

RECT 695: Engaging Students with Technology

Semester: Spring 2023

Dates: February 13 – April 24, 2023

Credit Hours: 2

Location: Online

University Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Contact Information

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Course Description

Through a variety of presentations and content-specific researched-based materials, this course provides candidates with the knowledge and tools to create effective and supportive learning environments for K-12 students.

Course Goals

UNDERSTANDING STUDENTS

Candidates will analyze and evaluate a variety of instructional strategies to enhance student achievement.

SERVING THE COMMUNITY

Candidates will become advocates for the development of strong school, community and family partnerships.

FINDING OUR PROFESSIONAL SELVES

Candidates will strive for excellence in teaching, leadership and service.

Course Outcomes (Compliance Standards can be found at www.stfrancis.edu/real/)

By the conclusion of the course, each participant will be able to do the following:

1. Examine the role of the K-12 educator including personal characteristics, professional preparations, roles, and functions. (InTASC 9, 10)

2. Identify effective instructional activities, materials, and learning environments to enhance student learning. (InTASC 3, 4, 5, 6, 7, 8)
3. Identify an aspect of their professional educational practice or process (e.g., content knowledge, instructional delivery, assessment, learning environment, etc.) that needs to be changed to enhance student achievement. (InTASC 2, 3, 4, 5, 6, 7, 8)
4. Demonstrate reflective professional behaviors. (InTASC 9, 10)

Resources and Academic Policies

Resources and academic policies for candidates as listed below can be found at www.stfrancis.edu/real/syllabus. The PDF documents may also be printed from this location for easy reference.

- Method of Instruction and Expectations of Candidates
- Academic Policies for Candidates
- Compliance Standards
- Resources and Assistance for Candidates

Institutional Policies

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

This course builds on a meaningful learning experience that occurs outside traditional settings in which candidates are currently participating or recently concluded. In that experience, candidates interacted with generative topics based on current theory and research-based best practices. This course allows candidates the opportunity to extend, apply, and demonstrate their learning from that experience with activities that are aligned with academic outcomes and applicable state and national standards.

Instructional Change Document

Candidates will identify changes made to professional practice based upon experiential learning aligned with the InTASC Standards. Candidates will reflect upon knowledge gained from content experience and determine how a change in some aspect of the educational process (e.g., instructional delivery, assessment, classroom room environment, etc.) may enhance student learning and development

Outcomes: 1, 2, 3, 4

Standards: InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10

Lesson Plan Design

Candidates will develop a lesson plan or mini-unit of study incorporating current theory and research-based practices to enhance student learning. Each lesson plan will include handout(s) with illustrations (where appropriate), an assessment, and a written reflection sharing the impact the lesson design will have upon student learning and achievement.

Outcomes: 2, 3, 4

Standards: InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10

Course Evaluation and Weighting of Assignments

The following point values will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and the final project will be provided in the Course Resources Module.

ASSIGNMENTS	POSSIBLE POINTS
Instructional Change Document	25
Lesson Plan Design	25
TOTAL	50

GRADING SCALE POINTS AND PERCENTAGES	GRADE
50 – 46 points	A
45 - 41 points	B
40 – 36 points	C
Less than 35 points	F

Course Schedule

Course Content/Topic	Required Reading, Activities, and Tasks
MODULE ONE	
Experiential Learning	<ul style="list-style-type: none"> Read information in Getting Started Module
MODULE TWO	
Instructional Change	<ul style="list-style-type: none"> Review InTASC Standards Complete Instructional Change Document assignment
MODULE THREE	
Lesson Plan Development	<ul style="list-style-type: none"> Complete Lesson Plan Design Assignment