



Course Syllabus

COURSE NUMBER: EDTC 5060.02	COURSE TITLE: Educational Software: Inspiration for the Classroom	TERM: Summer 2006
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 teach educators how to integrate visual diagrams and 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.

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
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	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. Recommended choices include the ability to use the Internet to email files between home and school, or IBM formatted zip disks or jump drive (USB). 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.	Draft Lesson Plan Ideas (3)	10 Points	Homework Due by start of DAY 2.
3.	Symbol Library with a minimum of 4 Images.	10 Points	Due by end of Day 3.
4.	Final Lesson Plan Idea and Concept Map Example	20 points	Due 10 days after the completion of the course by email or file submittal.
5.	Participation: Active Learning and Listening During Class Instruction and Student Presentations	10 points	Daily.

Total Points Possible = 55 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: 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 3. 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 10 images must be included in each symbol library that specifically relate to the lesson submitted as part of Assignment 4 (below).

Final Lesson Plan (Assignments 4):

Participants will be required to design an original 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 one specific 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).

Assignment 5. Students of all abilities and interests take this course. As a result, the delivery of instruction will be based upon the abilities of most members of the class. In some cases, student will need to meet with the instructor outside of class for additional assistance to ensure that they are able to complete the requirement of the course. Additionally, students are required

to be active participants in the course. Students are asked to fully participate in group discussions, peer-to-peer learning opportunities, and instructional activities in the course.

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.