



EDEE 297 SYLLABUS – FALL 2011

Course Information

1. Course number: EDEE 297
2. Course Format: Online, Optional Lab: Tuesday: 8:30 a.m.

Instructor Information

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5. Office Hours: Tuesday: 8:30 a.m.

Textbook Information

Technology Integration for Meaningful Classroom Use: A Standards-Based Approach, by Cennamo, Ross & Ertmer

Additional Required Materials

You should purchase a USB flash drive on which to save your work. These can be purchased at a reasonable price at Wal-Mart, or any of the office supply stores.

Course Description & Pre-requisite

Description: EDEE 297 is an introduction to educational media and technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations.

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Pre-requisite: Completion of ICS 101 with a grade of “C” or higher or consent of instructor; placement into ENG 100 or concurrent enrollment in ENG 22.

Course Goal & Objectives

The overall goal of this course is to give teacher candidates the knowledge and skills to effectively integrate media and technology into the classroom in order to enhance learning and teaching.

The course will be guided by the following learning outcomes. Specifically, you will be given opportunities to:

COURSE LEARNING OUTCOMES	ALIGNMENT WITH ACEI STANDARDS	ALIGNMENT WITH HTSB STANDARDS (DIVISION LEARNING OUTCOMES)	ALIGNMENT WITH INSTITUTIONAL LEARNING OUTCOMES
explore various ways of thinking about media and the messages they convey		8	1
increase theoretical knowledge and practical experience in the use of media and technology for planning, teaching and assessment	1, 3.1, 3.2, 3.4, 4	1, 2, 3, 4, 5, 6, 7, 8	1, 5
identify appropriate teaching methods and electronic media to support objective-based lessons		1, 2, 3, 4, 5, 6, 7, 8	1, 5
demonstrate how to use a variety of multimedia tools to enrich learning opportunities for all students, regardless of ability, race, gender, ethnicity, and socio-economic status	1, 3.1, 3.2, 3.4	1, 2, 3, 4, 5, 6, 7, 8	1, 5
design learning experiences that engage students in individual and collaborative learning activities	1, 3.1, 3.2, 3.4, 3.5	1, 2, 3, 4, 5, 6, 7, 8	1, 5
identify guiding principles to promote students' safe and ethical use of the Internet		3	1, 5
apply copyright law, fair use guidelines, and creative commons regulations to the ethical development of electronic	5.1	3	5

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multimedia to support learning			
create electronic multimedia to support specific learning objectives	1, 3.1, 3.2, 3.4	1, 2, 3, 4, 5, 6, 7, 8	1, 5
create a media resource to promote parent involvement in student learning	5.3	3, 10	1, 5
reflectively evaluate how projects align with HTSB standards, NETS-T and NETS-S Standards	5.1, 5.2	9, 10	1, 5
organize and present educational media projects in a presentation or portfolio format	5.1	9, 10	1, 5

Course Design

Educational Media & Technology is a basic course involving the selection and use of various educational technologies within an instructional design framework. Course activities include the planning, design and production of media and the operation of hardware and software for educational use. Teacher candidates will be exposed to various ways of thinking about educational media and the messages they deliver. The course provides teacher candidates with experiences that enable them to integrate technology resources to support clearly defined learning objectives.

Please note that this course is not intended to teach you how to use the technology. For instance, there is no instruction within the course about how to use Excel or how to create a Power Point presentation. You are expected to have a basic understanding of the technology as a result of the prerequisites for this course. Rather this course is focused on teaching you how to effectively integrate technology resources into your teaching. Nevertheless, if you need assistance with any of the software or hardware, I'll be happy to assist you during office hours or during the optional lab.

Additionally, as with all online courses, you will need to be organized, self-motivated, and independent to succeed in this course. Although you will receive weekly announcements about requirements, and will be provided with online lessons to view, we will not interact to the degree that is offered in a face-to-face course; and, ultimately, what you get out of the course will depend on how much effort YOU put into it.

Course RequirementsClass participation:

This is an online course with an optional face-to-face lab. This means lab attendance is not required as part of the course. You can choose to come to some of the labs or all of the labs. There is no formal structure to the labs. Rather, during this time, you will have access to

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computers (Mac Book Pro), as well as access to the instructor, for assistance with assignments.

Class participation will come in the form of *Weekly Sharing* assignments, which will take place in the form of blogs posted in the *Blogs* area of the course site. For these assignments you will be required to reflect upon topics, answer questions, or share resources that you have found. You will also be required to read your classmates' blogs and provide thoughtful feedback to them by posting your comments and questions. Your participation in these weekly sharing assignments is important not only for your own learning but also the learning of others.

On Monday of each week, check the *Announcements* area of the course site to find your weekly sharing assignment. Your blog entry will be worth 10 points (see rubric below), and should be posted no later than Wednesday at 5:00 p.m. You should leave at least two comments or questions in response to your classmates' blog entries no later than Friday at 5:00 p.m. These will be worth 5 points each. **No late assignments will be accepted. Please plan accordingly.**

COVERAGE	INTEGRATION OF CONCEPTS AND PRINCIPLES	CRITICAL THINKING	APPLICATIONS AND PERSONAL EXAMPLES	WRITING STANDARDS
The response demonstrates a thorough coverage of the assigned topic.	Response demonstrates an integration of concepts and principals from the textbook and course and reflects an understanding of fundamental principles of educational media and technology.	Response demonstrates use of higher level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to the content.	Response includes personal connections to, and insights and opinions on, the topic at hand, including implications for future teaching practice.	The writing is clear, concise, and easy to understand. Ideas and responses are communicated clearly and coherently.
Reflection (Target = 2 Satisfactory = 1 Unsatisfactory = 0)				
Points: /2	Points: /2	Points: /2	Points: /2	Points: /2
Total Points: /10				

Assignments (Required): **No late assignments will be accepted. Please plan accordingly.**

1. *Thematic Unit Description*: For this assignment you will explore sample thematic units, plan your own thematic unit, and describe this thematic unit in a paper, including the unit context, the audience for the thematic unit, and the goals and objectives for the unit.
2. *WebQuest*: For this assignment you will be designing a WebQuest for your thematic unit. You will start by doing an Internet search for information on WebQuests. The second step will be planning your WebQuest using the attached WebQuest Organizer. The final step will be to create a WebQuest using *Quest Garden*.

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3. *Spreadsheets*: For this assignment you will use *Microsoft Excel* to create two spreadsheets. The first will track and visually illustrate student performance. The second worksheet will demonstrate how you can use a spreadsheet as a learning tool within your planned thematic unit to support student learning with regard to one of your unit's learning objectives.
4. *Parent Tri-Fold Brochure (or Classroom Website)*: For this assignment you will create a tri-fold informational brochure using Microsoft Publisher, Microsoft Word, or a software of your choice. The audience for this brochure is parents of your students, and the aim of the brochure is to introduce the thematic unit that you have created for your students, explain what the students will do and learn within the thematic unit, and provide parents with ways they can help their child, and a list of resources for doing so. Alternately, you can create a classroom website, designed to fulfill the same purpose.
5. *Multimedia Presentation*: This project challenges you to create your own short video or multimedia presentation (1—3 min) to support learning within your thematic unit. You will use *iMovie*, *MovieMaker* or *Power Point* software to create either a video for your students or a model of the type of video you would expect your students to create. The video may be used within the context of a larger learning activity, but the video should be designed to support one of the stated objectives from your thematic unit description.
6. *Reflections*: For each of assignments 2-5 you are expected to reflect upon decisions made about how different media types contribute to student learning. You will think about how the media you integrated into your planned thematic unit will help students achieve the stated instructional objectives and the NETS – S standards, as well as how the assignments you completed address the HTSB* standards for teachers and the NETS – T standards.

**Note: The HTSB (Hawaii Teachers Standards Board) standards are teacher performance standards and are different from the Hawaii Content and Performance Standards (HCPS) for students. Please refer to <http://www.htsb.org/html/details/teacherstandards/teachers.html> for the HTSB standards you'll need for this assignment.*

Technology Innovation (Optional):

In an effort to differentiate instruction to meet the needs of all learners, I am providing students who seek greater challenge, want more autonomy, or have different interests, an opportunity to complete a project in place of one of the following assignments: WebQuest, Spreadsheets, Parent Tri-fold Brochure or Multimedia Assignment. The project should utilize technology in an innovative way to support student learning within your thematic unit. If you have an idea, and would like to pursue this option, please send my your proposed idea and we will schedule a meeting to discuss your requirements.

Signature Assignment (Required): **No late assignments will be accepted. Please plan**

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accordingly.

For your signature assignment you will choose one of the following to demonstrate your ability to integrate technology resources to support student achievement of clearly defined learning objectives:

1. *Final Presentation:* Using *Power Point* you will create a presentation to show how you integrated technology to support student learning within your thematic unit. Your slide show will explain how the media integrated into your thematic unit will help your students achieve the learning objectives stated in your thematic unit description. It will include samples of your projects and demonstrate how each of your projects align with the HTSB standards, the NETS – T and the NETS – S standards.
2. *Digital Portfolio:* For this assignment, you will collect the projects (artifacts) you have developed in class this semester to create your own digital portfolio, integrating samples of your projects and the reflections you wrote which align your projects with the Hawaii Teachers Standards Board standards, the NETS – T and the NETS – S standards.

List of Assignments and Assigned Point Values:

The following chart contains a list of assignments and their point values. Specific requirements for each assignment can be found within documents that are attached to assignment folders within the *Assignment* area of the course site. Read these documents carefully. This is also where you'll find the due date for each assignment. **Check these due dates carefully, as late assignments will not be accepted. Please plan accordingly.**

Assignment	Quantity	Points Possible	Total
Thematic Unit Description	1	60	60 points
WebQuest	1	80	80 points
Spreadsheets	1	80	80 points
Parent Tri-fold Brochure	1	80	80 points
Multimedia Presentation	1	80	80 points
Reflections	4	10	40 points
Signature Assignment	1	80	80 points

Grading Criteria

Remember: You are a *teacher candidate*! This means the effort you put into your work should reflect the standards of performance you will be expected to meet as a teacher. These include such things as: completion of all requirements, timeliness, meticulous preparation, organization,

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clear expression and precision.

Specific details about grading criteria will accompany individual assignments.

Your final grade will be composed as follows, based on your performance of each of the course requirements.

Requirement	Points
Assignments	500 points
Weekly Sharing	20 points per week

Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Taskstream

To aid in the assessment of our program and provide you with a venue for demonstrating your attainment of the standards and showcasing your work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (<http://www.taskstream.com>). TaskStream is an electronic portfolio, assessment management and performance based instruction tool. As part of the UHWO Teacher Preparation Program, you must submit work from each of your education courses into your electronic portfolio. The assignment you submit from each course will be assessed according to the course-specific rubric in TaskStream. The rubric will address the specific standards that have been aligned with each course's content and expectations. You will be expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if you receive too many developing or unacceptable ratings.

In addition to the course-specific portfolio you will create based on the standards, your TaskStream account will also allow you to create a separate Presentation portfolio that you can share with potential employers or others to whom you wish to showcase your work. Training opportunities for creating such a portfolio will be offered on campus through the Education Club and are frequently offered online through TaskStream. You are encouraged to save electronic or hard copies of all notable assignments or other work you complete for possible inclusion in a presentation portfolio.

Policies

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Academic honesty

Academic dishonesty includes cheating and plagiarism, and is an “impermissible behavior” as stated within the Student Conduct Code of the University of Hawai’i – West Oahu. For the purposes of this class this means the following:

You may not give or receive unauthorized assistance during homework and exams.
You may not use inappropriate or unallowable sources of information during exams.
You may not misrepresent another's work as being your own. This includes lesson plans that others have created or that you have found on the Internet.

For further information on the Student Conduct code please refer to sections (pp. 17-18) of the UHWO Student Handbook.

UHWO Teacher Education Mission Statement

The University of Hawai’i West O’ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O’ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O’ahu communities.

UHWO Teacher Education Conceptual Framework

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

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