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| COURSE TITLE BLACKBOARD SITE | MET 6203 – Computer Application for Education Summer 2012 – http://my.ltu.edu and select CRN 5355 |
| INSTRUCTOR | Stacey DeLoose Adjunct Faculty – Masters of Educational Technology Program sdeloose@ltu.edu 586 804-0219 Office hours by appointment |
| SCHEDULE | May 7 – July 13 Refer to http://www.ltu.edu/registrar_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information. |
| LEVEL/ HOURS PREREQUISITE | Master's Degree / 3 semester credit hours |
| REQUIRED TEXT (See Blackboard for additional resources) | Preparing to use Technology: A Practical Guide to Curriculum Integration Blanche W. O'Bannon and Kathleen Puckett Pearson Publishing 2007 isbn: 0-205-45617-0 (first or second edition is acceptable) Best pricing will be found online – Make sure to purchase EARLY so you have the book in time for class. Suggested: Publication Manual of the American Psychological Association (2001), 6 th Edition, Washington, DC: American Psychological Association. |
| ADDITIONAL RESOURCES | LTU Online student resources: http://www.ltu.edu/ltuonline/ Course-specific information is provided in the "Course Information" area |
| TECHNICAL SUPPORT | Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne . Students having problems with links are advised to contact the instructor, and if they have further problems they should contact the helpdesk (helpdesk@ltu.edu). |

COURSE SCHEDULE FOR MASTER OF EDUCATIONAL TECHNOLOGY (MET) COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

| Dates | Modules | Topics / Readings | Assignments Due |
|---------------------------------------|----------|---|--|
| Prior to Semester Start and May 7 –11 | Module 0 | Overview of textbook Online Learning Orientation Course Orientation Syllabus | Course orientation Electronic Introduction Change/Update Email in Bb About Me Discussion |
| Week of May 12 - 18 | Module 1 | Intro to Computers and Educational Technology Preparing to use Technology Chapter 1 | Reflective Journal Blog - Intro |
| Week of May 19 - 25 | Module 2 | Online Tools for Research Hardware and Software Basics Chapters 2 - 3 | Reflective Journal Disc. Bd – I/O Blog - Computer Processes |
| Week of May 26 – June 3 | Module 3 | Word Processing Chapter 6 | Reflective Journal APA Tips Presentation and Cheat Sheet Word Processing Activity Blog - WP |
| Week of June 4 - 10 | Module 4 | Databases Chapter 9 Spreadsheets Chapter 10 | Reflective Journal Blog – DB and SS Database Activity Spreadsheet Activity Internet Scavenger Hunt |
| Week of June 11 - 17 | Module 5 | Multimedia Chapters 11, 7 | Reflective Journal Blog - MM PowerPoint Activity Desktop Publishing Activity Field Experience |
| Week of June 18 - 24 | Module 6 | Classroom Tools Chapter 8 Integrating the WWW into the Classroom Chapters 5 | Reflective Journal Technology Infused Lesson Plan Disc Bd – Domains Blog – Resources, AT |
| Week of June 25 – July 1 | Module 7 | Web Authoring Chapter 12 | Reflective Journal Blog - \$20K Educational Software |
| Week of July 2 - 13 | Module 8 | Portfolios Chapter 4 Wrap-Up Course Summary Final Course Evaluation | Reflective Journal Blog - Future Web Page Unit Plan Participation Rationale |

STUDENT EVALUATION

The course has 12 assignments totaling 1000 points. Letter grades are awarded based on the total number of points achieved. Points can be deducted for late assignments.

EXAMPLES:

| Assignments | Points |
|-------------------------------------|--------|
| Projects and Activities | 555 |
| Paper | 120 |
| Reflection and Online Participation | 325 |
| | |
| Total Points | 1000 |

| Class Points | Letter Grade |
|--------------|--------------------|
| 96 and above | A |
| 90 – 95 | A- |
| 87 – 89 | B+ |
| 83 – 86 | B |
| 80 – 82 | B- |
| 77 – 79 | C+ |
| 73 – 76 | C |
| 70 – 72 | C- |
| 61 – 70 | D (Undergrad Only) |
| 60 and below | E |

Note: Grades lower than a "B" fall below the LTU graduate standard

University Policy:

- Grades of C-, D+, D, and D- are not awarded in graduate courses; the lowest grade is C
- A grade below B- in a graduate course will prohibit your enrollment in any other course that has it as a prerequisite (example: CHM6253 has a prerequisite of CHM6153).
- At most one passing grade below B- may be counted toward a graduate degree.
- No more than one required course may be repeated. If a course is repeated, the student's GPA will reflect both grades earned and is not subject to recomputation.
- Academic Dishonesty: Academic honor code will be observed in all course assignments. You can read the entire document at: http://www.ltu.edu/currentstudents/honor_code.asp (Note Safe-Assign/ Blackboard Tool available)

University Alerts

LTU emergency phone system: 248 204-2222

LTU email alert: sign up at <http://secure.ltu.edu/>

EDUCATIONAL GOALS

Throughout this course you will discuss and demonstrate various technology integration strategies and tools that will allow you to then apply those tools and strategies to your instructional environment.

STUDENT LEARNING OBJECTIVES / OUTCOMES

The course addresses selection and implementation of educational software packages and utilization of Internet resources in the classroom. It involves the development of computer generated instructional materials for the classroom and other educational settings. Specifically:

- Given access to Blackboard, TSW (The Student Will) use an online course management system
- TSW explore the various resources available to teachers online
- TSW discuss hardware and software and provide examples of how they are currently used in the classroom
- Given instructional video and time to practice using the tools, TSW use productivity tools such as Word Processors, Databases, Spreadsheets, Presentation Software, Multimedia and others to create materials to enable teachers to be efficient and effective, as outlined in each assignment
- TSW reflect upon their learning in an email to the instructor by answering guiding questions supplied on a weekly basis
- TSW use online communication tools, such as Discussion Boards and Blogs, to interact with the instructor, as well as their fellow classmates
- Given instructional video and access to Dreamweaver, TSW convert a classroom assignment to a web page for use with their students
- TSW discuss the past, the future, and current issues in educational technology
- TSW demonstrate technology integration skills by planning lessons and units which contain the use of technology tools and strategies
- TSW explore and report on current technology practices, policies, and plans
- TSW select and implement appropriate technology (hardware and software, as well as online resources) to use in their educational setting

PREREQUISITE SKILLS

Admission in to the LTUOnline program.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course. The following methods used may be used within the course, which may include but are not limited to:

Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit assignments via Blackboard or through email, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone calls, and other web-mediated conversations.

Self-assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required readings – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

- Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** – Make sure this is current, since communication will be used thru Bb
- Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.
- It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.
- All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.
- Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed within the course.
- Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate communication tools so that your colleagues can learn from you.
- At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

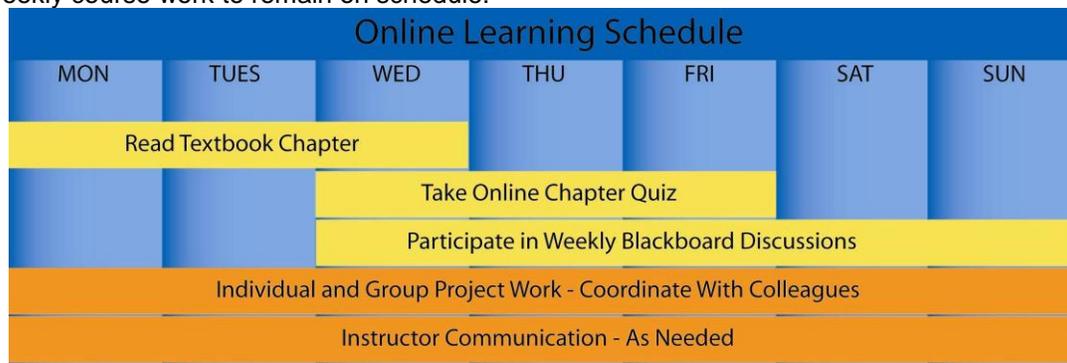
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



UNDERGRADUATES: LEADERSHIP TRANSCRIPTS

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. **It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab.** Leadership Activities is located at the bottom of the list.

ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." Assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum or Blogs for student comments.

Further details of the assignments are in the "Assignments section of Blackboard. Rubrics for grading purposes are also included in the Assignments Tab in Blackboard.

Online Participation (35 points)

Overview – This course is an online asynchronous format where students meet with the instructor and other students asynchronously. The participation grade will depend on frequency and quality of participation in the Blackboard (Bb) discussion boards, Blogs, and other online communication activities. Also included are: Reading the required text chapters as well as, actively participating in Bb discussion forums, responding to questions posted by the instructor, interacting positively with other students, etc.

Electronic Introduction

Overview – Use your email account and send an email message to me the day after the first class meeting that includes:

For the subject of the email use - MET6203 Hello

Your name

Where/what do you teach?

What do you already know about using technology in education?

What do you want to know more about using technology in education?

Reflective Journals (120 points – 8 weeks x 15 points)

Overview – Send an emailed journal to the instructor each week that answers the following questions:

What is the most important concept that was presented this week? What activity did you consider the most informative or helpful in explaining that concept? Explain your reasoning.

How does this tie back to the 'big idea'?

What question(s) do you have about this week's class?

Blog (120 points – 8 Blogs x (9+6) points)

Overview – Write a blog on the proposed topic (9 points) and respond to at least two other students in a meaningful way (6 points)

About Me (50 points)

Overview – Create an entry on the Discussion Board about yourself. Include: your name, information about your teaching, links, and a picture.

APA Guidelines and Tips (100 points)

Overview – American Psychological Association. You will receive a series of tips for writing an APA style paper, you need to give specific examples and clarify how to use APA style. You will create a "cheat sheet" and post it in Bb and teach the class how to better use APA style in reference to your specific tips.

Educational Software (75 points)

Overview – Complete an in-depth review of a piece of educational software (software which teaches or presents curricular content) that you might use in a learning environment. Include:

A clear description of the software and the system requirements to run the application.

A critique of its content, interaction with students, appropriateness for the intended audience, etc.

A description of how you might incorporate this software into a unit and/or a lesson.

Technology Infused Lesson Plan (80 points)

Overview – For a specific lesson, create a plan for a critical thinking activity which uses a computer “tool” application (e.g., database, spreadsheet, paint, or draw program) to help students apply higher level thinking to that content. Include the Michigan standard(s) that are associated with this lesson. Do not use a lesson that teaches students how to use the tool; assume you have taught those skills, and now the students are using those tools to learn about history, literature, science, mathematics, etc. Include the use of technology by you to explain/demonstrate the task to your students.

Internet Scavenger Hunt (100 points)

Overview – Select a topic that would be useful for you to use with students. The assignment requires that students search the Internet for information related to a content area. You must access at least 5 different web sites (provide the URL) and answer two questions based on each web site. Include a separate answer sheet. Submit this assignment via email as an attachment. (Note: the hyperlinks must display the appropriate web site when clicked).

Web Page Design (100 points)

Overview – Create a web page activity that includes links to other parts of the web page, links to other web sites on the Internet, graphics/images/clip art and an email link.

Unit Plan for Integrating Technology (100 points)

Overview – Develop a 2-3 week unit plan for infusing technology into a given unit of instruction. You do not have to write the entire unit, just the example of the technology-enhanced lessons with an overview of the entire lesson. Clearly describe the learning goals, the classroom organization, and how you would use the technology in the lessons.

Field Experience (120 points)

Overview – Observe and compare methods and strategies of technology integration in at least two different classrooms taught by two different teachers. [Plan to spend 3-6 hours for this field experience.] Report the findings of the observed and compared strategies and methods in a word-processed report using APA style formatting. The report must describe the methods and strategies, indicate how they might be used to support instruction and learning as reflected in at least two lessons, and identify research and/or practical applications via scholarly literature that discusses the use of such strategies and methods.

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.