



Course Syllabus

COURSE NUMBER:
EDTC 5060

COURSE TITLE:
Using Adobe Captivate

TERM:
Spring 2008

SITE:
Webster –
Main Campus

INSTRUCTOR CONTACT INFORMATION:
Instructor: Karla Samson
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CREDIT HOURS:
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1. COURSE DESCRIPTION:

Discover how to enrich your presentations whether in a classroom or online by using Adobe Captivate to enhance your presentation for your class or training need. Storyboarding will help you design an interactive presentation and implement into the Captivate software.

2. LEARNING OUTCOMES:

Learner Outcomes for this course

ISTE NETS Goals, Standards addressed

Students will be expected to develop a basic understanding of the applications of interactive video/audio to the learning environment.

NETS for Teachers Standard 1,
SOE Goal 1

Students will be expected to develop a stronger sense of how programs like PowerPoint or other software can complement the f2f teaching and learning environment when used in conjunction with the building of learning modules.

NETS for Teachers Standard 2,
SOE Goal 2

Students will be expected to create a collaborative learning module that they can actually use in context with a subject they are teaching.

NETS for Teachers Standard 2,
SOE Goal 3

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

This course will meet Friday, April 25 and Saturday, April 26. Students will be expected to read and respond to various articles on transaction-based teaching and learning styles. Class members should come prepared to record a video and/or audio around content they develop in and interactive presentation. All materials required for doing this will be provided in class. The structure of the class will model the collaborative learning environment being taught. Grades will be based on participation, on the successful completion and demonstration of an interactive video project, and on an accompanying lesson plan demonstrating how the video will be used in the classroom. All readings and assignments will be due by Monday, April 28 at 9:00 am.

4. RESOURCES:

Required Text (available for download at <http://www.microsoft.com/education/EdGuideProducer.aspx>):

Supplemental Readings (will be made available in class):

Mahfood, Sebastian and Dr. Ralph Olliges. "The Shifting Paradigm: Transmission- to Transaction-Based Pedagogies as an Effect of the Appropriate Use of Educational Technologies in the Generation of Dialogic Teaching and Learning Environments." Presented at the Society of Philosophy and History of Education Conference. San Antonio. September 2003.

Veenema, Shirley and Howard Gardner. "Multimedia and Multiple Intelligences." The American Prospect. Vol 7, No 29. November/December 1996.

Audio-visual/other: Recording Device (provided in class)

5. EVALUATION / GRADING SCALE:

Grading Scale:	Evaluation:
93-100 = A	Class Presentation (viewing of Producer video with explanation of how it will be used in classroom) – 20%
90-92 = A-	
86-89 = B+	Curriculum Project (Producer video and lesson plan explaining how it will be used in the classroom) – 50%
83-85 = B	
80-82 = B-	

76-79 = C+	Class Participation (in class and via WebCT discussion forum) – 30%
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All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

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. OTHER

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade may be reduced.

As this course meets for only two days, attendance on each day is necessary to learn the material. Additionally, arriving promptly when class begins is essential both to complete the in-class requirements and to avoid interrupting or distracting others in the class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course (Monday, April 28) 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. STANDARDS / GOALS

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

ISTE NET Standards:

Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

1. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

2. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

3. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

4. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

5. 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.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

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