



Course Syllabus

EDTC 5060 section 02	MP3 Players & Podcasting in the Classroom	Summer 2007
Webster Hall Rm 225	Instructors Mary Beckman ponotoc2@yahoo.com Scott Wagner wagner@webster.edu	Credit hours 3

1. COURSE DESCRIPTION:

This course provides instruction and strategies on how to utilize MP3 players and Podcasting in the classroom. Students will learn how to convert and transfer music, audio books, and podcasts onto an MP3 player and will learn how to create audio podcasts as well as enhanced podcasts with photos. MP3 players will be provided for students. Strategies will also be given on how to use podcasts and MP3s players effectively in the classroom to increase student motivation and raise achievement.

2. LEARNING OUTCOMES: Address the ISTE NET standards

Course Outcomes	ISTE Standards
1. Become familiar with MP3 players and their operation	ISTE 1a,1b
2. Locate and convert audio files to appropriate formats to use in the classroom	ISTE 2c, 6a
3. Become familiar with and locate podcasts	ISTE 1a,1b
4. Create podcasts in a variety of formats	ISTE 2c,1a,2a
5.	
6. Integrate podcasts effectively into the classroom	ISTE 3b, 3d

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

Module 1	Simple transfer of a CD music file to an MP3 player, basic operation, headphones, differences between iPods and MP3 players, models and features, memory and memory cards, battery power, digital and non-digital readout displays, types and uses of MP3 players, and file formats
Module 2	iTunes, locating, converting, and transferring music, podcasts, and conversion techniques and free programs, podcasts, music, and audio books, and file formats, and transferring each to an MP3 player. Software programs, music stores, Rhapsody, Napster, iTunes, file sharing, and tips on buying music and audio books, and copyright issues.
Module 3	What is a podcast? Find podcasts on the web and using iTunes. Classroom strategies for using podcasts. Creating Audio podcasts using Audacity and Garageband.
Module 4	Creating enhanced podcasts using Garageband. Converting slideshows to podcasts using Garageband and Profcast.
Module 5	Acquiring podcast footage off campus. Podcast creation
Module 6	Class presentation of podcasts. Video Podcasts and posting podcasts to a server. Subscribing to podcasts.

4. RESOURCES:

Textbook:

PODCASTING BOOK TO BE DETERMINED

Internet Readings:

- Podnova <http://www.podnova.com> podcast search
- http://productivity.strategy-blogs.com/2005/10/list_of_academi.html academic lecture podcasts
- http://www.podcastalley.com/what_is_a_podcast.php History of podcasting
- http://blogs.mercurynews.com/aei/2005/08/how_to_subscrib.html A news podcast and how to subscribe
- <http://www.pcmag.com/article2/0,1895,1651347,00.asp> buying tips
- http://www.podcastingnews.com/topics/Podcasting_Software.html podcast publishing software
- http://www.podcastingnews.com/topics/Podcast_Software.html podcast software (aka clients or aggregator) software – to transfer podcasts to generic MP3 players
- <http://www.thirstycrow.net/happyfish/download.aspx> happy fish works for transferring podcasts to most MP3 players
- iPodder Lemon (alternative to iTunes) for podcasts <http://juicereceiver.sourceforge.net/index.php> a way to subscribe to podcasts
- iPodder <http://www.ipodder.org/directory/4/ipodderSoftware> another way to subscribe to podcasts
- Podfeeder <http://www.podfeeder.com/>
- Windows Media 10 <http://www.freedownloadhq.com/Media-Player.html> rips MP3s
- <http://www.industrialaudiosoftware.com/products/epodcastproducer.html> create podcasts
- <http://www.audacity.com> , free audio podcast tool for mac and windows
- <http://www.itunes.com> free podcast player for mac and windows
- <http://www.profcast.com> converts slideshows to podcasts

5. EVALUATION / GRADING SCALE:

93-100 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

76-79 = C+

Weekly	30
Readings/Attendance	
Audio Podcast	30
Enhanced Podcast	40

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.

8. ATTENDANCE:

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

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, i.e.

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

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.

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.