Webster UNIVERSITY SCHOOL OF EDUCATION
POINTS OF INFLUENCE

Course Syllabus

COURSE NUMBER: EDTC 5060.02	**COURSE TITLE: Educational Software: Inspiration for the Classroom**	**TERM: Summer 2005**
SITE: Saint Louis Campus	**INSTRUCTOR CONTACT INFORMATION: Julie Reitinger email: reitj@charter.net or by phone at 314-435-6147**	**CREDIT HOURS: 1 credit hour**

1. COURSE DESCRIPTION: This course is designed to show educators how to use visual diagrams as a teaching resource and how to use and integrate the use of Inspiration software in the classroom. Inspiration software can be used to develop ideas, organize ideas, and draw relationships, in prewriting, reviewing, and testing. Students will learn to use Inspiration software while developing a lesson plan application for an elementary, secondary, or adult level content area and throughout the curriculum

2. LEARNING OUTCOMES: : Based upon the materials presented and by participation in learning activities, the student will be able to:

- Understand how visual diagramming and concept mapping enhance learning.
- Learn basic techniques of the Inspiration software and how to design visual maps.
- Develop learning activities and lesson plans using concept-mapping techniques.

These learning outcomes may also meet one or more of the following ISTE NET Standards;

- ✓ **Technology operations and concepts:** Teachers demonstrate a sound understanding of technology operations and concepts.
- ✓ **Planning and designing learning environments and experiences.** Teachers plan and design effective learning environments and experiences supported by technology.
- ✓ **Teaching, learning, and the curriculum.** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- ✓ **Assessment and evaluation.** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- ✓ **Productivity and professional practice.** Teachers use technology to enhance their productivity and professional practice.

Coursework in this class will also focus on the following 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). Schedule of Course Activities

Day 1:	Introduction to Visual Learning Methodologies Basic Menus and Toolbars Help Menus and Documentation Outlining Uses Printing Downloading Trial Versions of Inspiration/Inspiration Web Site Classroom Strategies for Use of Inspiration; use of symbols, links, outlining

	Kidspiration Design of a Lesson Plan
Day 2:	Hyperlinks Using Templates Importing Images Creating a New Symbol Library Designing Learning Activities, Exporting Maps to Other Software and HTML
Day 3:	Final Menu Options Presentation to Class on Inspiration Lesson Plan. Sharing of Symbol Libraries Development of Future Uses of Inspiration

4). Resources:
File Storage Device: We will be working during class on your final class project. It will benefit you if you bring some type of file storage device for class. The best choice is the Keychain or Jump Drive (USB) drives which can be purchased at any office supply store for $20. An alternative is 2 IBM formatted floppy disks for use for storing work or the ability to email files to yourself from the web. You should be prepared to store your work on Day 1 in some manner because computers in the classroom will delete all files created in the overnight maintenance.

Textbook: No required text.

5). Attendance
Attendance is required for every session for this course. Since this is a 1-credit course, an absence is defined as any 3 hours during the defined class periods. One absence (3 hour period) (excused or unexcused) will result in a lowering of the final grade by one full grade level. Two or more absences (4-6 hour period) student will receive a no-credit (NC) grade or must withdraw from the course. Make-up work will not be granted in lieu of absences.

6.) Late Assignments:
In general, late assignments are not accepted. All due dates must be met by the students to demonstrate learning of the specific objectives of this course. Late assignments may be accepted at the instructor's discretion but course grade will be lowered by 1 full letter grade.

7). Evaluation:
Students will be evaluated on in class activities, participation during class, and on a final project. The following assignments will be used to assess student performance and a further described below.

Assignment	Title	Point Value	Due Date
1.	Practice Concept Map	5	In Class DAY 1.
2.	Ideas for Using Inspiration as a Teacher Resource (Partner Presentation)	10	In Class DAY 1.
3.	Draft Lesson Plan Ideas (3)	10 points	Homework Due by start of DAY 2.
4.	Symbol Library with a minimum of 4 Images.	10 Points	Due by end of Day 3.
5.	Final Lesson Plan Idea and Concept Map Example	20 points	Due by end of Day 3.
6.	Participation: Active Learning and Listening During Class Instruction and Student Presentations	10 points	

Total Points Possible = 65 points

8). Course Assignments:

DAY 1:
Assignment 1:
Students will practice using Inspiration in class and print out a concept mapping demonstrating the use of symbols, links, formatting, printing, captions, map arrangement at the end of the day.

Assignment 2: Students will brainstorm together with at least 1 other partner from class several uses of Inspiration as a teacher resource. Students will design 1 simple concept map together with their partner and then present their use of the map to the other students in class in brief 3-5 minute discussion. Class members should prepare students for questions and comments.

Assignment 3: Each student will be given time to evaluate and consider 3 separate lesson ideas for using Inspiration. Students will include a specific learning objective, how students will use Inspiration to learn the objective, and a brief sketch of a concept map. Students will submit the lesson plan ideas at the beginning of DAY 2 so that feedback can be given to the student prior to final lesson plan design.

Assignment 4. An important element of concept maps is the use of images or pictures that support learning. Therefore, students will be taught how to create a symbol library of images that will be used as part of their final lesson plan design. A minimum of 4 images must be included in each symbol library that specifically relate to the lesson plan and that a student would use as part of the learning activity.

Final Lesson Plan (Assignments 5):
Participants will be required to design an <u>original</u> lesson plan using *Inspiration* or *Inspiration* software. A typed lesson plan of approximately 1-2 pages will be submitted on the last day of class. The lesson plan is a typed description of how the software will be used to teach a specific learning objective. Each of the following areas must be discussed as part of this written lesson plan. Most sections will be 1-2 paragraphs in length.

> ***Introduction:*** Lesson plan title, subject area, grade level
> ***Lesson Objective***: Define <u>one specific</u> learning objective, how that objective fits into an overall unit, lesson plan area for the Inspiration activity. Align this objective to 1 Missouri Academic Standards based upon your familiarity with these standards.
> ***Prior Implementation:*** If this is a lesson that was previously taught in your classroom, explain how you previously taught it and why you choose to integrate the use of this software instead. If this learning objective was not previously taught, explain why you choose to integrate visual diagramming for this learning objective.
> ***Implementation Plan:*** Describe how the lesson will be implemented and where the map will be used in the teaching/learning process (anticipatory, content, practice, review, assessment). . Be specific in regards to how this activity fits into the overall unit or concept plan, how long the lesson will take, whether students will work independently or in groups, what materials are needed, what computer hardware and software is needed, how students will get graphics for the diagram, how students should perform this task,
> ***Visual Diagramming Uses:*** Explain how this visual diagram is used to enhance learning. Explain how symbols, images, and links are used to strengthen recall, develop relationships between topics, analyze information, or categorize information. Define what specific outcomes you expect your students to achieve by using or creating this visual diagram. Explain how you plan to assess their learning
> ***Concept Map/Symbol Library.*** Include an example of a concept map that you would expect to be produced by students using this lesson. Include the use of your symbol library with a minimum of 4 images as part of this map. (This is your idea of what the students are likely to produce as a result of this activity).

9). **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty especially in areas of avoiding plagiarism. Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.). Students should submit original work for this course. Students should not wholly or partially borrow ideas from another student or source and submit it as their own work. Student should not copy

whole portions of text from another source as a major component of papers or project, should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites, should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites, should properly cite all resources when used.

The consequences of academic dishonesty for this course may include any of all of the following: 1) resubmittal of required assignment. 2) a lowering of at least one full letter grade and 3) written letter to the student's academic file and advisor in regards to the incidence of academic dishonesty.

10). ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495

NOTE: This syllabus is subject to change at the discretion of the instructor; therefore regular attendance is required.

Instructions for Downloading a Trial Copy of Inspiration or Kidspiration.

The downloading process of using this software does take some time. If you have a particularly slow connection speed such as a modem line, I suggest you download the software to a zip disk while you are at Webster. Then when you get home copy the installation program to your PC and install it.

1. Using your Internet Browser software; go to the Inspiration website at www.inspiration.com

2. On the lower right hand side of the homepage, click on DOWNLOAD FREE TRIAL.

3. Choose either KIDSPIRATION or INSPIRATION and click on the icon.

4. Complete the screen of personal information. If you choose, you may use your school or Webster University address if you don't want information mailed to you from Inspiration.

5. Lastly, select the operating system that your PC has by clicking on one of the choices.

6. When the next screen comes up, choose Click for HTTP Download under number 2.

7. A smaller gray box will come up asking whether you want to OPEN, SAVE, CANCEL or MORE INFORMATION. Choose SAVE and then a file box will come up with the directory you want to save and the file name. Choose the appropriate directory such as the default if you are doing it at home, or your zip drive. Keep the file name as is Insp7.5aTrial.

8. Once the download has finished, install the software.

9. To install the software, go to MY COMPUTER, open up the drive where the software was downloaded. (look for the Insp7.5aTrial file name), then double click on the file name to install.

10. Answer YES to the installation questions.

Websites Used for Identification of Academic and Technology Based Standards

As part of the final lesson plan, students will be asked to align their learning objective to the Missouri State Show Me Academic Standards and to the National Technology Based Standards. Students not residing in Missouri, may utilize their own state academic standards as long as these standards are properly referenced by website. While students may have district aligned standards established, they still must research and align their learning objective to the Missouri Standards.

Missouri Academic Standards:

The Missouri Show-Me Standards are available online at the *Missouri Department of Elementary and Secondary Education.* These Show-Me Standards define two specific areas for achievement; the Knowledge Standards and Performance Standards. These are TOO general in nature to align to specific learning objectives, so instead your task is to align them to the Missouri CURRICULUM FRAMEWORKS. These frameworks are subject specific and can be found at the following website. You will need to have the free Adobe Reader software available on your PC to download and read these documents, so we will cover this information in class. You may also choose to complete this portion of the assignment at Webster University if you choose.

http://www.dese.state.mo.us/divimprove/curriculum/frameworks/index.html

National Technology Standards:

There is a drive for nation wide standards for technology use for administrators, students, and teachers. The governing body for this is the International Society of Technology in Education (ISTE). While you are attending Webster University, each course you take is aligning the specific learning objectives to the teacher National Technology Standards. You will be using the technology standards developed for students. Another name for these National Educational Technology Standards is NETS. Your final lesson plan should align the learning activity to one of the following NETS for students found at:

http://cnets.iste.org/students/s_stands.html

You may want to go further and investigate the STUDENT PROFILES by grade level at this website as well. Either may be used to define a technology standard for your lesson plan.

http://cnets.iste.org/students/s_profiles.html