EDU 201 – Classroom Inquiry with Technology
Social and Behavioral Sciences Department

Catalog Course Description: This course explores as a data driven, reflective practice. The students will use research tools to understanding teaching and learning with a classroom context and reflect on the relationship among and between technology, theory, student learning, and instructional practices. This course includes a practicum requirement of 30 hours service/observation in public schools as designated by the instructor.

Prerequisite(s): CPT 101 or CPT 170
Credit Hours: 3

Departmental Website: http://www.midlandstech.edu/sbs/
Desire2Learn Login Page: http://elearn.midlandstech.edu

Departmental Assistant: Ms. Jayne Harris (harrisj@midlandstech.edu)
Department Chair: Mr. Shickre Sabbagha (sabbaghas@midlandstech.edu)

Textbook(s): Teaching Tech-Saavy Kids, by Jessica K. Parker, Corwin 2010
New Culture of Learning, Douglas Thomas and John Seely Brown, NACSCORP, Inc.

Additional Course Equipment: Storage Device, (2 Gig, minimum)
Notebooks
Dividers

Additional Course Requirements: SLED background check (less than 6 months old)

Course Objectives: Students will use critical inquiry methodology and electronic research media to understand teaching and learning practices within the classroom context and to reflect on the relationship among and between technology, theory, student learning, and instructional practices. Upon completion of this course the student will be able to:

1. Understand a variety of issues that impact teaching and learning (e.g., funding; teacher certification; local, state, and national politics; tracking; etc.).
2. Identify and challenge beliefs regarding teaching and learning.
3. Recognize and value diversity as a central component of the teaching and learning process.
4. Recognize that teaching is a political act.
5. Understand the relationship between expectations and student achievement.
6. Develop an inquiry stance toward teaching and learning and issues of education.
7. Examine how technology is used to impact instruction and student learning.

Course Attendance: Students are expected to attend all classes and are responsible for all class work, lectures, and assignments whether they are present or not.

All students are required to attend a minimum of 85% of their regularly scheduled classes. The maximum number of allowable absences for a class meeting two days per week over the fall and spring
semesters is four (4). Absences are counted from the first day of class. All absences are counted. There is NO such thing as excused absence.

**Online Course Attendance:**
Online instructors will establish and communicate to students the guidelines for determining attendance in their online courses. Attendance should be established along the same guidelines as on campus courses (see above). Attendance can be counted in a variety of ways such as identifying how many missing assignments constitute an absence or identifying a certain percentage of assignments that must be turned in for the student to be in attendance the required amount of time. Instructors should withdraw any students who exceed the total number of allowed absences.

**Hybrid Course Attendance:**
Hybrid instructors will count both on ground and online absences (as defined in the course syllabus and policies) in determining total absences in a hybrid course (see above). Instructor should establish and communicate to students what constitutes in class attendance and what constitutes online attendance. Instructor must be specific in what the online activities are and how they are graded. Students should be counted absent when they fail to participate in or submit specified online activities and/or assignments that equate to a class meeting. Tardies apply for on campus portion of course. Instructors should withdraw any students who exceed the total number of allowed absences, whether in class, online, or in combination.

Please note the following: You are responsible for all material and announcements presented, whether you are present or absent.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**No Shows:** If you register for a course and decide not to attend for any reason, you must complete a drop form and process through the student Records Office. You will not be automatically purged for non-attendance. If you do not submit a drop form, you will be responsible for course tuition and fees. By not officially dropping the course, you will incur a bill with the college that can only be addressed through the College's Finance Office. The college's refund policy and dates are posted each semester.

**Administrative Drop Requests:** A student requesting an Administrative Drop resulting from medical, death of family member, and other extenuating circumstances experienced while enrolled at Midlands Technical College should be directed to the Student Ombudsman's office. Our policy dictates a request must be made no later than 30 days after the affected term. Supporting documentation is required and must be received before the request can be processed. Once the request form is received along with supporting documentation, it takes approximately three weeks for processing. As a result of an approved Administrative Drop Request, the student may be granted a refund of tuition and fees.

According to College Procedure 3.10.1, students having to withdraw from college because of Military Deployment (active duty personnel) while enrolled must complete a withdrawal form and submit to the Records Office along with a copy of military orders.

**Disabilities Statement:** The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or
information technology please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

D2L Brightspace Help:

Online Learning Support Help Desk: Technical questions related to the operation and use of Desire 2 Learn can be answered from our Support Help Desk. A response will be provided within one business day.
To login: use your MTC e-mail account username and password.
(Student Username Example: georgeasmith)
(Faculty Username Example: smithg)

Desire 2 Learn Assistance Online: Technical questions related to the operation and use of Desire 2 Learn can also be answered by leaving the information by telephone at (803) 822-3561, or emailing D2LHelp@midlandstech.edu. A response will be provided within one business day.

For MyMTC log-in issues please call 803-738-7888.

Academic Dishonesty: The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college’s Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.

- The Student Code (Appendix I of the MTC Student Handbook) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student’s paper.
  - Copying or presenting someone else’s work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person’s work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

If you are suspected of cheating, your instructor will inform you. You may explain or refute the allegation. If your instructor still thinks the charges are founded, you will be referred to the Office of the AVP, SDS. Documentation is submitted to the Office of the AVP, SDS, by your instructor. You will then meet with either Dr. Holloway or Mr. Hayden. After the meeting, you will receive a letter with the sanction grade of zero (0) and any other sanctions deemed appropriate. You will have the right to file an appeal. Once the hearing and the notice of the right to appeal have been completed, instructor will be notified to apply the sanction grade of zero (0).
Course Grading:

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Superior Work</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good Work</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average Work</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>0</td>
<td>F</td>
<td>Unsatisfactory Work</td>
</tr>
</tbody>
</table>

A. Attendance and Participation

Full participation and engagement in class is expected.

Students are responsible for ensuring that a study partner or friend is designated to pick up handouts in the event of absence. Students are also responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by the student: meeting with a fellow student, sending in an electronic recorder, studying a fellow student’s notes, etc. Please take advantage of office hours designed to support students’ successful progress in the course.

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Frequency</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Class/Small Group Discussions</td>
<td>Weekly</td>
<td>2 points/26</td>
</tr>
</tbody>
</table>

B. Required Readings and Response (40 Points=16 Points for Weekly Reading Responses and 24 Points for D2L Posts)

During class sessions, we will discuss either in whole group or small groups current issues and trends in education. These discussions will stem from the readings for this course which will consist of articles or chapters from professional text. These articles will be used in class discourse and discussion on the topics assigned for each week. Articles/chapters will be posted on D2L.

For each of the readings you are responsible for having access to the article, either in print or electronically, in class along with your reading response. In order to develop habits of intentional and consistent reflective reading, each week you will take notes on assigned readings and make notes to capture your connections, questions, and new ideas. The written response will include 5-10 sentences addressing the main idea of the piece, two key lines or ideas from the reading from which you made connections between and among past readings, experiences and field experiences; pose questions; articulate your beliefs about teaching, learning, and curriculum. How you structure this response is up to you. You can create a t-chart or you can write it in a narrative form. Please take these written reflections very seriously. Your careful reading of the assigned material is a critical component in this course.

In addition you will submit your responses as

- **Written Response**: Four times during the semester, according to the class schedule, you will submit your response on D2L. The responses are due by midnight Wednesday. (See the schedule below.)
- **Print** your written response and place in your notebook. Having a copy of your written response will aid you in a discussion group.

C. Field Experience (10 points)

Students are expected to complete a minimum of 15 hours of field experience activities related to this course. A minimum of 10 observations and 15 hours (7.5 elementary and 7.5 middle school), each observation being a minimum of 60 minutes. Students will keep track of hours spent at individual school sites. The Field Experience
Log will be collected at the completion of each of the two field experiences. If the signed visitation log does not verify school visits, the reflective paper for those observations will not be accepted, resulting in the loss of those points. **Due:**

Please be aware that you are a guest in a professional learning environment, and you are a representative of the Midlands Technical College. For **each** observation, you are required to sign in and out of the school in the office.

- Dress professionally.
- Please make sure that all cell phones and pagers are turned off before entering the building.
- Schools are extremely busy places. Do not ask to use school telephones or request that messages be left for you in the office.
- Talk is not above a whisper in the hallways.
- When you contact the school, you will need to ask where you need to park.
- Ensure that your language and tone of voice are appropriate for children/young students to hear.
- Class time is not a time to talk with your peers. It is a time to demonstrate that you are learning.

Please be fully aware that if your behavior or attitude is deemed unprofessional (i.e. excessive tardiness, lack of engagement, **unprofessional dress**) by any member of the school staff, you will be in jeopardy of failing this class.

**D. Field Experience Reflection (26 points)**

Based on the data you have gathered from the Focused Areas of Observation in both the elementary school and the middle school you will write a reflective narrative (4 pages minimum and 6 pages maximum). The narrative will embed examples from the observations to support this synthesis of your learning. As you reflect, it will be important to reference 1) data gathered (What did you notice?) 2) group discussions (What patterns evolved?) 3) professional beliefs (Have you established beliefs? Have you revised beliefs you had pre-established? Were your beliefs challenged?) and 4) sources to support your insights and thoughts, a minimum of two.

Your narrative will communicate your growth and reflection over time. You should detail your understanding of the course topics that you found most relevant to you as a learner and discuss the relationship between experiences in the course and those understandings.

**E. Employment of Technology (20 points)**

The variety and types of technology available to facilitate teaching and learning are exciting. It is important to use these technology tools strategically in teaching and to encourage students to access technology as a means of deepening and broadening their learning across all content areas. In class we will explore a variety of technological applications and discuss how each of these tools can be used to strategically refine and/or extend learning. Students will be expected to employ **eight** of these technology tools in their own learning. Examples of the types of technology may vary based on current websites, programs, etc. Students will be prompted as to which tools they may submit for this assignment.

Students will create a blog demonstrating or displaying a use of this technology along with an explanation of how the tool could be used in your classroom to enhance learning.

**F. Inquiry Project: Summative Reflection (25 points)**

Each student will select a topic of educational interest. The topic can be one taken from the Focused Areas of Observation or a separate topic of interest based on a current issue or trend in education (i.e. arts in education, standardized testing, NCLB, instructional practices, diversity, inclusion, management techniques, etc.). The student will look for patterns from observations, discussions and research materials. Students will write a summative reflection (minimum 5 pages and maximum 8 pages) on the selected topic based on the synthesis of information obtained from observations, discussions, and research materials. A minimum of **two** references is required.
All written work should be typed, 12 pt. Times New Roman, and double-spaced. You should adhere to APA format for your textual documentation and in your bibliographies.

G. Pause and Ponder (15 points)

The best teachers understand the reciprocal nature of teaching and learning. Not only do they take joy in learning but they understand that becoming a professional educator is a commitment to themselves and to the students they work with every day. They push themselves to make connections to professional readings, contribute to professional discussions, as well as develop and share instructional ideas. In short, they are reflective practitioners who press themselves and their colleagues to appreciate the complexities of teaching and learning.

As a learner you are responsible for your own learning. To help you learn and grow you will use Pause and Ponder Slips. During class, jot down questions, participate in quick writes, reflect on daily experiences, and make theoretical connections on a blank piece of paper as your Pause and Ponder slip. Then turn these in at the end of each class.

H. Course Evaluation (2 points)

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC Online Course Evaluation</td>
<td>Completed the evaluation and turned in copy of MTC acknowledgement page.</td>
<td>Did not complete the evaluation</td>
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</table>

IV. Administrative Course Requirements:

A. Assignments will be accepted on or before the specified due date. As instructor, I do reserve the right to monitor and adjust assignments and expectations for this course as needed as the semester progresses.

V. Evaluation and Grading:

Letter grades will be assigned based on total possible points. The following scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>174 – 161</td>
<td>100 – 93%</td>
</tr>
<tr>
<td>B</td>
<td>160 – 148</td>
<td>92 – 85%</td>
</tr>
<tr>
<td>C</td>
<td>147 – 134</td>
<td>84 – 77%</td>
</tr>
<tr>
<td>D</td>
<td>133 – 121</td>
<td>76 – 70%</td>
</tr>
<tr>
<td>F</td>
<td>120 – 0</td>
<td>69 – 0%</td>
</tr>
</tbody>
</table>

Major Course Topics:

- Elementary and Middle Level Structures
- Establishing teacher beliefs
- The relationship between classroom inquiry and instruction
- Uses of technology and the digital divide
- Teacher as learner/inquirer
- Observations and interpretations
- State and National Standards
VI. Modes of Instruction:

Instructional strategies in this course will include observations, small group/whole group discussions, group work, student presentations, demonstrations, and direct instruction.