



## Course Syllabus

EDUC 3125-01	Internet Applications <b>Technology in the Classroom</b>	<b>Spring 2007-S</b>
<b>WH-225</b>	<b>Ralph Olliges, Ph.D.</b> Office Phone: 314-961-2660 x7502 <b>Office Hours:</b> Mon, 10-11 am and by appointment. <a href="mailto:rolliges@webster.edu">rolliges@webster.edu</a>	<b>3 credit hours</b>

### 1. COURSE DESCRIPTION:

This course is intended for beginning computer users. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Emphasis is on learning how to use the software and the Internet in the classroom. Focus is not on the tool but rather on the pedagogy and how to effectively implement the tools in the classroom to instruct and to assess their students.

### 2. LEARNING OUTCOMES:

#### School of Education Goals:

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

#### Specific learning objectives:

- Describe terms, concepts and trends in the use of technology with elementary, secondary, and special education students. (MO-STEP 1b, 3a, 5a; CC5-K3)
- Select and evaluate web sites to determine appropriate use in the classroom. (MO-STEP 1b, 5a; CC5-K3)
- Plan for the use of technology as an integrated part of the curriculum. (MO-STEP 1b, 5a; CC5-K3)
- Use word processing, database, spreadsheets, and graphics with children and as teacher utilities. (MO-STEP 1b, 5a)
- Use the Internet for research and email. (MO-STEP 1b, 5a)
- Design an integrated lesson using technology. (MO-STEP 1b, 5a; CC5-K3)
- Demonstrate competency in the use of software and hardware. (MO-STEP 1b, 5a)

- Examine future developments and trends in technology with special emphasis on their implications for the classroom. (MO-STEP 1b, 5a)

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

<b>Week 1:</b>	<b>January 15, 17</b>	<p style="text-align: center;"><b>Course Overview</b></p> <ol style="list-style-type: none"> <li>1.) Communication done electronically. How to login to WebCT.</li> <li>2.) What is the difference between a .pdf, .doc, and .rtf file?</li> <li>3.) What is the difference between a discussion list (bulletin board) and email?</li> <li>4.) How to learn student names electronically? (digital picture and information on web page.</li> <li>5.) What types of students do you have? (Beloit College list)</li> </ol>
<b>Week 2:</b>	<b>January 22, 24</b>	<ol style="list-style-type: none"> <li>1.) What is the difference between synchronous and asynchronous communication?</li> <li>2.) Which tools are classified as synchronous/asynchronous?</li> <li>3.) How do you save to a disk on the Macintosh?</li> <li>4.) What is a browser?</li> <li>5.) What is a search engine?</li> <li>6.) What do the symbols +, -, *, "" mean in the search field?</li> </ol>
<b>Week 3:</b>	<b>January 29, 31</b>	<ol style="list-style-type: none"> <li>1.) How to File Transfer Protocol (FTP) or download graphics and text files is discussed.</li> <li>2.) Searching and search engines are discussed.</li> <li>3.) Internet Safety for kids, teachers, and parents</li> </ol>
<b>Week 4:</b>	<b>February 5, 7</b>	<ol style="list-style-type: none"> <li>1.) What is a Web Quest?</li> <li>2.) What are some useful government web sites for teachers and students?</li> <li>3.) What are some other teacher resources on the web?</li> <li>4.) How to evaluate web sites using the Georgia and UCLA criteria is discussed.</li> </ol>

<b>Week 5:</b>	<b>February 12, 14</b>	<ol style="list-style-type: none"> <li>1.) How do you create a newsletter?</li> <li>2.) How can a newsletter be used in the classroom? to provide information. for evaluation of students.</li> <li>3.) What are the different types of paragraphs? Normal/standard, hanging indent, and blocked paragraphs.</li> </ol>
<b>Week 6:</b>	<b>February 19, 21</b>	<ol style="list-style-type: none"> <li>1.) What is a mail merge?</li> <li>2.) How do you create a mail merge?</li> <li>3.) What is the usefulness of a mail merge? as a resume, to find a job. as a way of doing a mass mailing.</li> </ol>
<b>Week 7:</b>	<b>February 26, 28</b>	<ol style="list-style-type: none"> <li>1.) What is a spreadsheet?</li> <li>2.) How do you use page setup to format the spreadsheet so that it is printed in landscape mode; centered on the page both horizontally and vertically, print the date and time, the page numbers, number of pages, and grid lines; print a row and/or a column on each page?.</li> <li>3.) How do you create a mail merge (a letter home to parents) from an excel spreadsheet (data) as input?</li> </ol>
<b>Week 8:</b>	<b>March 5, 7</b>	<ol style="list-style-type: none"> <li>1.) What is a database?</li> <li>2.) How do you use Excel as a database?</li> <li>3.) How do you graph using Excel data?</li> <li>4.) How do you use Excel in the classroom?</li> </ol>
	<b>March 12, 14</b>	<b>SPRING BREAK --- No class !!!!!</b>
<b>Week 9:</b>	<b>March 19, 21</b>	<ol style="list-style-type: none"> <li>1.) What is PowerPoint?</li> <li>2.) How do you make an effective presentation?</li> <li>3.) How do you insert movies, graphics into PowerPoint? How do you make the first slide static and the other slides dynamic?</li> <li>4.) How do you use PowerPoint in the classroom?</li> </ol>

<b>Week 10:</b>	<b>March 26, 28</b>	<ol style="list-style-type: none"> <li>1.) What is Kidspiration?</li> <li>2.) How do you effectively use Kidspiration in the classroom to teaching thinking and writing?</li> <li>3.) What is Writing Companion?</li> <li>4.) How do you brainstorm writing in the classroom?</li> </ol>
<b>Week 11:</b>	<b>April 2, 4</b>	<ol style="list-style-type: none"> <li>1.) What is multimedia?</li> <li>2.) What is iMovie?</li> <li>3.) What is eZedia?</li> </ol>
<b>Week 12:</b>	<b>April 9, 11</b>	<ol style="list-style-type: none"> <li>1.) How do you create a web page?</li> <li>2.) How can the web page be used for your final project and to meet the technology standards in order to graduate?</li> </ol>
<b>Week 13:</b>	<b>April 16, 18</b>	<ol style="list-style-type: none"> <li>1.) Thinking about technology. How can you use one computer in a classroom? What is you have several computers?</li> <li>2.) How can you integrate technology and various subjects like mathematics, science, and language arts into one module?</li> <li>3.) What is cooperative learning?</li> </ol>
<b>Week 14:</b>	<b>April 23, 25</b>	<ol style="list-style-type: none"> <li>1.) Work on final project creating several web pages.</li> <li>2.) Integrating Technology within a Teaching Team</li> </ol>
<b>Week 15:</b>	<b>April 30 May 2</b>	<ol style="list-style-type: none"> <li>1.) Work on final project creating several web pages.</li> <li>2.) What's new with technology/ webcams</li> </ol>
<b>Week 16:</b>	<b>Monday, May 7 8:00 am – 10:00 am</b>	<ol style="list-style-type: none"> <li>1.) Completing the final project.</li> <li>2.) Making the final presentation.</li> </ol>

#### 4. RESOURCES:

**Textbook:** None. Subscription to Video Archives at United Steaming. It is already paid for.

**5. EVALUATION / GRADING SCALE:**

93-100 = A  
90-92 = A-  
86-89 = B+  
83-85 = B  
80-82 = B-  
76-79 = C+  
70-75 = D  
00-69 = F

Weekly activities/assignments (approximately)	550
Tests (2) (100 pts each)	200
Final project	200
Final presentation	50
Attendance (4 pts per day)/Participation	120
Final exam	200
<b>TOTAL POINTS</b>	<b>1320</b>

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 into 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. I am very willing to assist you with any needs that you may have.

8. **ATTENDANCE:**

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. If so notified prior to the class, the absence may be excused. Students will be required to complete the work assigned and to make up any missed work by the next class. **If the absence is unexcused or sufficient classes are missed (more than 3), then the instructor reserves the right to lower the final letter grade. Should some type of personal crisis occur, please feel welcome to come to my office and discuss it. Our discussion remains private. I am willing to work with you to help you pass the course.**

**Students should make every effort to turn work in on time. However, personal problems often interfere with our work. The goal is to master the learning objective each week. Assignments are geared to help you master each objective. Thus, late assignments are accepted because I would rather see mastery of the work rather than an assignment turned in to meet some arbitrary deadline. Note: Assignments are turned in electronically.**

**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**  
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.*