

**Aurora University**  
**College of Education**  
**Course Syllabus**  
On going

**Course Code:**  
**Course Title:** SMARTBoard Technology for the K-12 Classroom – Level 2  
**Instructor:** Jane Elizabeth Marko  
**Location:** Northwoods Training Facility – Brown Deer, WI  
**Time:** 9 a.m. – 4 p.m.  
One credit

**Course Description:**

A state-of-the-art facility equipped with the latest SMARTBoard technology and software, provides the setting for this highly interactive, hands-on graduate course. Through a progression of meaningful collaborative activities and independent study assignments, participants will grow their knowledge-base and comfort level surrounding this often-times overlooked and under-utilized tool. Instructors will facilitate a seamless transfer of information between the United Visual Training Room and real-world classroom. From SMARTBoard basics to advanced feature application, participants will fully experience whiteboard technology and how it may enhance curriculum and delivery for students of all ages.

**Required Resources:**

SMARTBoard and Internet Access  
Notebook Software (Free download via [www.smarttech.com](http://www.smarttech.com))  
*SMART Notebook Software Training* booklet (provided at class)

**Course Requirements:**

Download, execute, set-up, etc. all related applications and accounts on personal PC to ensure immediate access to pertinent resources  
Actively participate in class session  
Complete required assignments and activities

**Session Overview:**

Students will complete the Learner Level 2 Workbook. Topics covered include:

- Review of Notebook Software
- Structuring and organizing lessons
- Adding style to lesson activities
- Building Interactive lesson activities
- Integrating rich-media into lesson activities
- Lesson development in Notebook Software
- Presentation Tips
- Delivering Lessons and Leveraging Interactive tools
- Additional Resources

**Teaching Methods / Class Format:**

A variety of teaching approaches will be utilized including lectures, discussions, group work, and interaction with others. The primary role of the instructor will be to introduce specific resources; highlight basic and expanded features; demonstrate integration techniques and encourage discussion and analysis. The student is responsible for one's own learning. If, within the scope of the course, the student feels the learning experience is not meeting certain needs, it is the student's responsibility to communicate with and present an alternative proposal to the instructor. It is expected that the quality of work be professional and of graduate caliber.

**American Disabilities Act (A.D.A.):**

Aurora University is committed to making reasonable accommodation and to providing accessibility to its programs, activities, and employment for all persons defined as having documented disabilities based on the Americans with Disabilities Act of 1990.

Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials including text and reading materials or testing may be made as needed to provide equitable participation.

**Ethics Statement:**

Part of the Aurora University mission is to educate students to be ethical. Aurora University students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. The following acts of academic dishonesty are not acceptable.

Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise

(e.g., an exam).

Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise

(e.g., a paper reference).

Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

**\*Note:** The above is adapted from "Issues and Perspectives on Academic Integrity"; a pamphlet distributed by the National Association of Student Personnel Administrators.

**Attendance Policy:**

Students are expected to attend *one day of United Visual Training* and to participate in, group activities, and the assigned project. If a student misses a session (or part thereof) considerations should be given to dropping the course.

**Evaluation / Grading Policy:**

Grading reflects the quality of work with components weighted as follows:

Class participation and attendance	60%
Reading pp Lesson Design	10%
Course assignment Lesson Plan	30%

**Master's Grading System:**

At the end of the course, letter grades are awarded as follows:

- A** Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
- B** Good. Denotes work that is consistently at the highest level of college or university standards for academic performance in a graduate college or university course.
- C** The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
- F** Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.
- Cr** Pass. Denotes pass with credit at least at the level of B work, in graduate courses that are graded Cr/NCr.
- NCr** No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of C work.