

**CRIN 602:**  
**CURRICULUM-BASED TECHNOLOGY INTEGRATION, K-12**  
Spring 2009

- Class Day and Time:** Wednesdays, 4:30 – 7:00 p.m.
- Class Meeting Location:** Jones 235
- Class Webpace:** <http://crin602.wmwikis.net>
- Instructor:** Dr. Mark Hofer
- Office Location:** Jones 232
- Office Hours:** By appointment
- Telephone Number:** 757-221-1713
- Email Address:** mark.hofer@wm.edu
- Course Prerequisite:** “Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.” (William & Mary School of Education Graduate Programs, p. 72)
- Course Description:** “This course is designed to familiarize students with multiple models of effective curriculum-based technology integration in classrooms and schools, leading to proficiency in designing and evaluating technology-enhanced learning for K-12 students. The process of technology integration will be explored at multiple levels of education: lesson/learning activity, curriculum unit, grade level, school, and school division. Authentic curriculum-based examples of effective technology integration will be used throughout the course to illustrate ideas, models, challenges, and implementations.” (William & Mary School of Education Graduate Programs, p. 72)

## READING:

American Association of Colleges of Teacher Education (2008). The handbook of technological pedagogical content knowledge for educators. Routledge/Taylor & Francis Group for the American Association of Colleges for Teacher Education.

Nardi, B.A. & O'Day, V.L. (1999). Information ecologies: Using technology with heart. Cambridge, MA: MIT Press.

Additional readings will be accessible from the course Web site.

## SUPPLIES:

- Electronic mail address & WM user account  
*PLEASE NOTE: If you forward your \_\_\_@wm.edu email to another email address, **you must reset the forwarding address once each semester**. To do so, go to my.wm.edu, login with your W&M ID and password, then select "e-mail," then "Options," then "Forwarding."*

## ASSIGNMENTS:

### Ongoing:

- **Class readings** – Read and think about what's listed for each class meeting *well before* arriving for the class session.
- **Active in-class participation** – Attendance at every class session is expected; there is much that will happen that cannot be "made up." If you absolutely must miss a class, please arrange with a classmate beforehand for them to pick up handouts and take careful notes for you.

### One-time:

<b>Specific instructions for each assignment will be distributed separately.</b>
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- "What is technology integration?" Exercise
- Inspiring Learning & Creativity Reaction
- Technology Integration Unit/Project Plan Outline
- Technology Integration Unit/Project Plan
- Technology Integration Constructive Critique
- Technology Integration Paper
- "What is technology integration?" Exercise revisited

➤ *All assignments must be completed and submitted by the dates specified.*

➤ *In cases in which extensions are necessary, they will be negotiated between student(s) and instructor in advance of due dates whenever possible.*

➤ *No extensions or redos will be permitted for assignments due after classes end without a course grade of "I" being reported.*

## ASSIGNMENT WEIGHTINGS:

“What is technology integration?” Exercise	10 pts
Inspiring Learning & Creativity Reaction	10 pts
Technology Integration Unit/Project Plan	25 pts
Technology Integration Constructive Critique	20 pts
Technology Integration Paper	25 pts
“What is technology integration?” Exercise Revisited:	10 pts

*(Please note that excessive tardiness to or absences from class will negatively impact your final course grade.)*

**Students with Disabilities:** If you have a disability and the College determines that you are entitled to accommodations to assist your learning in this class, please ensure that your accommodation needs are on file with William & Mary’s Office of Student Services. A representative from this office will then advise Judi regarding the nature of the accommodations to which you are entitled.

## GRADING:

The grading structure of this course is arranged according to a point structure. You earn points for each component or requirement of the class that you meet, and your final grade is determined by calculating the percentage of the total possible points that you have earned. The grade of “I” (“incomplete”) will be assigned only in emergency circumstances, such as serious illness. Academic dishonesty (presenting anyone else’s work as one’s own) in any form will be considered to be an infraction of the William & Mary Honor Code, resulting in a grade of “F” for the assignment.

Grading Scale:

Points Earned	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

## COURSE EVALUATION:

Evaluation data will be requested from students both during the course and at its conclusion. These suggestions/reflections/questions will be considered seriously for catalyzing change in future teaching/learning activity. The formats for these evaluations will include:

- informal, anonymous comments written during selected class sessions.
- mid-semester anonymous completion of a standardized instructional evaluation form.
- end-of-semester anonymous completion of the College's course/instructor evaluation form.
- optional written and/or oral feedback provided to the instructor at times and in ways chosen by students.

*All feedback is strongly encouraged  
and much appreciated by the instructor.*

## TENTATIVE TOPIC & ASSIGNMENT SCHEDULE:

*Please submit all assignments as Word or RTF file attachments to email.*

**Wednesday, January 21<sup>st</sup>:**

### **Getting Started**

Introductions and goals  
Course requirements & grading policy discussion  
Technology integration assumptions exercise  
The “place” & state of technology in education  
Introduction to course tools  
Introduction of “What is technology integration?”  
exercise

**Wednesday, January 28<sup>th</sup>:**

### **Inspiring Learning & Creativity: Non-Linguistic Representations**

Discussion of Mayer & Moreno research & implications for education  
Exploration of/reflection on technology possibilities for non-linguistic representations  
Studio time  
Introduction of *Technology Integration*  
*Constructive Critique* assignment

**Due:** “What is technology integration?” exercise

Wednesday, February 4<sup>th</sup>:

**Inspiring Learning & Creativity:  
Generative Technologies**

What is generative technology?  
Discussion of Pew findings  
Exploration of/reflection on examples  
Studio time  
Introduction of Unit Plan assignment

**Reading:** Lenhart, Madden, Macgill, & Smith (2007)

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Wednesday, February 11<sup>th</sup>:

**Inspiring Learning & Creativity:  
Interactive Learning**

What are the levels of interactive learning?  
When is interactive learning “worth it?”  
Exploration of/reflection on examples  
Studio time  
Introduce *Inspiring Learning & Creativity Reaction*

**Reading:** Metiri Group (2008)

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Wednesday, February 18<sup>th</sup>:

**Barriers to Technology Integration  
& Relative Advantage**

Discussion of barriers  
Concept formation: Relative advantage  
Exploring Relative advantage

**Due:** *Inspiring Learning & Creativity Reaction*

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Wednesday, February 25<sup>th</sup>:

**ONLINE ACTIVITY**

*Information Ecologies: Understanding the complexity of technology in schools*

**Reading:** *Information Ecologies*

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**Wednesday, March 4<sup>th</sup>:**                    **ONLINE ACTIVITY**

*Information Ecologies: Applying the metaphor*

**Due:**                    *Information Ecologies Application/Reflection*

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**Wednesday, March 11<sup>th</sup>:**                    **SPRING BREAK – NO CLASS**

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**Wednesday, March 18<sup>th</sup>:**                    **Teacher Knowledge for Technology Integration**

Overview and discussion of TPACK  
TPACK in action: A case study  
The TPACK game and discussion

**Reading:**                    AACTE chapter 1, Hofer & Swan, 2008

**Due:**                    *Technology Integration Constructive Critique*

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**Wednesday, March 25<sup>th</sup>:**                    **The Activity Types Approach**

Typical approaches to ed tech professional development and instructional planning  
The AT approach and taxonomies  
The TPACK game, take two

**Reading:**                    AACTE, chapter 12, Harris & Hofer

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**Wednesday, April 1<sup>st</sup>:**                    **Applying the AT Approach**

Technology Integration Unit Plan studio time

**Reading:**                    AACTE, chapters 3-10 (select two most appropriate for you)

**Due:**                    *Technology Integration Unit Plan Focus Statement*

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**Wednesday, April 8<sup>th</sup>:**                    **Group Consultations**

Studio time  
Introduction of the Technology Integration Paper

**Due:**                    *Technology Integration Unit Plan Draft*

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**Wednesday, April 15<sup>th</sup>:**

**Developing Effective Presentations**

Applying multimedia research to presentations  
A presentation on presentations  
Studio time  
Sharing

**Reading:** *Presentation Zen*

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**Wednesday, April 22<sup>nd</sup>:**

**NO CLASS – Online consultations as necessary**

**Due:** *Technology Integration Unit Plan*

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**Wednesday, April 29<sup>th</sup>:**

**Access, Equity & Emerging Trends**

**Reading:** AACTE, chapter 2

**Due:** *Technology Integration Paper Draft*

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**Wednesday, May 6<sup>th</sup>:**

**Celebration and sharing of papers**

Future goals, re: technology integration

**Due:**

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**Wednesday, May 13<sup>th</sup>:**

**NO CLASS**

**Due:** *Technology Integration Paper*

*“What is technology integration?” exercise, revisited*