through creation of multimedia, problem solve through simulation etc. Explain the need and rationale for using this resource for diverse learners including accommodations for adaptive and assistive technologies. How does the resource align with district and state curricula and district and state content and technology standards? Then, in paragraph form, use Phases 1 through 3 of the technology integration planning model (Figure 2.8, and Phase 1 – Phase 3 focus, p. 53 of the text), to describe how you would go about deciding how to integrate the technology into a grade level or subject area classroom activity.
Make sure to include technical and budget sections in which you discuss costs and outline plans and guidelines to configure software/computer/technology systems in the classroom cluster and labs to use and share this resource. Discuss scheduling and cost issues.
Meet with the school or district technology specialist get information to answer the following questions. How are local mass storage devices and media to store and share information and resources installed? Address relevant issues regarding support personnel and policies for selecting, installing, and maintaining wide area networks for the school district and/or facilitated integration of a WAN in the plan. Mention needed provisions for software packages used to operate a computer network system and/or local area network (LAN).
For the technology use you described above, in paragraph form, use Phase 3 of the technology integration planning model (Figure 2.8, and Phase 3 focus, p. 63-64 of the text), to outline a detailed action research plan that will help you determine whether or not your technology use is having the impact you hoped. How will you manage student learning and progress using this resource? Be sure to include a description of the data to be collected and collection methods and instruments you would need, as well as the procedures for using them to assess the impact of the technology-based strategy. How will this information be shared, and which stakeholders need to be informed? This written plan will be presented to the curriculum committee for approval.

Assignment 1 Grading Rubric

Element	Not Met=0	Met=1	Exceeded=2

Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Student arranged limited or no equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject/ content area and grade levels.	Student provided resources and feedback to teachers as they created developmentally appropriate curriculum units that use technology.	Student modele creation of developmentall appropriate cur units that use t
Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Student did not consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.	Student consulted with teachers as they design methods and strategies for teaching computer/ technology concepts and skills within the context of classroom learning.	Student modele methods and st teaching computer/techr concepts and s the context of learning.
Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Student demonstrated limited or no awareness of technology resources and strategies to support the diverse needs of learners including adaptive or assistive technologies.	Student assisted teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.	Student modele strategies to su diverse needs including adapt assistive techn disseminates in to teachers.
Apply current research on teaching and learning with technology when planning learning environments and experiences.	Student engaged in limited or no planning of lesson sequences that somewhat effectively integrate technology resources and are fairly consistent with current best practices for integrating the learning of subject matter and student technology. standards.	Student assisted teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.	Student modele strategies refle current researc teaching and le with technolog planning learni environments a experiences.
Element	**Not Met=0**	**Met=1**	**Exceeded=2**
Identify and locate technology resources and evaluate them for accuracy and suitability.	Student demonstrated limited or no awareness of technology systems, resources, and services that are aligned with district and state standards.	Student assisted teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.	Student modele the use of tech resources refle district and stat standards.
Identify and locate technology resources and evaluate them for accuracy and suitability.	Student made few or no appropriate choices about technology systems, resources, and services that are aligned with district and state standards.	Student modeled technology integration using resources that reflect content standards.	Student create professional de lessons integra technology res reflect content

Plan for the management of technology resources within the context of learning activities.	Student engaged in limited or no planning of lesson sequences that ensure management of technology resources within the context of learning activities.	Student provided teachers with options for management of technology resources within the context of learning activities	Student modele the use of tech resources with context of learn activities.
Plan strategies to manage student learning in a technology-enhanced environment.	Student engaged in limited or no planning of lesson sequences that manage student learning in a technology-enhanced environment.	Student provided teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies.	Student modele variety of strat manage studen in a technology environment ar the teachers as implement the
Identify and apply instructional design principles associated with the development of technology resources.	Student planned and implemented few or no technology-based learning activities that demonstrate some understanding of instructional design principles.	Student assisted teachers as they identify and apply instructional design principals associated with the development of technology resources.	Student modele the use of appr instructional de principles asso the developme technology res
Use technology to support learner-centered strategies that address the diverse needs of students.	Student used few or no methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive or assistive technology.	Student used methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.	Student analyz methods and st integrating tech resources that needs of divers including adapt assistive techn
Apply technology to demonstrate students' higher-order skills and creativity.	Student demonstrated limited or no awareness of methods and strategies for teaching problem-solving principles and skills using technology resources.	Student used methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.	Student analyz methods and fa strategies for t problem-solving principles and s technology res

Element	**Not Met=0**	**Met=1**	**Exceede**
Manage student learning activities in a technology-enhanced environment.	Student developed limited or no awareness of methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.	Student used methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.	Student a managem concepts classroon

Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Student implemented few or no instructional technology strategies or grouping strategies that included appropriate embedded assessment for meeting the diverse needs of learners.	Student guided teachers as they used technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Student e technolog date, inte communi practice a
Use the school technology facilities and resources to implement classroom instruction.	Student identified few or no plans to configure software/computer/ technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Student used plans to configure software/ computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Student d computer peripher other app
Use the school technology facilities and resources to implement classroom instruction.	Student identified few or no local mass storage devices and media to store and retrieve information and resources.	Student used local mass storage devices and media to store and retrieve information and resources.	Student s storage d informati
Use the school technology facilities and resources to implement classroom instruction.	Student identified some issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.	Student discussed issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.	Student d issues rel maintainir school dis technolog
Use the school technology facilities and resources to implement classroom instruction.	Student used software used in classroom and administrative settings including productivity tools, information access/ telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Student modeled integration of software used in classroom and administrative settings including productivity tools, information access/telecommunication s tools, multimedia/ hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Student a classroon including telecomm hypermec evaluatio instructio
Use the school technology facilities and resources to implement classroom instruction.	Student identified limited or no methods of installation, maintenance, inventory, and management of software libraries.	Student utilized methods of installation, maintenance, inventory, and management of software libraries.	Student a and critiq inventory, libraries.

Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Student used and applied strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Student s troublesh hardware school se
Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of network software packages to operate a computer network system.	Student used network software packages to operate a computer network system.	Student e packages computer and/or loc (LAN).
Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of important roles of technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.	Student worked with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.	Student id personnel manage a resources administra
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of instructional software to support and enhance the school curriculum and demonstrated recommendations for purchase.	Student identified instructional software to support and enhance the school curriculum and developed recommendations for purchase.	Student e support a demonstr
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Student discussed and applies guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Student a planning a procedure and techn
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of procedures related to troubleshooting and preventative maintenance of technology infrastructure.	Student discussed and applied procedures related to troubleshooting and preventative maintenance of technology infrastructure.	Student s related to maintena
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of current information involving facilities planning issues and computer-related technologies.	Student applied current information involving facilities planning issues and computer-related technologies.	Student a informati and comp

Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of policies and procedures concerning staging, scheduling, and security for managing computers/ technology in a variety of school/ laboratory/classroom settings.	Student suggested policies and procedures concerning staging, scheduling, and security for managing computers/ technology in a variety of school/laboratory/ classroom settings.	Student a concernir managing school/ la
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of distance learning facilities	Student used distance and online learning facilities.	Student u learning f
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of recommended specifications for purchasing technology systems in school settings.	Student described and identified recommended specifications for purchasing technology systems in school settings.	Student r purchasin settings.

Assignment 2: Multimedia/Hypermedia, and Distance Learning Presentation
20% of final course grade, due week 5

Objectives 1, 2, 3, 4, 6, 8, 9

Select the presentation technology of your choice to demonstrate what role multimedia/hypermedia and/or distance learning can play on student learning outcomes in your own content area to faculty, parents, or professional colleagues. Choose the presentation technology—PowerPoint presentation, a videocast, a Web page (Webinar), or a WebQuest—most appropriate for you and your audience. In your presentation, develop at least one chart, diagram, or other graphic organizer that explores multimedia/hypermedia, and distance learning's potential in the content area you teach. List, describe, or illustrate the defining characteristics multimedia/hypermedia, and distance learning share, those that make them different from each other, and possible application(s) for improving student learning in your classroom. You are presenting this to an audience of your grade level or department colleagues, or the parent teacher organization. Your presentation should demonstrate multimedia/ hypermedia, and distance learning's high relative advantage for attaining student learning goals. In it, describe the purpose of the presentation and the rationale for the presentation technology selected. Make sure to include an introduction, motivating questions and opportunities for audience participation. In PowerPoint presentations, please use the "speaker notes" when appropriate. Your presentation is designed to convince your audience to support the purchase and use of multimedia/hypermedia or distance learning tools. When preparing this assignment, please revisit these sections in our text (pp. 170-261).

Assignment 2 Grading Rubric			
Element	**Not Met=0**	**Met=1**	**Exceeded**

Description of Presentation	Description of the purpose of the presentation or the rationale for the technology selected to produce the presentation was missing.	Student described the purpose of the presentation and the rationale for the technology selected to produce the presentation.	Student des of the prese the rationa technology produce the presentatio expanded t examples o to describe elements a the need fo
Introduction of Presentation	An introduction describing the purpose of the presentation was not provided or was not clear.	Student developed an introduction that describes the purpose of the presentation.	Student dev introductio describes t the present well develo provides a links to the the instruct instructiona
Content of Presentation	Content vague or not concisely written. Content lacks accuracy or currency. Content not provided in an organized format that is easy to understand. Supporting information or references not provided. More than three capitalization, grammatical, punctuation, or spelling errors.	Content clearly and concisely written. The content accurate, current, and logically organized. Supporting information or references provided. Only one or two capitalization, grammatical, punctuation, or spelling errors.	Content cle concisely w Content ac logically org which is ap the format provided (e matrices ar structure th Supporting information of referenc were also i an organize followed th style that w the student grammatica spelling err
Effectiveness of Presentation	Did not include motivating questions and opportunity for audience participation.	Included motivating questions and opportunity for audience participation.	Included m questions a audience pa More than questions a order thinki Bloom's ta More than opportunitie audience pa

Appearance	Did not provide text elements (typeface, font, background) and layout that were easily viewed and appropriate for presentation. Text elements and layout not consistent throughout the presentation and did not support the presentation.	Provided text elements (typeface, font, background) and layout that were easily viewed and appropriate for presentation.	Provided te (typeface, f backgrounc layout that viewed and presentatio elements ar were consi presentatio presentatio
Animation, Graphics, and Sound	Animation, graphics, and sound did not support the content and by contributing to the overall theme of the presentation. More than two of these elements were missing.	Animation, graphics, and sound supported the content and contributed to the overall theme of the presentation. One of these elements was missing.	The animat graphics, ar supported t and contrib overall ther presentatio these eleme evident in t presentatio element su theme and the present

Assignment 3: The Grant Proposal (minimum 1250 words, plus budget)
20% of final course grade, due week 7

Congratulations! You've just been promoted to the position of grant writer for your workplace, or if you are not currently employed, a new networked charter school. Your first task is to write a $20,000.00 grant for curricular technology integration for your content area. Please note that you can only spend up to $12,000.00 on computer hardware; the rest must be spent on software, other items and tools, staff development, and technical support. As in Assignment 2, assume that each classroom has four networked computers and the school has either a networked computer lab with 25 networked computers, and/ or a portable wireless lab with 25 laptops/netbooks/mobile devices that all teachers share.

Your proposal should include: a concise executive overview, a statement of educational and curricular needs the proposal addresses, statement of specific proposal goals and objectives (remember goals are general and objectives are measurable), actual or proposed school partnerships that will/could support the grant initiative, an explanation of the implementation plan, a budget spreadsheet that identifies costs in categories, e.g., hardware, software, technical support, staff development, etc., and a budget narrative that explains the costs in detail.

In the implementation plan, provide cited examples of best practices based on principles of adult learning theory to support the choices made in the grant. Pedagogical and fiscal rationales for proposed curricular purchases and examples of appropriate types of staff development, i.e. online, in person during the school day or after school must be included, cited, and referenced.

In the budget narrative as in Assignment 2, make sure to discuss costs related to staff development, scheduling, and maintenance. Outline plans and guidelines to configure software/computer/tech systems in the classroom cluster and labs to use and share grant resources. Discuss scheduling and cost issu Meet with the school or district technology specialist get information to answer the following questions. How are local mass storage devices and media to store and share information and resources installed? What are relevant issues regarding support personnel and policies for selecting, installing, and maintaining wide area networks for

the school district and/or facilitated integration of a WAN that need to be included in the proposal? What provisions for software packages used to operate a computer network system and/or local area network (LAN) are needed in the proposal? You may include an augmented version of the technical and budget sections that you prepared for Assignment 2, the plan, or you may create new technical and budget sections for this assignment.

Prioritize your choices so that if you are awarded less money, you will know what to eliminate first. Please revisit pp. 55-69 of the text and pay particular attention to Table 2.11, p. 67, as you prepare this assignment.

Reference

Roblyer, M. D., & Doering, A. H. (2012). *Integrating educational technology into teaching* (6th ed.). Boston, MA: Allyn & Bacon.

Assignment 3 Grading Rubric

Element	**Not Met =0**	**Met=1**	**Exceeded=**
Use the school technology facilities and resources to implement classroom instruction.	Student identified few or no plans to configure software/ computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Student used plans to configure software/ computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Student assi developing p configure software/co technology s related perip laboratory, c cluster, and appropriate i arrangement
Use the school technology facilities and resources to implement classroom instruction.	Student identified few or no local mass storage devices and media to store and retrieve information and resources.	Student used local mass storage devices and media to store and retrieve information and resources.	Student stay current with storage devi media to sto retrieve info resources.
Use the school technology facilities and resources to implement classroom instruction.	Student identified some issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.	Student discussed issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.	Student differentiate issues relate selecting, ins maintaining networks (W school distric facilitates int technology infrastructur WAN.

Element	Not Met =0	Met=1	Exceeded=
Use the school technology facilities and resources to implement classroom instruction.	Student used software used in classroom and administrative settings including productivity tools, information access/telecommunica- tions tools, multimedia/ hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Student modeled integration of software used in classroom and administrative settings including productivity tools, information access/telecommunica- tions tools, multimedia/ hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Student anal software use classroom a administrativ including pro tools, inform access/telec tions tools, multimedia/h tools, school managemen evaluation/p tools, and co based instru
Use the school technology facilities and resources to implement classroom instruction.	Student identified limited or no methods of installation, maintenance, inventory, and management of software libraries.	Student utilized methods of installation, maintenance, inventory, and management of software libraries.	Student anal and critiqued installation, maintenance and manage software libr
Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Student used and applied strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Student stay abreast of cu strategies fo troubleshoot maintaining hardware/so configuratio school settin
Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of network software packages to operate a computer network system.	Student used network software packages to operate a computer network system.	Student eval network soft packages to computer ne system and/ network (LA
Use the school technology facilities and resources to implement classroom instruction.	Student demonstrated limited or no awareness of important roles of technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.	Student worked with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.	Student iden areas where personnel ar manage and use of techn resources in by administr teachers, an

Element	Not Met =0	Met=1	Exceeded=
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of instructional software to support and enhance the school curriculum and demonstrated recommendations for purchase.	Student identified instructional software to support and enhance the school curriculum and developed recommendations for purchase.	Student eval instructional support and school curric demonstrate recommenda purchase.
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Student discussed and applied guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Student anal guidelines fo planning and managemen related to ed computing a technology f resources.
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of procedures related to troubleshooting and preventative maintenance of technology infrastructure**.**	Student discussed and applied procedures related to troubleshooting and preventative maintenance of technology infrastructure.	Student stay current with related to troubleshoot preventative maintenance technology infrastructur

Element	Not Met =0	Met=1	Exceeded=2
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of current information involving facilities planning issues and computer-related technologies.	Student applied current information involving facilities planning issues and computer-related technologies.	Student analyzed and applied current information involving facilities planning issues and computer-related technologies.
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/ laboratory/classroom settings.	Student suggested policies and procedures concerning staging, scheduling, and security for managing computers/ technology in a variety of school/laboratory/ classroom settings.	Student applied policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/ laboratory/classroom settings.

Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of distance learning facilities	Student used distance and online learning facilities.	Student used distance and online learning facilities routinely.
Follow procedures and guidelines used in planning and purchasing technology resources.	Student developed limited or no awareness of recommended specifications for purchasing technology systems in school settings.	Student described and identified recommended specifications for purchasing technology systems in school settings.	Student researched specifications for purchasing technology systems in school settings.
Participate in professional development opportunities related to the management of school facilities, technology resources, and purchases.	Student identified few or no opportunities for technology professional development at the building/school level utilizing adult learning theory.	Student supported technology professional development at the building/school level utilizing adult learning theory.	Student designed and planned technology professional development at the building/school level utilizing adult learning theory.
Apply effective group process skills	Student developed an awareness of the importance of forming school partnerships to support technology integration and examine an existing partnership within a school setting.	Student discussed the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.	Student provided information on the benefits of forming school partnerships to support technology integration and examine an existing partnership within a school setting.

	Form
	Capitalization Punctuation Spelling *Word usage* *APA guidelines*
A	Exemplary use of capitalization and punctuation. All words spelled correctly. Exemplary usage (few or no errors with verb tenses, agreement, parallel structure, and similar areas) No significant errors in APA guidelines.
B	Commendable use of capitalization and punctuation. Almost all words spelled correctly. Commendable usage.
C	Capitalization and /or punctuation errors. Comprehension impeded by usage errors. Errors in APA guidelines.
F	Numerous capitalization and /or punctuation errors. Comprehension seriously impeded by usage errors. Significant and numerous errors in APA guidelines.

X. Grading Criteria

Final Course Grade:

Assignment	Points	%	Due Week #
Participation (Zoom Chats)	5	20	
#1 "The Plan"	20	20	3
#2 "Multimedia/Hypermedia, and Distance Learning Presentation"	20	20	5
#3 "The Grant Proposal"	20	20	7
5 Discussion Questions	20	20	2-7
Total:	100	100	

Master's & EdS Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XI. Course Policies

Attendance**:** Students are expected to actively participate in all course activities.

General Policy:

A. Asistencia. A pesar de que **este es un curso dictado totalmente en línea**, se espera que los estudiantes asistan a todas las sesione planteadas inicialmente, que incluye la sesión, ***de carácter obligatorio para todos los estudiantes***, que requie asignación 3.

B. Política con respecto al plagio. Todo trabajo que se presente para su evaluación deberá ser ob

- Los trabajos que no sean obra original del estudiante se considerarán plagiados, y esto constituye ur *Responsibility).*
- Se considera plagio el presentar un trabajo, una selección determinada de palabras o las ideas de ot
- El plagio consiste también en dar voluntariamente para copiar una obra propia, o permitir que ésta s
- Para mayor información relacionada con el tema de las obras originales y el plagio, así como del Có students/studentcataloghandbook.html

C. Último día para retirarse de un curso.

- Para retirarse de un curso, NO es suficiente dejar de asistir al mismo, o informar al instructor de la i

- Por favor consulte la sección del catálogo sobre reembolsos en la página oficial de NSU.
- Para obtener ayuda, por favor contacte a su Coordinador del Cluster.

D. Evaluación del curso/del instructor

- Se espera que todos los estudiantes participen en una evaluación en línea del curso/del instructor, ce
- El aviso de que los estudiantes matriculados tienen acceso a la evaluación del curso/del instructor, se

XII. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online http://education.nova.edu/students/current-students/studentcataloghandbook.html.
The following acts violate the academic honesty standards and will result in a finding of academic misconduct:
1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.
Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been

submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.
Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time.
Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred*. If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.
At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.
The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).
To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").
Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation,

and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIII. Bibliography

XIV. Appendix/Appendices

LIST OF SUGGESTED RESOURCES

Books and Articles:

Lever-Duffy, J., McDonald, J. B., & Mizell,A. P. (2011). *Teaching and learning with technology* (4th ed.). Boston, MA: Pearson.

Course Syllabus Management Team

Lead Faculty:

Michael Simonson, PhD

Last Revised Date:

September 2019