

**Note: Individual Instructors complete the asterisked (\*) components of the syllabus. ALL other components will be prescribed by University College, the Department Chair, or Course Custodian and must be included on each instructor's syllabus as provided.**

**NEW (CAC Approval Date):**

**UPDATED (Date): 11/07/05**

**\*TERM / YEAR / CAMPUS LOCATION**

**COURSE NUMBER, TITLE and CREDITS**

EDUU 563: Curriculum, Leadership, & Instructional Technology, 3 credits

**\*INSTRUCTOR NAME AND CONTACT INFORMATION:**

voice :

e-mail:

office hours / or out of class time contact information

**CUC COURSE CUSTODIAN**

Carla Piper, Ed. D. [piper@chapman.edu](mailto:piper@chapman.edu)

Course Support – Teaching with Technology: <http://www.chapman.edu/univcoll/faculty/piper>

**BULLETIN COURSE DESCRIPTION**

The course will focus on (a) the development of curriculum plans utilizing a broad range of technological tools in the teaching/learning process with traditional, at-risk and special education students, and (b) acquisition of the skills and knowledge necessary to provide leadership in the area of instructional technology to the school site and/or school district. The course is designed to achieve two primary purposes. The first of these is to equip the Masters of Education with an Emphasis in Instructional Technology (MAE in Tech) graduate with a solid knowledge base in the area of curriculum development as it is applied to teaching/ learning environments which utilize various types of electronic media to supplement traditional materials and equipment. The second is to prepare the graduate to assume a leadership role in his or her school and/or district, taking an active part in the creation and maintenance of Instructional Technology programs.

**PREREQUISITES**

EDUU451/551: Educational Applications of Computers OR Preliminary Educational Technology SSAT/CSET or equivalent course with approval; EDUU552: Using Technological Tools in Teaching.

**RESTRICTIONS**

Admission to the MAE with Emphasis on Instructional Technology

**ESSENTIAL EQUIPMENT AND FACILITIES**

Internet Access and Chapman ID

Classroom or lab must provide a computer for each student. Class size should not exceed 24 students or the number of networked computers available. A large whiteboard, bulletin boards, overhead projector, television, VCR, and an instructor computer with Microsoft Office and access to the Internet should be provided. Additional equipment should include an LCD presentation system, full-page color scanner, digital to analog TV converter, and digital camera. Students and instructors need to have access to email.

Online: Internet access: Chapman ID in order to access eCollege

Students will be required to spend 45 hours of on-line class time within the scheduled period in order to complete requirements for 3 semester units of credit. Pre-scheduled online chat, threaded discussion, tests, and assignments will be completed through the eCollege website – <http://www.chapman-online.org>. Students should expect that an additional 90 hours of preparation beyond the 45 hours of on-line class time will be required for successful completion of course assignments.

## **COURSE LEARNING OBJECTIVES**

*Through the class experiences, readings, assignments, and case studies, candidates will:*

1. To become well-informed about how educators are using instructional technology in K12 curricula, both in the U.S. and in other nations.
2. To apply accepted conceptual frameworks in the field of curriculum to classroom situations that have access to newer technological tools, and to develop short- and long-term unit plans for teaching in such an environment.
3. To know and be able to use the standards and criteria considered appropriate for the evaluation of curriculum units before, during, and after classroom use.
4. To develop strategies for the inclusion of students in classroom decision-making when technological tools are available.
5. To acquire the skills necessary to prepare a persuasive multimedia presentation on the need for K- 12 instructional technology for an audience of interested educators and/or community members.
6. To practice the use of new electronic/technology tools and to learn ways of keeping them in good working order.
7. To evaluate existing technology in one's own school or district and develop a plan to improve available resources and learning opportunities, K-12.
8. To begin to identify research questions connected to the use of technology in schools.

## **MAJOR STUDY UNITS**

### **Part I: Leadership development**

1. doing an inventory of your school's technology needs
2. developing a realistic proposal and tentative budget
3. creating a school/district technology plan
4. grant writing and partnerships
5. developing a presentation to colleagues, the school board, a business or civic group, a funding source, or a parent group
6. being technologically creative on a shoestring
7. keeping equipment maintained and functioning
8. learning to facilitate others in the areas of goal-setting, problem identification and problem-solving, organizational communication, and other dimensions of organizational leadership
9. diagnosing needed change and developing appropriate change strategies

### **Part II: Curriculum development**

1. literature review: what are others doing? trends in technology
2. key concepts in the curriculum field
3. semester plans, unit plans, and daily lesson plans
4. evaluating online and interactive material
5. involving students in curriculum decisions
6. equipment use

## **INSTRUCTIONAL STRATEGIES**

Course will be conducted online through eCollege. Instructors will engage candidates in on-line threaded discussions, messaging, email and attachments, and chat rooms.

## **REQUIRED TEXTS**

- Education Planning Guidelines approved by the California State Board of Education (January, 2001). Retrieved from <http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>. PDF Download - <http://www.cde.ca.gov/ls/et/rd/documents/edtechplan.pdf>
- Copy of Local District Technology Plan
- User Account for the California Learning Resource Network (CLRN) <http://www.clrn.org>
- User Account for the CLRN Lesson Plan Builder: <http://www.lessonplanbuilder.org>
- Educational software or video featured on the CLRN web site
- Students in this course are required to access and join an educational technology professional organization and subscribe to a professional journal or newsgroup.

## RECOMMENDED TEXTS

Tomei. L.A. (2002) Technology Facade, The: Overcoming Barriers to Effective Instructional Technology in Schools. Allyn & Bacon. ISBN: 0-205-32676-5

Online Resources Available at: <http://www.chapman.edu/soe/faculty/piper//teachtech>

## REQUIRED SOFTWARE

- Microsoft Office: Word, Excel, Powerpoint
- Web Authoring: Frontpage or Netscape
- Firefox Web Browser - <http://www.mozilla.org/products/firefox/>
- Audio Editor: Audacity from Soundforge - <http://audacity.sourceforge.net/>
- Graphics Editor: Irfanview - <http://www.irfanview.com/index.htm>
- Video Formats
  - Real Player – <http://www.real.com>
  - Quicktime - <http://www.apple.com/quicktime/>
  - Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/default.aspx>

### Student Software Recommendations (for home installations)

- Open Office (Free Office Suite if Microsoft Office is not available) - <http://www.openoffice.org/>
- Mozilla (Free Web Authoring Suite) - <http://www.mozilla.org/products/mozilla1.x/>

## \*STUDENT PERFORMANCE REQUIREMENTS

Graduate students are expected to maintain a 3.0 (B) average, however A and B grades must be earned in the course through meeting the criteria for such grades as outlined by the instructor. Students who earn a C+ or below in the course will be required to repeat the course in order to receive credit.

## \*METHODS OF EVALUATION FOR DETERMINING GRADES

Suggested Assignments
<i>School Technology Planning</i> <ul style="list-style-type: none"><li>• School Site Technology Inventory</li><li>• Technology Scope and Sequence</li><li>• School Site Technology Plan School Site</li><li>• Technology Plan Multimedia Presentation</li></ul>
Discussion Board Participation
Electronic Ed Tech Journal Reviews
Webliography Entries
<i>California Learning Resource Network – Lesson Plan Builder</i> <ul style="list-style-type: none"><li>• CLRN Lesson Plan Builder Worksheet</li><li>• CLRN Lesson Plan File Attachments</li><li>• CLRN Lesson Plan Multimedia Student Introduction</li></ul>
WebQuest Post on Server

## Assignment Descriptions

The assignments for this class are explained below. Note that most of the assignments have an \* indicating that they should be included in the final Electronic Portfolio project which is a part of the MAE program. You will begin posting your portfolio on the web in EDUU564 and add your action research project in EDUU565. Keep these assignments, as well as collect those you created in EDUU552 and previous educational technology courses, workshops, and trainings.

## **Curriculum Development**

CLRN Lesson Plan Builder Worksheet: The CLRN Lesson Plan Builder Worksheet will be developed as you create and submit your lesson for the software or video that you selected from the CLRN database. The worksheet is a template from the CLRN site and will be produced in both an electronic and paper format. \*

CLRN Lesson Plan File Attachments: CLRN Lesson Plan File attachments are those electronic documents that you create as part of your Lesson Plan Builder project. Attachments must include a students assessment of the lesson and at least one student project. \*

CLRN Web Page: Create an instructional web page based on your CLRN Lesson Plan. Must include graphics, web links, links to email, and instructional activities. May use Webquest lesson design. \*

CLRN Lesson Plan Multimedia Student Introduction: Once your Lesson Plan Builder project is complete, you will create a multimedia presentation that will provide the students with an overview of the lesson.\*

Webliography: Add two lesson plan internet sites to the webliography of this course. Provide a brief overview of the site - subject matter, grade level, standards, objectives, etc. \*

## **Discussion Board**

Electronic Ed Tech Journal Reviews: Select two electronic articles that deal with either a technology curriculum issue or a technology planning issue. Read the articles and write a short, one page review of the article that includes your viewpoint about the topic. Post your summary and the proper APA reference with retrieval web address to your article in the Discussion Board section of eCollege. \*

Discussion Board Participation: The instructor will post topics throughout the term for you to read and react to. Post your responses on the Discussion Board section of eCollege. Discussion is counted as attendance. Points will be deducted for absences when discussion hasn't been completed.

## **School Technology Planning**

School Site Technology Plan: The School Site Technology Plan is a Word document that addresses the five component areas of the Educational Technology Planning Guidelines as they apply to your school (grade level or department). Also included as an appendix to this document will be a site tech inventory. This document shall be 5 to 7 pages in length. \*

School Site Technology Inventory: The technology inventory is a Word document that describes the technology that already exists in your grade level or department and includes the classrooms, labs and type of connectivity your school has. \*

School Site Technology Plan Multimedia Presentation: Once your School Site Technology Proposal is complete, you will create a multimedia presentation that highlights the five key components of your Technology Proposal. The multimedia presentation will include animated bullets, graphics and charts or graphs.\*

## **ATTENDANCE AND OTHER CLASS POLICIES**

Class Attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

### **On-line Attendance Policy:**

Class participation will be required through online discussion. Online students will be required to attend at least three virtual chat sessions, as well as participate in threaded discussions. Chat session times, topics, and assignment deadlines will be posted at the beginning of the course. You will be expected to log in to the course regularly, complete the required reading, participate in online discussions, and complete all assignments. You will be required to take exams and quizzes. Specific times will be posted for real-time virtual chat. In addition, the course professor will be available for e-mail questions and discussion during a 3-hour period weekly. The instructor will respond to any questions within 72 hours.

### **Online Class Discussion:**

Weekly online discussion is required for this course. You must participate in threaded discussion and e-mail as a part of each unit of study. Questions will be posted for each unit. Your responses should relate not only to the question, but also to the comments of your classmates and instructor and the topics of your assigned readings. These responses should clearly demonstrate that you have read the required articles, thoroughly examined recommended websites, and participated fully in course assignments and exercises. Your

discussion should be relevant to the topic and should move the discussion forward. You should not simply agree or disagree with what has already been stated. Interact with your classmates constructively and respectfully, allowing for everyone to participate. Follow the rules of netiquette. The quality of your discussion is more important than the frequency or length of your responses.

### **Netiquette for Online Course:**

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

## **GOALS OF THE EDUCATIONAL TECHNOLOGY ASSESSMENT PLAN**

Chapman University College faculty, instructors, and students will participate in annual learning outcomes assessment. The educational technology program must provide evidence supporting claims of educational effectiveness. Engagement in assessment activity is expected in order to evaluate strengths and weaknesses in the educational program and make meaningful efforts at improvement. Instructors will be asked to have students participate in an online student survey. The course custodian will request analysis and evidence of student work in the areas of student writing and electronic portfolios for assessment.

**1. University College Goal: Personalized Education** - Students will receive personalized education by faculty in the areas of advising, teaching, mentoring, and career/graduate school preparation.

**2. University College Goal: Student Writing** - Students will demonstrate competence in the use of online research resources and be able to write a scholarly research review using proper APA electronic format for citations and references. EDUU451/551 students will review one research article on the use of technology in education.

**3. Department Goal: Meeting Technology Standards for Teachers.** Students will demonstrate understanding of and proficiency in national technology standards for teachers. Technology Standards for Teachers:  
[http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

**4. Department Goal: Electronic Portfolio** Students will show evidence of meeting technology standards and Teacher Performance Expectations (TPE) or national standards for technology leadership through an electronic assessment portfolio.

## **AMERICANS WITH DISABILITIES ACT STATEMENT**

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the instructor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the director of the Center for Academic Success at the Orange Campus at 714-997-6828 or from the director of a Chapman regional campus.

## CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

### DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: [www.chapman.edu/library/reference/styles](http://www.chapman.edu/library/reference/styles). All MAE courses use APA format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

### ACADEMIC INTEGRITY

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

## ACADEMIC WRITING GUIDE

Student's Name \_\_\_\_\_ Instructor \_\_\_\_\_

Paper Assignment \_\_\_\_\_ Course Title \_\_\_\_\_

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

Criteria	Comments	NSW	Dev	WD
The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.				
The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.				
The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.				
The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.				
The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.				
The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.				
The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.				

N S W = Needs Significant Work,

D = Developing

WD = Well Developed

### OVERALL RATING

The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive and supportable analysis.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>Needs Significant Work</b></td> <td style="width: 33%; text-align: center;"><b>Developing</b></td> <td style="width: 33%; text-align: center;"><b>Well Developed</b></td> </tr> <tr> <td colspan="3" style="text-align: center;">                      -----&gt;                 </td> </tr> </table>	<b>Needs Significant Work</b>	<b>Developing</b>	<b>Well Developed</b>	----->		
<b>Needs Significant Work</b>	<b>Developing</b>	<b>Well Developed</b>					
----->							
<b>Comments:</b>  							

A. If this version of the paper is to receive a grade, the grade is \_\_\_\_\_. Instructor \_\_\_\_\_ Date \_\_\_\_\_

## QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES

<http://www.chapman.edu/library/>

### SELECTED BIBLIOGRAPHY

- Acceptable Use Policies Online Resources
  - Virginia Department of Education: <http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>
  - The Internet Advocate: <http://www.monroe.lib.in.us/~lchampel/netadv3.html>
- American Psychological Association (APA) Online Resources
  - Electronic Reference Formats - <http://www.apastyle.org/electmedia.html>
  - University of Wisconsin Writing Center APA - <http://www.wisc.edu/writing/Handbook/DocAPA.html>
  - University of Wisconsin - <http://www.uwsp.edu/psych/apa4b.htm>
  - Walden University - <http://www.waldenu.edu/acad-rsrcs/writing-center/index.html>
- American Library Association Internet Use Policies - <http://www.ala.org/alaorg/oif/internetusepolicies.html>
- Apple Learning Interchange - [http://ali.apple.com/ali\\_sites/ali/index.html](http://ali.apple.com/ali_sites/ali/index.html)
- Barrett, Helen: Electronic Portfolios - <http://electronicportfolios.com/>
- Burns, P., Roe, B. & Ross, E. (1999). *Technology for literacy learning: A primer*. Houghton Mifflin Company, Boston, MA.
- California Online Resources:
  - California Department of Education - <http://www.cde.ca.gov/>
  - California Content Standards and Frameworks – <http://www.cde.ca.gov/ci>
  - California Content Standards - S.C.O.R.E - <http://www.score.k12.ca.us>
  - Educational Technology - <http://www.cde.ca.gov/ls/et/>
  - California Technology Assistance Project - <http://ctap.k12.ca.us/>
  - CTAP Training Guides for Level I and Level II - <http://www.fcoe.k12.ca.us/techprof/>
  - California Course Models – Searchable Standards – CTAP - <http://www.history.ctaponline.org/>
  - California Learning Resource Network – CLRN - <http://www.clrn.org>
  - CLRN Lesson Plan Builder – <http://www.lessonplanbuilder.org>
  - California STAR Test Data - <http://star.cde.ca.gov/>
  - Dataquest - <http://data1.cde.ca.gov/dataquest/>
- Child Internet Protection Act Resources:
  - Federal Communications Commission - <http://www.fcc.gov/cgb/consumerfacts/cipa.html>
  - CIPA - American Library Association - <http://www.ala.org/cipa/>
- The Computer Ethics Institute: [http://www.brook.edu/its/cei/cei\\_hp.htm](http://www.brook.edu/its/cei/cei_hp.htm)
- Cunningham, C.A., Billingsley, M. (2003). *Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning*. Allyn & Bacon. ISBN: 0-205-33659-0
- Education Resources Information Center (ERIC): <http://www.eric.ed.gov>
  - The Educator's Reference Desk - <http://www.eduref.org/>
  - ERIC Digests.org - <http://www.ericdigests.org/>
  - Search ERIC - <http://SearchERIC.org>
- Edutopia Online: The George Lucas Educational Foundation: Innovative Classrooms, Skillful Educators, Involved Communities – <http://www.gleef.org>
- Goldman, S. R., Williams, S. W., Sherwood, R.D., Hasselbring, T.S. and the Cognition and Technology Group at Vanderbilt (1999). *Technology for teaching and learning with understanding: A primer*. Houghton Mifflin Company. Boston. MA.
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- Grabe, M. & Grabe, C. (1998) *Learning with internet tools: A primer*. Houghton Mifflin Company. Boston. MA.
- Grabes' Integrating Technology Textbook Online Resource Site - <http://ndwild.psych.und.nodak.edu/book/book4/index.html>
- Harris, J. (1998) Wetware: Why use activity structures? <http://virtual-architecture.wm.edu/>
- International Society for Technology in Education (ISTE) - <http://www.iste.org>
- The International Technology Education Association (ITEA) - <http://www.iteawww.org/>
- InTime – Integrating New Technologies into the World of Teaching - <http://www.intime.uni.edu/>
- Library of Congress: <http://lcweb.loc.gov>
- McClintock, R. (1999). *The Educators Manifesto: Renewing the Progressive Bond with Posterity through the Social Construction of Digital Learning Communities*. Institute for Learning Technologies (ILTweb). Teachers College, Columbia University. Retrieved July, 2003: <http://www.ilt.columbia.edu/Publications/manifesto/index.html>
- Means, B. (1994) *Technology and Education Reform*. San Francisco: Jossey-Bass Publishers
- National Education Technology Standards (NETS)
  - NETS - <http://cnets.iste.org/teachers/>
  - NETS for Teachers - [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

- NETS for Students - [http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)
- National Center for Education Statistics - <http://nces.ed.gov/>
- Online Journals
  - Ed Week - <http://www.edweek.org/>
  - Electronic Text Center - <http://etext.lib.virginia.edu/>
  - IT Journal Online - <http://etext.virginia.edu/journals/itjournal/>
  - Journal Of Computer-Mediated Communication - <http://www.ascusc.org/jcmc/>
  - Journal of Technology Education - <http://scholar.lib.vt.edu/ejournals/JTE/>
  - Kappan Articles On-line - <http://www.pdkintl.org/kappan/khome/karticle.htm>
  - Library in the Sky - <http://www.nwrel.org/sky/>
  - Technology Source - <http://horizon.unc.edu/TS/>
  - Tech-LEARNING - <http://www.techlearning.com/>
  - T.H.E. Journal.com - <http://www.thejournal.com/>
  - Triangle Journals - <http://www.triangle.co.uk/>
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- Provenzo, E. F., & Gotthoffer, D. (1999). Quick Guide to the Internet for Education. Needham Heights, NJ: Allyn & Bacon.
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- Topscott, D. (1999). Growing up digital. McGraw-Hill. - <http://www.growingupdigital.com>
- U.S. Copyright Law - <http://www.loc.gov/copyright>
- U.S. Department of Education Online Resources - <http://www.ed.gov>
  - No Child Left Behind <http://www.nochildleftbehind.gov/>
  - The Gateway - U. S. Department of Education – <http://www.thegateway.org>
  - U.S. Department of Education (1993). Using Technology to Support Education Reform. Archived retrieved July, 2003: <http://www.ed.gov/pubs/EdReformStudies/TechReforms/>

**\*INSTRUCTOR’S CLASS BY CLASS ASSIGNMENT SCHEDULE**

[Attach sheets as necessary.]