

St. Mary's University Teacher Technology Use

Introduction

Educational technology, instruction in digital learning and literacy, is an integral part of the Educator Preparation Program in the Education Department at St. Mary's University.

Students will be prepared to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning. Students will also engage in activities that are designed to prepare them to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

The implementation and integration of educational technology, instruction in digital learning and literacy, is based on the following:

International Standards for Technology Integration (ISTE) for Educators

<https://www.iste.org/standards/for-educators>

Texas Education Agency (TEA) Technology Application Standards I-V for all Teachers

https://tea.texas.gov/Academics/Learning_Support_and_Programs/Technology_Resources/Technology_Standards_for_Students,_Teachers,_and_Librarians/ and

Universal Design for Learning (UDL) <http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/3-udl-principles>.

Relevant Education Courses

ED 3301 – The American Elementary School

ED 3302 – The American Secondary School

ED 3316 – Child Development and Learning in the School Setting

ED 3321 – Instructional Planning, Assessment, and Evaluation

ED 3330 – Teaching Diverse Populations

ED 3340 – Reading: Methods of Teaching Reading

ED 3341 – Reading: Diagnosis, Remediation, and Prevention of Reading Difficulties

ED 3350 – Reading: Teaching Reading in the Secondary Content Areas

ED 3351 – Reading: Teaching Reading in the Elementary School

ED 3361 – Adolescent Development in the School Setting

ED 3362 – Teaching: Learning and Secondary Methods

ED 4338 – Professional Development Seminar – Elementary

ED 4388 – Professional Development Seminar – Secondary

ED 4351 – Skills Development for Interdisciplinary English Language Arts & Reading Majors

ED 4360 – Skills Development for Secondary English Majors

ED 4639 – Student Teaching – Elementary

ED 4689 – Student Teaching – Secondary

Course activities that are designed to prepare students to integrate technology into curriculum and instruction:

- Students will be introduced to and use The Texas Teacher School Technology and Readiness (STaR) Chart <https://tea.texas.gov/starchart/>. They will use the information within as a tool for self-assessment and planning for their current and future professional development in digital literacy.
- Students have the opportunity to become a Google Certified Educator Level 1 and 2. This training and certification will engage them in professional growth and leadership opportunities. It will also allow students to learn strategies that will facilitate and inspire learning and creativity in their future students.
<https://teachercenter.withgoogle.com/certification>
- Students presentations demonstrate the use of Prezi and PPT technology applications. The presentations may be embedded with video clips, interactive links and other digital components. This prepares them to use these programs in their future classrooms.
- Faculty regularly model, use and require student use of laptops, projectors, DVD players, and document cameras to demonstrate various hardware platforms used for presentation of material.
- Students use technology in their lesson plans for planning and instruction. Some students use videos from websites such as BrainPOP and SchoolTube to get their students' attention or to introduce a lesson. Additionally, some students use interactive games from educational websites such as Funbrain and Education.com for guided practice. They also use websites such as Kahoot to informally assess their students' learning.
- Student presentations demonstrate the use of current research and acquisition of video vignettes that reflect show a teacher modeling pedagogy concepts covered in class, i.e. **Teach Like a Champion** vignettes.
- Professors model the use of Kahoot, Clicker Response System, Online Jeopardy and QR Codes. Online Course Review is used to “check for understanding of concepts.” Students are encouraged to use these or similar applications in their lesson plans for informal assessments.
- To help students create lesson plans for their school tutoring sessions, to facilitate students and faculty in posting academic research and research questions and contributing to academic conversations, Education Department faculty created, moderate and maintain the website, **Education Foundry** (<https://sites.stmarytx.edu/educationfoundry/>).
- Students engage in lessons on educational websites that encourage students to read, such as Accelerated Reader and getepic.com.
- Students engage in lessons on educational websites that help teachers manage behavior such as Classroom Dojo.
- Students use websites, such as the Scholastic Book Wizard, to determine the reading levels of children's books.
- An online workshop examines current research, policies, and professional practices pertaining to cultural diversity and the educational needs of special populations. Emphasis is placed on teaching strategies and learning environments that improve teacher effectiveness within an increasingly diverse school setting. The course content is organized using workshop modules, with each module containing the following: (1) Lesson information and learning objectives, (2) Reading materials and supplemental resources, and (3) Assignments. The last section consists of Resource Files that students are

required to complete after doing the reading, a Discussion Board where students are required to post their responses to a question connected to the module, and an online quiz.

- Professors demonstrate the use of e-textbooks and other platforms that are integrated with the University's Canvas System. This introduces and engages students in the use of integrated systems for the purpose of instruction, course management, student access to digital information using various resource platforms and analytics of student performance.
- Based on the student's individual digital literacy professional development needs, each student has access to the St. Mary's University's Gateway Site and the *Hoonuit* platform. Students have access to numerous programs that support digital learning and digital literacy. Most programs and apps utilized in courses throughout the education program can be located on this site.

Course activities that are designed to prepare teachers to use technology to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement:

- Students practice using online TELPAS and Woodcock Munoz Results to determine type of accommodations to best serve hypothetical classroom of students.
- Students learn about state assessments and accountability by accessing TEA website online. On this website, students are assigned a campus to research. Students analyze the campus TAPR and determine instructional strengths and weaknesses by looking at performance data.
- Students experience taking online quizzes. Additionally, students are introduced to the creation of online quizzes using educational websites such as Quiz Maker.
- Professors use Canvas to collect and use data on students' learning. Lessons on record keeping and uses of Canvas are demonstrated.
- Students are encouraged to use technology in their lesson plans. Some students have used videos from websites such as BrainPOP and SchoolTube to get their students' attention or to introduce a lesson. Additionally, some students have used interactive games from educational websites such as Funbrain and Education.com for guided practice. They also use websites such as Kahoot to informally assess their students' learning using this information to plan for future instruction.
- Students use educational websites such as TeacherVision for resources in the administration of running records and analysis of the results of such assessments. Resources include leveled reading passages that can be used in administering a running record and graphic organizers that can be used to analyze student reading miscues.
- Students have the opportunity to become a Google Certified Educator Level 1 and 2. This training and certification will engage them in professional growth and leadership opportunities. It will also allow students to learn strategies that will facilitate and inspire learning and creativity in their future students.
<https://teachercenter.withgoogle.com/certification>
- Professors demonstrate the use of e-textbooks and other platforms that are integrated with the University's Canvas System. This introduces and engages students in the use of integrated systems for the purpose of instruction, course management, student access to digital information using various resource platforms and analytics of student performance.
- Based on the student's individual digital literacy professional development needs, each student has access to the St. Mary's University's Gateway Site and the *Hoonuit* platform. Students have access to numerous programs that support digital learning and digital literacy. Most programs and apps utilized in courses throughout the education program can be located on this site.