

**CURRICULUM AND INSTRUCTION 563 (587.06)**  
**FALL, 2007**  
**College of Education**

**Instructor:** Bobby Ezell, Ed.D.  
Office: 246--TEC  
P.O. Box 2119/SHSU  
[edu\\_bre@shsu.edu](mailto:edu_bre@shsu.edu)  
936-294-1123

**Course Description: Title:        The Role of the Instructional Technology Liaison**

Contrasts with 583 in that 583 addresses issues from a teacher perspective while 563 addresses technology issues and responsibilities from a technology supervisor perspective.

Assignment Number and Objective	Description	Due Date	Assessment Information	Standards
Assignment #1	<p>Scenario #1: You have been asked by the principal to teach a workshop demonstrating how PowerPoint and its animation features may be used by a teacher in a science, English, math, history, physical education class to demonstrate an idea, procedure, event, or technique.</p> <p>Assignment #1: Create a model of a PowerPoint presentation showing how teacher models may be used to share with students such instructional applications as battlefield movement in a history class, laboratory procedures in a science class, digestive or circulatory systems in a health class, or other information. Use Slide Show and Record Narration to provide short (10 to 20 second) audio explanations of information on at least three slides. (Be sure to watch <i>Properties</i> to note the size of your PowerPoint as the audio is added). Save the assignment as a webpage and place the presentation on your Sam Houston State University website with a link off the <i>index</i> page. Be sure that all animations work online.</p>			
Assignment #2	<p>Scenario #2: You have been asked to develop an Interactive Tool that might be used by students to provide instant feedback for students.</p> <p>Assignment #2: Use Excel (or PowerPoint) to create an Interactive learning tool providing interactive feedback for student choices. If the interactivity can be saved as a webpage, this file should be placed on your Sam Houston State University website as a hyperlink off the <i>index</i> page. Otherwise, the assignment will be submitted in Assignments.</p> <p>Use Audacity (Audacity is freeware) to create a MP3</p>			

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	<p>podcast explaining the workings of the interactive file and explaining how it might be used in a classroom. Place the podcast into your website to be downloaded into iTunes. The podcast should provide an audio explanation of what is happening on the Excel file (or PowerPoint as it is used). The best way to do this would be to create the interactive files and then come back and create the podcast. In your verbal explanation, use terms such as "On worksheet 1" to designate a particular Excel worksheet. Steps for creating a podcast:</p> <ol style="list-style-type: none"> <li>1. Use Audacity and create the podcast. Export as a MP3 file. Remember what you name the MP3 file.</li> <li>2. Place the MP3 file inside a folder called podcasts inside the public_html folder inside the U drive.</li> <li>3. Create the XML file in Dreamweaver.</li> <li>4. Configure iTunes to download your podcast.</li> </ol> <p>(See my website: <a href="http://www.shsu.edu/~edu_bre">www.shsu.edu/~edu_bre</a>, select <i>Workshop Handouts</i> and <i>Creating Lectures as Podcasts iTunes Interface, XML Info, XML for Multiple Podcasts</i>)</p>			
Assignment #3	<p>Scenario #3: You have been assigned the task of teaching a lesson in a faculty workshop on a particular software or one or more of the features of that software. You may if you wish use PowerPoint itself, Excel, or Word as the subject of the instruction.</p> <p>Assignment #3: Create an animated PowerPoint presentation that provides instruction on a particular feature of other software. The presentation should include the following to establish the explanation:</p> <ul style="list-style-type: none"> <li>• Print screens with images that have been modified in digital size using Microsoft Office Picture Manager. (You'll need to check the size of the PowerPoint periodically using <i>Properties</i>.)</li> <li>• Animation that demonstrates where the cursor should be when a click is required.</li> <li>• Drop down files created by cropping images of a drop down file and using custom animation to make the file appear.</li> <li>• Animated arrows and text (grouped when appropriate).</li> <li>• Animated ovals identifying information</li> <li>• Record Narration (under Slide Show) to provide short (10 to 20 second) audio explanations of information on at least three slides. (Be sure to watch <i>Properties</i> to note the size of your PowerPoint as the audio is added). Save the assignment as a webpage and place the presentation on your Sam Houston State University website with a link off the <i>index</i> page. Be sure that all animations work online.</li> </ul>			

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	<p>Scenario #4—You have been asked by your principal to work with teachers in teaching them how to develop classroom management and instructional skills required when students are asked to produce a digital product. Assignment #4: Create a lesson requiring students to create a digital product. Include the following components in the lesson:</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product: Planning</u></b></p> <p>I. Learning Goals for the Lesson.</p> <p>II. Present the assignment verbatim as it will be shared with your students.</p> <p>III. TEKS to be covered by the lesson (or state or national standards)— Should be typed; no codes</p> <p>IV. Discuss the rubric you will develop for an acceptable student assignment. Include the items that will be assessed and the points allotted to each area.</p> <p>V. Discuss your model of an acceptable student assignment. (For example, about how long &lt;how many slides or webpages&gt; would be included in an acceptable student project?) When you do such an assignment with students, you may want to create a model showing your expectations for a good digital product.</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product: Research</u></b></p> <p>VI. What advance planning and research will you do with the students before students begin to work on their PowerPoint presentations or web pages?</p> <p>VII. Summarize the curriculum content a student should understand about the assignment before the student begins working on the PowerPoint presentation or web page. How should information be organized by students before they begin working on their presentations? What information should be included on the first PowerPoint slide, the second, or what information should be included on the first webpage, on subsequent webpages?</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product: Organizing the Product</u></b></p> <p>VIII. Discuss the graphic organizer you will require of your students for the assignment. A graphic organizer is a graphic of a series of thumb nails with a word or two on each identifying what will be included on a particular PowerPoint slide or web page.</p>			

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	<p>IX. Discuss your requirements for a student hardcopy model of the assignment. Will the students write out their information before placing it in the computer? (See Resources)</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product:</u></b>  <b><u>Working with Students at their Computers</u></b></p> <p>X. Once your students get to the computer area, if you are using a lab how will you assign computers?</p> <p>XI. What rules will you give concerning student behavior as students work on their computers? What strategy will you give to gain students' attention while they are working at their computers?</p> <p>XII. What software instruction will you provide for the students before the students actually begin working on the assignment? Will you demonstrate the software? Will you have students practice before they begin their assignment? What instruction will you provide regarding how to deal with manipulation of images both in terms of physical and digital size? Be very specific.</p> <p>XIII. How will you help students as they work on their assignments? What if a large number of students have the same questions and problems? What will you do if a student has a computer problem you cannot quickly fix?</p> <p>XIV. Discuss the procedures you will use for having the students save their work? What naming conventions for their files will be used by the students? What special instructions will you give to students for assignments that take several days to complete?</p> <p>XV. What rules will you use for dismissing class each day as students leave their computers?</p> <p>XVI. What instructions will you give students on the second day of the assignment regarding how to continue working on their assignment?</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product:</u></b>  <b><u>Developing an Alternative Disaster Plan</u></b></p> <p>XVII. What is your alternative disaster plan for the assignment if there is a major computer hardware or software failure?</p> <p><b><u>Creating an Assignment Requiring Students to Create a Digital Product:</u></b>  <b><u>Sharing the Students' PowerPoint presentations</u></b></p> <p>XVIII. Discuss your plans for sharing the students' PowerPoint presentations to the school, the community, and/or for parents.</p> <p>XIX. Discuss how you will review the success of your lesson. How will you monitor your success and your problems so you may modify the lesson when you teach the lesson again?</p>			

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	<p>Submission Requirements: (Two documents to be submitted in Assignments)</p> <ol style="list-style-type: none"> <li>1. Word file addressing the 19 points identified above</li> <li>2. Rubric for a successful student project</li> </ol>			
	<p>Scenario #5: You have been asked by the principal to create a video for some particular need in your school such as:</p> <p>Option 1: a plea to the PTA for money for new playground equipment,</p> <p>Option 2: a plea to the school board for more money for band or athletic equipment,</p> <p>Option 3: a plea to voters for passage of a bond issue.</p> <p>Option 4: a plea for increased funds for instructional technology. (Show students working with computers)</p> <p>Option 5: a promotional video about your elementary, junior high or high school to be shared with local real estate agents</p> <p>Option 6: a creative video appropriate for a high school film or video class</p> <p>Assignment #5: Working in one of three groups, develop a video presentation addressing one of the options mentioned above. Possible content might include</p> <ol style="list-style-type: none"> <li>1. A talking head introduction</li> <li>2. video footage around the school</li> <li>3. a face to face interview</li> <li>4. slow motion ending</li> <li>5. black and white excerpt</li> <li>6. B-roll</li> </ol> <p>Shooting footage recommendations:</p> <ol style="list-style-type: none"> <li>1. Advantages of multiple shots (long shots, medium shots, close-ups)</li> <li>2. Advantage of large number of clips</li> <li>3. Walking through the shot</li> <li>4. Secondary angle (from lower angle or from upper angle)</li> <li>5. Use of text</li> <li>6. Use of sound</li> <li>7. Use of music</li> </ol> <p>Group responsibilities: Director, video camera</p>			

Assignment Number and Objective	Description	Due Date	Assessment Information	Standards
	<p>operator, sound/audio supervisor, script writer, Storyboard supervisor, editing supervisor</p> <p>Steps for completion:</p> <ol style="list-style-type: none"> <li>1. Collect video footage</li> <li>2. Collect sounds</li> <li>3. Place the information on a draft of a storyboard</li> <li>4. Place the presentation into the hardware.</li> <li>5. Edit video and sound—finalize presentation</li> <li>6. Place the completed video back on the video camera.</li> <li>7. Transfer the completed project from the HC 96 camera to a computer with a DV connection. Use Microsoft Picture Maker to capture the project.</li> <li>8. Burn a CD or DVD.</li> <li>9. Project will be placed on the SHSU server as a video stream—</li> </ol> <p>Video Streaming Models to check out:</p> <p><a href="http://winvid1.shsu.edu/wow/Paul.wmv">http://winvid1.shsu.edu/wow/Paul.wmv</a></p> <p><a href="http://winvid1.shsu.edu/wow/wow4hi.wmv">http://winvid1.shsu.edu/wow/wow4hi.wmv</a></p> <p><a href="http://winvid1.shsu.edu/wow/wow5hi.wmv">http://winvid1.shsu.edu/wow/wow5hi.wmv</a></p> <p><a href="http://winvid1.shsu.edu/wow/wow4lo.wmv">http://winvid1.shsu.edu/wow/wow4lo.wmv</a></p> <p><a href="http://winvid1.shsu.edu/wow/wow6hi.wmv">http://winvid1.shsu.edu/wow/wow6hi.wmv</a></p> <p><a href="http://winvid1.shsu.edu/wow/wow6lo.wmv">http://winvid1.shsu.edu/wow/wow6lo.wmv</a></p>			

### WebSite Instructions

When you place Assignments #1, #2, and #3 on your website, create a link on the index page with a hyperlink called: Assignments—CI 563. Create a separate file that functions as a list containing:

- Assignment #1—PowerPoint Used as a Lecture
- Assignment #2—Interactive Instructional Classroom Tool (possible)
- Assignment #3—PowerPoint Used to Teach Software

Create a hyperlink on each of the three above and hyperlink them to the respective files.

### Face to Face and Webcasting Schedule

<b>Date</b>	<b>What</b>		<b>Time</b>	<b>Topic</b>
Saturday, August 25	Face to face	All of class	8:30-12:30	<i>First half:</i> Discuss Assignment #1 <i>Second half:</i> Discuss Assignment #5 Review assignment. Students will meet in groups (Letters assigned to each student A-H) and review collecting video and audio, review equipment Checkout webcams, microphones and video cameras to students.
Saturday, September 1	Chat	Group 1	8:30-	Assignment #1 #5
Saturday, September 8	Chat	Group 2	8:30-	Assignment #1 #5
Saturday, September 15	Chat	Group 3	8:30-	Assignment #1 #5
Saturday, September 22	Face to face	All of class	8:30-12:30	<i>First half:</i> Discuss Assignment #2 <i>Second half:</i> Collect video footage, developing the storyboard
Saturday, September 29	Web Cam	Group 1	8:30-8:50 (1A to Ezell) 9:00 -9:20 (1B to Ezell) 9:30 (1A to 1B) 9:30-9:50 (1C to Ezell) 10:00-10:20—(1D to Ezell) 10:30—(1C to 1 D) 10:30-10:50 (1E to Ezell) 11:00-1F to Ezell 11:00—1E to 1F	Assignment #5
Saturday, October 6	Web Cam	Group 2	8:30-8:50 (2A to Ezell) 9:00 -9:20 (2B to Ezell) 9:30 (2A to 2B) 9:30-9:50 (2C to Ezell) 10:00-10:20—(2D to Ezell) 10:30—(2C to 2 D) 10:30-10:50 (2E to Ezell) 11:00- 2G to Ezell 11:20—2E to 2G	Assignment #5
Saturday, October 13	Web Cam	Group 3	8:30-8:50 (3A to Ezell) 9:00 -9:20 (3B to Ezell) 9:30 (3A to 3B) 9:30-9:50 (3C to Ezell)	Assignment #2 #5

			10:00-10:20—(3D to Ezell) 10:30—(3C to 3 D) 10:30-10:50 (3E to Ezell) 11:00-3F to Ezell 11:00—3E to 3F	
Saturday, October 20	Face to face	All of class	8:30-12:30	<i>First half:</i> Discuss Assignment #3 <i>Second half:</i> Use the hardware to revise and edit the video.
Saturday, November 17	Face to face	All of class	8:30-12:30	<i>First half:</i> Discuss Assignment #4 <i>Second half:</i> Place the video onto the camera and load the video.

### Web Casting Groups

Group 1	Group 2	Group 3
1A-Kirkpatrick 1B-Chism 1C-Cunningham 1D-Hutchison 1E-McQueen 1F-Kelly, M	2A-McDonald 2B-Gregg 2C-Foreman 2D-Moreland 2E-Gholson 2F- Ezell 2G-Sorbo	3A-Stewart 3B-Horak 3C-Attebery 3D-Kelly, S 3E-Oser 3-F-Shepard 3-G-Weesner

Assignment	Description	Points	Submission
Assignment #1	Creating Animated Models with Audio (for sharing information or instructions with students)	100	Placed on SHSU website
Assignment #2	Creating Interactive Tools with Feedback for students (with podcast)	100	Placed on SHSU website (Podcast available in iTunes)
Assignment #3	Creating Animated PowerPoint with Audio to Use with Teaching teachers how to use certain software	100	Placed on SHSU website
Assignment #4	Creating a lesson requiring students to create a digital product	100	Submitted in Assignments
Assignment #5	Video Creation	100	Developed on campus, saved as a CD or DVD, placed on SHSU website for video stream
Participation	Participation in group webcasts	100	
	<b>Total</b>	600	



## ISTE Nets for Teachers

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom .

### TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:  
demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))  
demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

### TEACHING, LEARNING, AND THE CURRICULUM.

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

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

### ASSESSMENT AND EVALUATION.

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

Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

### PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.

use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

#### **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. Teachers:

- model and teach legal and ethical practice related to technology use.

- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

- identify and use technology resources that affirm diversity

- promote safe and healthy use of technology resources.

- facilitate equitable access to technology resources for all students.