



### Course Syllabus

EDTC 5030 - 03	Using PDAs in Education	Fall 2005 – Term 2 10 – 26 to 11- 16 5:30 to 8:30 p.m.
WH 221	Mary Beckmann <a href="mailto:beckmann@webster.edu">beckmann@webster.edu</a>	1 credit hour

#### 1. COURSE DESCRIPTION:

This class provides a Palm m100 handheld computer for each student to use during class time. We will discuss capabilities and terminology associated with handhelds, and how they can be used in the classroom, in the business world, and in everyday life. We will examine how they are more than time and organizational managers, and how they support teaching and learning in the classroom. With a focus on educational applications, but also including business applications, we will search on the Internet for free and / or low-cost educational, utilities, and game software programs and practice downloading and uploading. We will discuss assessment methods, hot sync, beaming, copyright issues, curriculum content, and ways and means to obtain handhelds. Various models, the two operating systems, and ways to obtain PDAs for classroom use will also be discussed.

#### 2. LEARNING OUTCOMES:

- develop an understanding of and discuss ways to integrate handhelds into the k-12 curricula including math, science, and English so as to generate higher level thinking and learning from their students
- discuss terminology associated with PDAs
- examine miscellaneous peripherals for PDAs and how each fits into the business or educational sector
- discuss various ways to assess and evaluate projects using PDAs in the classroom
- examine methods to obtain PDAs for classroom use
- evaluate various platforms and operating systems of PDAs
- examine how PDAs can be used in the classrooms in reference to diversity, special needs, gender differences, and the No Child Left Behind Act,
- use and evaluate educational applications
- examine legal, moral, and ethical issues in reference to software on PDAs and obtaining software

#### 3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

- Week 1: Terminology associated with PDAs (conduit, sync, hotsync, add on slot, i.e.), history of PDAs, set up and personalize (introduction), manage files, how to maneuver through the PDA using

the Palm Operating System, physical properties of a PDA (top, bottom, front, and back, finger / hard buttons, soft / stylus buttons), accessories, various types of PDAs (education vs. business i.e.), PDAs in the home, the school, and in business, benefits of PDAs in the classroom to initiate learning and in reference to diversity, gender differences, and the No Child Left Behind Act.

- Week 2: Manage and operate PDAs, examine journal articles on PDAs in the classroom, PDA educational software, beaming, Palm operating system vs. Windows, Graffiti, backlight, managing files within date book, memo pad, address book, to-do list and creating and adding and deleting records, and calculator, prefs, security, personalizing intermediate, and clock.
- Week 3: How to obtain software applications for PDAs, how to search and locate software applications on the Internet, and examine the CDs that came with the ISTE textbook and a CD from Palm, examine and demonstrate use of the install tool and the windows associated with Palm that was installed using the install Palm OS software CD, performing hotsync and beaming programs and information (files and documents), PDAs and the Internet.
- Weeks 4: The Internet using PDA continued, wireless and software for Internet connectivity (i.e. AdvantGo), Documents to Go, HiCe software, eBooks, lesson plans using PDAs, classroom management and maintenance of PDAs, being mobile, standards, and assessing, social, ethical, and legal aspects of content on PDAs and beaming, how to purchase PDAs, staff development.

#### 4. **RESOURCES:**

##### **Textbook: Required Textbook:**

- Curtix, Michael; Williams, Bard; Norris, Cathleen; O’Leary, David; Soloway, Elliot; Palm Handheld Computers - A Complete Resource for Classroom Teachers; ISTE Publications: 2003; ISBN:1-5648-4197-9

##### **Suggested Textbooks:**

- Carlson, Jeff; Palm Organizers; Peachpit Press: 2002; ISBN 0-201-74578-X
- Dyszel, Bill; Palm for Dummies: A Reference for the Rest of Us; Wiley Publishing, Inc.: 2002; ISBN: 0-7645-1674-4

##### **Supplemental Readings:**

- <http://www.mobipocket.com/en/Demo/Definition.asp>
- <http://www.palmdigitalmedia.com/products/palmreader/free>
- [http://www.memoware.com/?screen=doc\\_detail&doc\\_id=15582&p=category^!Children~!&start=25](http://www.memoware.com/?screen=doc_detail&doc_id=15582&p=category^!Children~!&start=25)
- <http://www.k12handhelds.com/101list>
- <http://www.seirtec.org/publications/NewsWire/Vol5.2.pdf>

#### 5. **EVALUATION / GRADING SCALE:**

93-100 = A  
90-92 = A-  
86-89 = B+  
83-85 = B  
80-82 = B-  
76-79 = C+

- a) Attendance/Participation = 16 points
- b) Worksheets / activities = 16 points
- c) Weekly projects = 38 points
- d) Final project or activity = 30 points

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

**I plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it in to me.**

**6. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

**7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

**8. ATTENDANCE:**

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet 8 days, hence each meeting is crucial.**

**The instructor reserves the right to lower the final grade by a letter grade for absences.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

**NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.**

**9. OTHER**

**Expectations: n/a/**

**10. STANDARDS / GOALS:**

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

**ISTE NET Standards:**

- 1. Technology operations and concepts.**  
Teachers demonstrate a sound understanding of technology operations and concepts.
- 2. Planning and designing learning environments and experiences.**  
Teachers plan and design effective learning environments and experiences supported by technology.
- 3. Teaching, learning, and the curriculum.**  
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- 4. Assessment and evaluation.**  
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- 5. Productivity and professional practice.**  
Teachers use technology to enhance their productivity and professional practice.
- 6. Social, ethical, legal, and human issues.**  
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**The School of Education (SOE) Goals:**

- 1. The knowledgeable learner:**  
Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- 2. The informed instructor:**  
Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
- 3. The reflective collaborator:**  
Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
- 4. The responsive educator:**  
Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

*This syllabus is subject to change at the discretion of the instructor.*