TECHNOLOGY INTEGRATION IN EDUCATION									
1	Course Title:	TECHNOLOGY INTEGRATION IN EDUCATION							
2	Course Code:	BIL5105							
3	Type of Course:	Optional							
4	Level of Course:	Second	Cycle						
5	Year of Study:	1							
6	Semester:	1							
7	ECTS Credits Allocated:	3.00							
8	Theoretical (hour/week):	2.00							
9	Practice (hour/week):	0.00							
10	Laboratory (hour/week):	0							
11	Prerequisites:								
12	Language:	Turkish							
13	Mode of Delivery:	Face to face							
14	Course Coordinator:	Doç. Dr. NURAY PARLAK YILMAZ							
15	Course Lecturers:	Doç Dr. NURAY PARLAK YILMAZ							
16	Contact information of the Course Coordinator:	e-posta: npyilmaz@gmail.com Tel: 29 42232 Adres: Uludağ Üniversitesi Eğitim Fak. Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü A Blok, Kat:3 Oda No: 311 Görükle Yerleşkesi 16059 Görükle/ BURSA							
17	Website:								
18	Objective of the Course:	The course focuses on to examine in all its parts the integration of technology in education							
19	Contribution of the Course to Professional Development:								
20	Learning Outcomes:								
		1	Able to explain the concept of technological integration in education and other related concepts						
		2	Able to draw the main framework of the technological integration in education						
		3	Able to explain interferences in terms of the technological integration in education						
		4	Able to explain the relationship between the technological integration in education and Technological Pedagogic Knowledge of subject (TPKS)						
		5	Able to evaluate the present cases of the technological integration in education in both Turkey and world						
		6							
		7							
		8							
		9							
		10							
21	Course Content:								

	Course Content:										
Week	Theoretical	Practice									
1	Informing the students about the content, method and resources of the course.										
2	Why is important the integration of technology in education?										
3	Hew, K. F. & Brush, T. (2007).Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research.										
4	Elgali, Z.& Kalman, Y.M. (2010). The Construction of Failure and Success Concepts in K- 12 ICT Integration. Interdisciplinary										
5	Inan, F. A.&, Lowther, D. L.(2010). Laptops in the K-12 classrooms: Exploring factors impacting instructional use.										
6	Lawless, K. A. & Pellegrino, J. W. (2007). Professional Development in Integrating Technology Into Teaching and Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers										
7	Groff, J., & Mouza, C. (2008). A framework for addressing challenges to classroom technology use.										
8	Parlak Yilmaz, N. (2012). Evaluation of the										
Activit	es	Number	Duration (hour)	Total Work Load (hour)							
Th BO re	Edgali, Z.& Kalman, Y.M. (2010). The	14	2.00	28.00							
Practic	als/Labs	0	0.00	0.00							
Selfistu	dyeennologigeeratiedagogical Content	10	9.00	90.00							
Homew	vorks	0	0.00	0.00							
Project	Teachers' Technological Pedagogical Content	1	20.00	20.00							
Field S	tudies	0	0.00	0.00							
Midtern	Reframed.	0	0.00	0.00							
Others		0	0.00	0.00							
Final E	Paresentation of literatural works	1	12.00	12.00							
Total W	/ork Load			150.00							
Total w	rork load/ 30 hr			5.00							
ECTS (Credit of the Course			3.00							

22	Textbooks, References and/or Other	
	Materials:	Doering, A., Scharber, C., Miller, C., & Veletsianos, G. (2009). GeoThentic: Designing and Assessing With Technology, Pedagogy, and Content Knowledge. Contemporary Issues in Technology and Teacher Education, 9(3), 316-336.
		Elgali, Z.& Kalman, Y.M. (2010). The Construction of Failure and Success Concepts in K- 12 ICT Integration. Interdisciplinary. Journal of E-Learning and Learning Objects, 6, 2010 IJELLO special series of Chais Conference 2010 best papers, 281- 292.
		Groff, J., & Mouza, C. (2008). A framework for addressing challenges to classroom technology use. AACE Journal, 16(1), 21-46.
		Guzey, S. S., & Roehrig, G. H. (2009). Teaching science with technology: Case studies of science teachers' development of technology, pedagogy, and content knowledge. Contemporary Issues in Technology and Teacher Education, 9(1), 25-45.
		Haris, J., Mishra, P.& Koehler, M. (2009). Teachers' Technological Pedagogical Content Knowledge and Learning Activity Types: Curriculum-based Technology Integration Reframed. Journal of Research on Technology in Education(JRTE), 41(4), 393–416.
		Hew, K. F. & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. Education Tech Research Dev, 55, 223–252, DOI 10.1007/s11423-006-9022-5.
		Hofer, M., & Harris, J. (2011). Technological Pedagogical Content Knowledge (TPACK) in Action: A Descriptive Study of Secondary Teachers' Curriculum-Based, Technology-Related Instructional Planning. Journal of Research on Technology in Education, 43(3), 211- 229.
		Inan, F. A.&, Lowther, D. L.(2010). Laptops in the K-12 classrooms: Exploring factors impacting instructional use. Computers & Education, 1– 8, doi:10.1016/j.compedu.2010.04.004.
		Koehler, M, & Mishra, P. (2005). What happens when teachers design educational technology? The development of technological pedagogical content knowledge. J. Educational Computing Research, 32(2), 131-152.
		Lawless, K. A. & Pellegrino, J. W. (2007). Professional Development in Integrating Technology Into Teaching and Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers. Review of Educational Research, 77, (4), 575–614. DOI: 10.3102/0034654307309921
		Parlak Yilmaz, N. Evaluation of the Technology Integration Process in the Turkish Education System. Contemporary Educational Technology. 2 (1), 37- 54.
		So, H. J. & Kim, B. (2009). Learning about problem based learning: Student teachers integrating technology, pedagogy and content knowledge. Australian Journal of Educational Technology, 25(1), 101-116.

23 Assesment																	
TERM LEARNING ACTIVITIES						NUMBE	WE	WEIGHT									
Midterm Exam 0							0.0	0.00									
Quiz 0							0.0	0.00									
Home work-project 11							70.	70.00									
Final Exam 1							30.	30.00									
Total 12							10	100.00									
Contribution of Term (Year) Learning Activities to Success Grade							70.	70.00									
Contribution of Final Exam to Success Grade							30.	30.00									
Total								10	100.00								
Measurement and Evaluation Techniques Used in the Course						ie											
24 EC	24 ECTS / WORK LOAD TABLE																
25			CON	TRIE	BUTIC	ON O	F LE/	ARN QUA	ing Lific	OUT(ATIC	COME ONS	S TO	PRO	GRAMI	ME		
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ1 0	PQ11	PQ12	PQ1 3	PQ14	PQ15	PQ16	
ÖK1	0	0	4	0	0	0	4	0	0	0	0	0	0	0	0	0	
ÖK2	4	0	3	0	0	0	4	0	0	0	0	0	0	0	0	0	
ÖK3	4	4	0	0	4	0	4	0	0	0	0	0	0	0	0	0	
ÖK4	5	5	2	0	5	0	5	0	0	0	0	0	0	0	0	0	
ÖK5	5	0	4	0	4	0	5	0	0	0	0	0	0	0	0	0	
LO: Learning Objectives PQ: Program Qualifications																	
Contrib1 very low2 lowutionLevel:				3	Medi	ium	4 High			5 Very High							