

COURSE SYLLABUS**EDIT 3318: *Applications of Technology in Education***

TERM: FALL YEAR: 2012

SECTION 1: GENERAL COURSE INFORMATION

Instructor:

Email/FaceTime:

Office:

Office Hours:

Course LMS:

Skype Contact:

Contacting Your Instructor –

*The quickest ways for you to contact me are by email, FaceTime, Messages, or Skype. I do not have an office phone, but am almost constantly online. When sending me an email, please include **EDIT 3318-Section ###** in the subject line (or utilize the [CONTACT_INFORMATION.html](#) file).*

TTU Catalog Description –

Engages the undergraduate student in the use of technology as an educational tool. Students will have the opportunity to explore and utilize technology applications that enhance the teaching/learning process. Fulfills Core Technology and Applied Science requirement.

Required & Recommended Course Materials and Resources:

Reading Materials:

1. Refer to Course Schedule
-

Software & Hardware:

1. Microsoft Office Suite: 2010 for Windows or 2011 for Mac
2. USB drive for assignments – *at least 4 GB*
- 3.

Software may be downloaded using your E-Raider account.

Other Recommendations: (Verify with Instructor)

1. This course is delivered mostly digital. In instances where providing you a paper copy would serve best, you will be provided with one. Otherwise, all materials will be available for download from the Learning Management System or another site specified by your instructor.
 2. You will be expected to submit documents in PDF format except when specified by your instructor. (PDF will maintain your formatting and fonts for sharing across platforms.)
-

SECTION 2: OTHER RELEVANT COURSE INFORMATION

Class Schedule – Refer to the *Weekly Schedule* provided by your section instructor. This is included in your Course Student Administrative Pack.

Assignments – Refer to the *Course Assignments & Requirements Outline* provided by your section instructor. Additional information is provided with assignment documentation.

Assessment/Evaluation – Each major project/component is evaluated using a comprehensive Evaluation Rubric. Rubrics will be introduced and discussed at the introduction of projects/components. Rubrics will be posted on the EDIT 3318 Assignment & Handouts webpage, Blackboard course site, or another website determined by your instructor.

Grading/Scoring Policy – Refer to the *General Class Policies* of your instructor. (These are provided along with this course syllabus.)

SECTION 3: COURSE DESIGN & CONCEPTS

Key Concepts -

- ∞ Integrating Technology
- ∞ Designing & Planning Instruction with Technology
- ∞ Facilitating & Managing Instruction with Technology
- ∞ Technology as a tool for the teacher.
- ∞ Creating effective instructional materials.

Methodology –

Lectures, hands-on practice, small group discussions and activities, text readings, and projects will be used to assist undergraduate students in developing the skills needed to integrate technology into the K-12 learning environment, as a professional educator.

Student Learning Outcomes –

As part of the College of Education, EDIT courses are guided by the COE conceptual framework “*Professional educators opening doors to the future.*” EDIT 3318 student learning outcomes for this course are also based on the Teaching Standards for Texas Teachers and the ISTE Foundation Technology Standards for all teachers. These standards reflect professional studies in education that provide fundamental concepts and skills for applying information technology in educational settings. All candidates seeking initial certification or endorsements in teacher preparation programs should have opportunities to meet these educational technology foundations standards. With successful completion of this class, the student will have acquired skills and knowledge in three areas. The student outcomes for this class are grouped according to these three core areas.

1. Basic Computer/Technology Operations & Concepts

- a. Successful usage of a variety of software applications.
- b. Demonstrate the appropriate use of computer/technology terminology.
- c. Practice the use of digital imaging devices.
- d. Demonstration of knowledge toward “real world” computer/technology application.

2. Personal & Professional Use of Technology

- a. Routine use of software productivity tools for completing assignments.
- b. Practice creating multimedia presentations.
- c. Use of email and discussion boards to enhance productivity.
- d. Use of computers to support problem solving, data collection, information management, communications, presentations, and decision-making activities.
- e. Demonstration of awareness toward adaptive assistive devices for special needs.
- f. Demonstration of knowledge with regard to equity, ethics, legal, and human issues concerning computers and technology (e.g. copyright, fair-use).

- g. Identification of computer/technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
- h. Observe demonstrations/simulations or uses of broadcast instruction, audio/visual conferences and other distance learning applications.

3. Application of Technology in Instruction

- a. Explore, evaluate, and use computer/technology resources.
- b. Describe current instruction principles, research, and appropriate assessment practices as related to the use of computers and technology resources in curriculum.
- c. Design, deliver, and assess student-learning activities that integrate computers/technology for a variety of student group strategies and for diverse populations.
- d. Design student-learning activities that foster equitable, ethical, and legal use of technology by students.
- e. Practice responsible, ethical, and legal use of technology, information, and software resources.

SECTION 4: ENTRY-LEVEL (REQUIRED) COMPUTER SKILLS

Below are the basic computer skills needed to be successful in this course. If you do not have or are lacking one or more of these skills, plan on spending more time than usual completing assignments, as these skills will not be covered in class.

Email Skills: *Know how to...*

- | | |
|--------------------------------|-----------------------------------|
| 1. ... compose & send messages | 3. ... send file attachments |
| 2. ... Cc: and/or Bcc: | 4. ... save drafts and/or archive |

Operating System Skills: *Know how to...*

- | | |
|--|---|
| 1. ... save, copy, move files on disk or network | 3. ... find and open programs + saved files |
| 2. ... use a flash drive | 4. ... compress (i.e. ZIP) a file or folder |

Word-Processing [e.g. MS Word] Skills: *Know how to...*

- | | |
|-----------------------------------|------------------------------------|
| 1. ... compose a document | 5. ... operate page setup features |
| 2. ... change font style and size | 6. ... create headers & footers |
| 3. ... insert and resize graphics | 7. ... change tab settings |
| 4. ... change margins | 8. ... insert and format tables |

Computer Presentation [e.g. MS PowerPoint] Skills: *Know how to...*

- | | |
|---|---|
| 1. ... create and save a new presentation | 6. ... insert clip-art and other graphics |
| 2. ... add, delete, duplicate, order slides | 7. ... change slide layout |
| 3. ... operate different views | 8. ... add transition between slides |
| 4. ... add and format text | 9. ... add custom animation(s) |
| 5. ... add and format shapes | 10. ... change backgrounds |

GENERAL CLASS POLICIES

EDIT 3318: *Applications of Technology in Education*

TERM: FALL YEAR: 2012

SECTION 1: PROFESSIONALISM

1. Practical & Active Learning

This course is designed to help you toward your goal of becoming a *professional educator*. As a professional educator, you are expected to reach for the highest quality and strive for mastery learning.

Material covered in this course is designed to address the K-12 classroom of today and what you could make it tomorrow. Furthermore, tools and lessons you learn in this course will without a doubt be applicable toward your immediate future as an education major.

Finally, keep in mind that school administrators at every grade level and discipline, highly desire teachers with strong and varied technology skills. As such, it is recommended that you save articles, web links, lesson ideas, and other information in this course for later use in your career.

2. Classroom Courtesy

Please respect the opinions of others in all forums of course discussion. This does not necessarily mean that you should only *agree* with others, but rather seek to engage in mature and empathetic academic discourse.

In the event that grossly rude or distasteful comments or behaviors occur, the person responsible will be asked to leave. (*The instructor reserves the right to handle such incidents in the manner they see best fit.*)

3. Intellectual Theft

Plagiarism & Copyright Violations will result in (1) an automatic failing grade for the course and (2) Texas Tech disciplinary actions as outlined in the Texas Tech University Undergraduate/Graduate Catalog and Standard Operating Procedures.

Avoiding such problems is as easy as placing strong effort toward the completion of your work and producing (required) original work.

4. Attendance

Two important facets of this course to remember... (1) We meet only once per week & (2) This is a hands-on technology learning course.

As a teaching professional you will be expected to attend work every day. Excessive lateness and/or absence will result in a deduction of participation/attendance points and may count towards the deduction of a letter grade in 1 of the 4 course projects.

Absence 1 *Free.*

Absence 2 1st Reduction of 1 letter grade or 10% of 1st project score.

Absence 3 2nd Reduction of 1 letter grade or 10% of 2nd project score.

Absence 4 3rd Reduction of 1 letter grade or 10% of 3rd project score; Recommendation to Drop; a Letter to the Dean of student's college.

5. Completion of Assignments

- Carefully read all materials provided by your instructor.
 - Due Dates: Verify first with your weekly schedule and second with your instructor.
 - Late Assignments: 20% of total score deducted for each 24 hours after due time.
 - In-class assignments *may not* be made up for any absence.
 - Spelling, grammar, and/or punctuation errors will result in loss of points.
-

SECTION 2: KEY STUDENT RESPONSIBILITIES

#1 – As a university and upper-division undergraduate student, it is your responsibility to complete your work and stay up-to-date with the course. Instruction or policy changes made during the course will be made in class and/or through email.

#2 – You will be held responsible for all instructions provided whether printed or spoken, regardless of your class attendance.

#3 – Always have your USB flash drive. Anything you create and/or save on the lab computers is not secure.

#4 – Some projects in this course will take a considerable amount of time. Regardless of skill level, manage your time wisely so that you may produce the expected standard of work.

#5 – *Finish your work by the due date.* (Please refer to Section 1, number 5 of these policies for the late assignment policy.)

#6 – Reading course materials and ask questions.

SECTION 3: STUDENTS WITH DISABILITIES

“Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.”

COURSE ASSIGNMENTS & REQUIREMENTS OUTLINE
EDIT 3318: *Applications of Technology in Education*
 TERM: FALL YEAR: 2012

★ *You must complete all Component 3 Projects and Component 2 Case Study Assignments in order to be eligible for receiving a score in this course.* ★

Scoring Scale:

A 100-90%

B 89-80%

C 79-70%

D 69-60%

F ≤59%

Note: Pluses & Minuses will not be given in the Final Score.

COMPONENT #1: <i>Discussions, Quizzes, Class Activities, Readings</i>	10%	Includes in-class group work, activities, discussions, and assigned reading from the text or other sources. Learning Outcomes: Practice exploring technology tools and other information/resources with peers.	
COMPONENT #2: <i>Case Study Assignment</i>	10%	Involves small group work of (1) analyzing and presenting an example of K-12 technology integration and (2) questioning the analysis of a presenting group. Learning Outcomes: To demonstrate understanding of challenges to K-12 technology integration and ability to propose viable solutions.	
COMPONENT #3: <i>Projects</i>			
<i>Project #1</i>	5%	Photoshop - [INDIVIDUAL] Learn to use Adobe Photoshop to manipulate digital photos. Edit, combine, and integrate different domains. Learning Outcomes: Successfully edit photos with photo editing software	
<i>Project #2</i>	15%	Website - [INDIVIDUAL] Create a easy-to-use website that exemplifies your quality as an educator. Integrate with paper-based portfolio, and successfully post and link online resources. Illustrate K-12 technology integration. Learning Outcomes: Create a an effective resources page for parent/student use. Create a professional portfolio and demonstrate a solid design connection with paper-based work.	
<i>Project #3</i>	15%	Computer Presentation (Design + Non-Linear) - [INDIVIDUAL] Learn effective design principles. Execute learned principles in creating a presentation that illustrates technology integration for K-12 learners. Learning Outcomes: Learn to create effective and professional computer presentations.	
<i>Project #4</i>	15%	Instructional Video (Teacher-View) - [INDIVIDUAL] A video lesson for an at home student from the teacher-view to be edited in Windows Movie Maker. Learner will create an instructional video that uses effective elements of planning, design, and demonstrates K-12 technology integration. Learning Outcomes: Create effective mobile instructional videos.	
<i>Project #5</i>	10%	Vodcast (Student-View) - [GROUP] A creative movie from student-view to be edited in iMovie. Learner will create a creative video lesson that uses effective elements of design and simulates a possible K-12 video production. Learning Outcomes: Learn to capture video with a camcorder, edit the video with software, and publish a presentable production.	

COMPONENT #4: Attendance & Participation	10%	Student regularly attends class and strives to achieve professional competency in all activities assigned/presented. <i>Please review Criteria of Student Expectations below. (Remember, you only have 1 Free absence.)</i>	
COMPONENT #5: Portfolio	10%	Student creates a professional paper-based portfolio or work produced in this course as well as example lesson plans. <i>Submitted portfolios will be spiral bound with clear cover, cover page, table of contents, black back, and consistent in design. Additionally, serves as a strong supplement to Component 3 Project 2.</i>	
TOTAL	100%		
EXTRA CREDIT ACTIVITY	2.5%	May arise at anytime during the term. Your participation is optional, but preferred. Nonetheless, be wise and do not factor this into any strategy of success.	
EXTRA CREDIT ACTIVITY	2.5%	<i>Same as above.</i>	
TOTAL w/ EXTRA CREDIT ACTIVITIES	105%		

CRITERIA OF STUDENT EXPECTATIONS:

-  Be consistently present and seldom late.
-  Participate fully and to one's best abilities in class activities and assignments.
-  Ask questions, help others, add to the learning of class.
-  Approach all course activities as a professional.
-  Demonstrate thinking and behaviors as a teacher.
-  Demonstrate an aim for professionalism in all work produced.

ASSIGNMENT OF PARTICIPATION POINTS:

100	Student <i>exponentially</i> and <i>consistently</i> demonstrates criterion throughout the term.
75	Student <i>potentially</i> and <i>frequently</i> demonstrates criterion throughout the term.
50	Student <i>satisfactory</i> and <i>intermittently</i> demonstrates criterion throughout the term.
25	Student <i>inadequately</i> and <i>sporadically</i> demonstrates criterion throughout the term.
0	Student <i>does not</i> demonstrate criterion throughout the term.

Student Score Sheet

EDIT 3318: *Applications of Technology in Education*

TERM: FALL YEAR: 2012

Component #1: [10% | .10]

Discussions, Quizzes, Class Activities, Readings, etc.

01	Podcast	@ 100 pts. (x .03)
02	Meaningful Learning Activity	@ 100 pts. (x .01)
03	Spreadsheet Build/Analysis	@ 100 pts. (x .01)
04	---	---
05	---	---
06	Discussion	@ 100 pts. (x .01)
07	Discussion	@ 100 pts. (x .01)
08	Discussion	@ 100 pts. (x .01)
09	Discussion	@ 100 pts. (x .01)
10	Discussion	@ 100 pts. (x .01)

Component #2: [10% | .10]

Case Study Assignment

01	Case Study Presentation	@ 100 pts. (x .07)
02	Case Study Critique	@ 100 pts. (x .015)
03	Case Study Critique	@ 100 pts. (x .015)

Component #3: [60% | .60]

Projects

01	Project #1: Photoshop	@ 100 pts. (x .05)
02	Project #2: Website	@ 100 pts. (x .15)
03	Project #3: Computer Presentation	@ 100 pts. (x .15)
04	Project #4: Instructional Video (Individual)	@ 100 pts. (x .15)
05	Project #5: Vodcast (Group)	@ 100 pts. (x .10)

Component #4: [10% | .10]

Attendance & Participation

Individually scaled @ 100, 75, 50, 25, and 0 measurements.

Refer to "Criteria of Student Expectations" in the Course Assignments and Requirements Outline.

Component #5: [10% | .10]

Portfolio

Refer to Portfolio Content Guidelines and Expectations.

**** If you complete 1 of the 2 term projects as a group, that project will become 25% of your final score. (See your instructor.) ****

WEEKLY SCHEDULE

EDIT 3318: *Applications of Technology in Education*

FALL 2012

[14-week]

IN-CLASS ACTIVITIES			ASSIGNMENTS DUE
Week 01: Thur. 08/30	1. Introductions 2. Course Site Overview 3. 4.		1. n/a 2.
	Homework: a. Bring 2-3 Pictures of Self; b. Universal Design Reading		
Week 02: Thur. 09/06	1. Photoshop Tools 2. C3-Photoshop Project 4. PS Lesson Plan + Write Learning Objectives 5.		1. 2.
	Homework: a. Graphic Design Principles Reading; b. View Design Principles Instructional Video		
Week 03: Thur. 09/13	1. Introduce Case Study Assignment 2. C1-Podcast 3. C1-Spreadsheet Build/Analysis 4.		1. Detailed Podcast Lesson Plan 2. C3-Photoshop Project
	Homework: a. Work on Podcast & Lesson Materials; b. Complete Spreadsheet Build/Analysis		
Week 04: Thur. 09/20	1. Term Project(s) 2. Podcast LP Peer Review 3. C1-Meaningful Learning Activity 4.		1. C1-Spreadsheet Build/Analysis (Homework) 2. C1-Meaningful Learning Activity (In-Class)
	Homework: a. **Copyright Readings**; b. Complete Podcast & Lesson Materials; c. Discussion 1 Papers DUE 09/25		
Week 05: Thur. 09/27	1. C1-Discussion 1 2. Copyright + Activity 3. C3-Non-Linear Computer Presentation 4. NLCP Draft Concept Map & NLCP Lesson Plan		1. C1-Podcast & Lesson Materials 2.
	Homework: a. Work on NLCP; b. Discussion 2 Papers DUE 10/02		
Week 06: Thur. 10/04	1. C1-Discussion 2 2. Work on NLCP & Materials in Class 3. 4.		1. NLCP Draft Concept Map & NLCP Lesson Plan 2.
	Homework: a. eLearning Reading; b. Work on NLCP; c. Discussion 3 Papers DUE 10/09		
Week 07: Thur. 10/11	1. C1-Discussion 3 2. C2-CSA Group 1 3. C3-(INDIVIDUAL) Instructional Video 4. eLearning Plan & Materials		1. Detailed eLearning Plan 2.
	Homework: a. Work on Instructional Video; b. Complete NLCP; c. Discussion 4 Papers DUE 10/16		

WEEKLY SCHEDULE

EDIT 3318: *Applications of Technology in Education*

FALL 2012

[14-week]

IN-CLASS ACTIVITIES		ASSIGNMENTS DUE
Week 08: <i>Thur.</i> 10/18	1. C1-Discussion 4 2. C2-CSA Group 3 3. eLearning Plan Peer Review 4.	1. C3-NLCP, Final Concept Map, & Lesson Plan 2.
	Homework: a. Work on Instructional Video	
Week 09: <i>Thur.</i> 10/25	1. C2-CSA Group 5 2. C2-CSA Group 7 3. Work on Term Project(s) in Class 4.	1. 2.
	Homework: a. Work on Term Project(s); b. Complete Instructional Video; c. Discussion 5 Papers DUE 10/30	
Week 10: <i>Thur.</i> 11/01	1. C1-Discussion 5 2. C2-CSA Group 2 3. C3-(GROUP) Vodcast 4. Storyboard	1. C3-(INDIVIDUAL) Instructional Video 2. Detailed Storyboard
	Homework: a. GROUP Vodcast Planning; b. Bring Vodcast Materials	
Week 11: <i>Thur.</i> 11/08	1. C2-CSA Group 4 2. C2-CSA Group 6 3. GROUP Vodcast Shooting 4.	1. n/a 2.
	Homework: a. Work on Portfolio & Website	
Week 12: <i>Thur.</i> 11/15	1. C2-CSA Group 8 2. 3. GROUP Vodcast Shooting & Editing 4.	1. n/a 2.
	Homework: a. Work on Portfolio & Website	
Week 13: <i>Thur.</i> 11/22	HOLIDAY - THANKSGIVING	
Week 14: <i>Thur.</i> 11/29	1. GROUP Vodcast Editing & Conversion 2. 3. 4.	1. C3-(GROUP) Vodcast 2.
	Homework: a. Finalize Portfolio; b. Finalize Website	
Week 15: <i>Thur.</i> 12/06	1. Showcase 2. Course Evaluations 3. 4.	1. C3-Website (Text File w/ URL) 2. C5-Portfolio (PDF or *.iba file only)
	Homework:	

Submission File Names

This document contains all of the file names and extensions for your submissions. Please follow THIS record to ensure that your files are received correctly. (Names may be different on instructions. Regardless, follow THIS record.)

All final project files (i.e. project, lesson plans, student materials) go in your individual folder. Self-Evaluations go in the folder labeled Self-Evaluations in your individual folder.

COMPONENT 1

- *Discussion 1* — “lastname_EDIT3318_discussion1” [PDF]
- *Discussion 2* — “lastname_EDIT3318_discussion2” [PDF]
- *Discussion 3* — “lastname_EDIT3318_discussion3” [PDF]
- *Discussion 4* — “lastname_EDIT3318_discussion4” [PDF]
- *Discussion 5* — “lastname_EDIT3318_discussion5” [PDF]

Podcast — “lastname_EDIT3318_PODCAST” [Video]

Podcast Lesson Plan — “lastname_EDIT3318_PODCASTlp” [PDF]

Podcast Student Material — “lastname_EDIT3318_PODCASTsm” [PDF]

Podcast Self-Evaluation — “lastname_EDIT3318_PODCASTse” [PDF]

Meaningful Learning Activity — “lastname_EDIT3318_MEANLEARN” [PDF]

Spreadsheet — “lastname_EDIT3318_SS” [Excel or Numbers]

Spreadsheet Self-Evaluation — “lastname_EDIT3318_SSse” [PDF]

WebQuest Design — “lastname_EDIT3318_WQ” [PDF]

Integrated Technology Re-Development — “lastname_EDIT3318_ITRD” [PDF]

COMPONENT 2

Case Study Assignment Self-Evaluation — “group#_EDIT3318_CSAse” [PDF]

Case Study Critique 1 — “group#_EDIT3318_csc1” [PDF]

Case Study Critique 2 — “group#_EDIT3318_csc2” [PDF]

COMPONENT 3

Photoshop PSA0 (Crop) — “lastname_EDIT3318_PSA0a” [JPEG] & “lastname_EDIT3318_PSA0b” [JPEG]

Photoshop PSA1 (Layering) — “lastname_EDIT3318_PSA1” [JPEG]

Photoshop PSA2 (Visual Dictionary) — “lastname_EDIT3318_PSA2vd” [PDF]

Photoshop Lesson Plan — “lastname_EDIT3318_PSA1p” [PDF]

Photoshop Self-Evaluation — “lastname_EDIT3318_PSAse” [PDF]

Non-Linear Computer Presentation — “lastname_EDIT3318_NLCP” [PowerPoint or Keynote]

Non-Linear Computer Presentation Lesson Planner Form — “lastname_EDIT3318_NLCP1p” [PDF]

Non-Linear Computer Presentation Concept Map — “lastname_EDIT3318_NLCPcm” [JPEG]

Non-Linear Computer Presentation Self-Evaluation — “lastname_EDIT3318_NLCPse” [PDF]

Instructional Video — “lastname_EDIT3318_IV” [Video – MP4, M4V, MOV]

Instructional Video Lesson Plan — “lastname_EDIT3318_IVLP” [PDF]

Instructional Video Student Material — “lastname_EDIT3318_IVSM” [PDF]

Instructional Video Self-Evaluation — “lastname_EDIT3318_IVse” [PDF]

Vodcast — “group#_EDIT3318_VODCAST” [Video – MP4, M4V, MOV]

Vodcast Self-Evaluation — “group#_EDIT3318_VODCASTse” [PDF]

Website (Link) — “lastname_EDIT3318_WEBSITE” [Any Text File w/ FULL URL]

Website Self-Evaluation — “lastname_EDIT3318_WEBSITEse” [PDF]

COMPONENT 5

Portfolio — “lastname_EDIT3318_PORTFOLIO” [PDF]

Portfolio Self-Evaluation — “lastname_EDIT3318_PORTFOLIOse” [PDF]