CI 583 Integrating Current Technologies in Teaching
College of Education
Department of Curriculum and Instruction

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Description: A study of the technical and instructional skills needed for integrating computers into the classroom and a study of the technology issues impacting instructional design –The course assignments require the development of certain instructional technology skills as well as requiring reflection on the larger issues of technology use in instruction.

Assignments: Five course assignments requiring students to produce a webpage, a linear PowerPoint, a non-linear PowerPoint, a podcast, and an interactive instructional tool are defined below. Additional details concerning the assignments may be found in Blackboard.

Assignments

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
Assignment #1 – To create a webpage in Blackboard>Tools>Edit your webpage	*Assignment*: Homepage in Blackboard. • *To begin:* Select *Tools* and *HomePage* in Blackboard. • In the *Intro Message* box identify yourself, your present job and assignment, and where you received your undergraduate degree. • In the *Personal Information* box, identify your educational objective for the course and one of your interests or hobbies. • You must also include a picture (*Using Upload a Picture* and *Browse*). Picture must be jpeg format. Be sure to look at the file *Working with Pictures for Your Website: Microsoft Office Picture Manager* (found at www.shsu.edu/~edu_bre, click on *Workshop Handouts*), to get help with how to regulate the digital size of the picture. • You may view your page by going to *Communications* in Blackboard and selecting your name in the Roster. • Please read all web pages submitted by your classmates.	*Sunday, June 8*		009(5)
Assignment #2 – To create a linear PowerPoint presentation introducing yourself to the school community.	*Assignment*: Linear PowerPoint • *To begin:* Download and read all files included under Assignment #2. Listen to the Assignment #2 Podcast (found at www.shsu.edu/~edu_bre, click on *Podcasts* under Innovative Teaching). • Create a linear PowerPoint classroom presentation (eight slide minimum) that would be appropriate in introducing yourself to a school community (parents, PTO, or booster club.) • Include appropriate Jpeg pictures. Be sure that you regulate the digital size of the pictures included on the PowerPoint presentation to under 200K (See instructions on Assign #1.) • Presentation must advance automatically and loop. *Submission Information:* • Please save the file as Last Name First Initial Assign2. • The PowerPoint presentation should be submitted under assignments.	*Wednesday, June 11*	*Submission Information:* Assignment should be submitted in Assignments in Blackboard. *Assessment Information*: PowerPoint rubric provided in Excel—Grade may be seen in the grade book component of Blackboard	009(5) 009(6) 009(7)

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
Assignment #3 – To create a non-linear PowerPoint presentation sharing curriculum information in your content area.	*Assignment*: Non-linear PowerPoint • *To begin:* Download and print all files included under Assignment #3. • Create a non-linear PowerPoint classroom presentation (ten slide minimum) that would be appropriate in your curriculum area and possible grade level. • Be careful about the digital size of pictures. Pictures that are too large can slow down a PowerPoint presentation. • Include advance and return buttons and be sure that each button is easily seen. • Develop an end slide. • Sequence text using bullets. Too much text appearing simultaneously on a screen causes a lack of focus. *Submission Information:* • Please save the file as Last Name First Initial Assign3. • The PowerPoint presentation should be submitted under assignments. ***PowerPoint Recommendations for Classroom Teaching Presentations*** 1. Use short phrases of no more than six or seven words per line. 2. Have a space between each line of text. 3. Use bullets to control when each phrase is seen by the students. This means controlling when a phrase enters a slide using slide animation. 4. Use few colors for fonts and backgrounds and make the colors used relate to meaning. 5. Use simple, large, system fonts. Do not use all caps. 6. Do not use transitions between slides. 7. Use simple, meaningful graphics if appropriate. 8. Use sound cautiously and only if the sound has meaning. 9. Check for spelling and grammar errors. 10. Practice your presentation to judge your PowerPoint's effectiveness.	*Wednesday, June 18*	*Submission Information:* Assignment should be submitted in Assignments in Blackboard. *Assessment Information:* PowerPoint rubric provided in Excel—Grade may be seen in the grade book component of Blackboard	009(4) 009(5)
Assignment #4 – To produce a podcast.	*Assignment:* Podcast • *To begin:* Download Audacity (http://audacity.sourceforge.net/download) and the lame MP3 encoder. • Use Audacity to create a short (maximum 4 minutes) MP3 file. To get instructions for using Audacity, go to www.shsu.edu/~edu_bre and click on *Workshop Handouts,* click on *Using Audacity to Create MP3 files.* • Topics for Audio File: (Your audio may be anything you wish that relates to classroom instruction or activities) *Submission Information:* • Please save the file as Last Name First Initial Assign4. • The PowerPoint presentation should be submitted under assignments.	*Wednesday, June 25*	*Submission Information:* Assignment (MP3 file) should be submitted in Assignments in Blackboard.	003(5)

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
	Possible Topics 1. Presentation by you (the teacher) pretending to be a famous person in history—George Washington, Susan B. Anthony, Napoleon, Dr. Jonas Salk, Dr. Mae Jemison, Orville Wright, Dr. Martin Luther King, Boudica, 2. Story hour—Scary stories for Halloween told to your students (with sound effects) 3. Some special information that you wish to share with all the school 4. An interview with the school nurse or counselor. 5. Study tips for the junior high school student— 6. Advice for choosing the right college— 7. An old time radio detective mystery (with sound effects) 8. A summary of a recent school board meeting— 9. Explanation or clarification of a lesson taught recently in your class 10. Statements from the teacher making suggestions to students working on homework assignments at their home. 11. Parody of Old West show (Dusty and Lefty—ala Garrison Keillor) 12. A foreign language lesson in Spanish, German, or French 13. Poetry recitation by student ("The Highwayman" for example) 14. Standup comic routine 15. Parody of one or more commercials 16. This Day in History 17. Travel Opportunities in (Italy, England, Germany or other country) 18. Hobbies I Recommend 19. Any other audio presentation that might be of interest to students or to the school community *Tips for Creating a MP3 file* 1. Think carefully about what you wish to say before beginning to record. Practice the presentation several times before recording. Be inventive. 2. Use inflection in your voice for emphasis and interest during the recording. 3. Use sound effects or music if appropriate. Vary the speed of your speech patterns to make emphatic points. 4. Get another person (s) to provide other voices (a male voice, a female voice, an informed voice, a silly voice, whatever.)			

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
Assignment #5 – To develop an interactive, instructional tool	*Assignment:* Interactive Instructional Tool • *To begin:* Download and read all files included under Assignment #5. • Develop an interactive instructional tool using either Excel or PowerPoint. • Models are provided. You may, if you wish, modify one of the models provided by me or you may develop your tool from the beginning. • In addition, create a Word Document outlining a lesson that could use the Interactive Lesson. The document should address the type of class, the number of computers, and include an account of how the lesson would be used by the students. *Submission Information:* • Please save the Interactive Instructional Tool itself (Excel or PowerPoint) as Last Name First Initial Assign5 Part1 and the Word document as Last Name First Initial Assign5 Part2. • Both should be submitted under assignments.	*Sunday, June 29*	*Submission Information:* Assignment should be submitted in Assignments in Blackboard. *Assessment Information:* Based upon functionality and upon the inclusion of the Word document explaining how the lesson could be used	009(1) 009(4) 009(6) 009(7)
Assignment #6 – Participation in all two discussion groups and the completion of a course assessment.	Participation in Two Discussion Forums • Each student is responsible for responding to two questions. • The quality of the student participation will be considered in the allocation of points. A quality student response should be in the neighborhood of 60 to 150 words. • To respond to a question, move to the Discussion area. Click on the question. In the screen that appears, select "Add New Thread." On the next screen, after the word *subject*, type your name (Last name first followed by your first initial). In the rectangle entitled Message, type your response and click *Submit*. Complete the online IDEA teacher appraisal .	Disc. #1 Sunday , June 8 Disc. #2 Sunday , June 15	*Assessment Information:* See Frequently Asked Questions below. Grades can be seen in the grade book component of Blackboard.	

Web address for state standards*: http://sbec.state.tx.us*
Web address for specialty organization standards: *http://cnets.iste.org/teachers/t_stands.html*

Competency 003
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
The beginning teacher:
1. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
2. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs, and interests; alignment with campus and district goals).
3. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups.
4. Understands the connection between various components of the Texas statewide assessment program, the TEKS, and instruction, and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
5. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.

6. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.

7. Plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives (e.g., by providing intradisciplinary and interdisciplinary instruction, encouraging students' application of knowledge and skills to the world beyond the school, designing instruction that reflects students' increasing ability to examine complex issues and ideas).

8. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment, and closure.

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
The beginning teacher:

1. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

2. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).

3. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

4. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; sharing information through online communication).

5. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).

6. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

7. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

8. Identifies and addresses equity issues related to the use of technology.

Course Requirements:

Points and Assignments

Assignment	Description	Points
Assignment #1	Webpage in Blackboard	100
Assignment #2	Linear PowerPoint	100
Assignment #3	Non-linear PowerPoint***	150
Assignment #4	Podcast	150
Assignment #5	Interactive Instructional Tool	150
Assignment #6	Participation in two Discussion Groups and completion of instructor assessment	150
Total Points		**800**

A-800-750 points
B-749-700 points
C-699-650points
D-649-600 points
F-Below 600 points

Frequently Asked Questions

How do I begin working on an assignment?

First, read the syllabus carefully and, in particular, read about the particular assignment. Then go into *Assignment area.* Download and read all information regarding Assignment #1.

If I still have questions about an assignment, how do I ask a question?

After reading the syllabus and downloading all support materials, if you still have questions and would like to contact the instructor, go to the *Ask/Answer Questions* area in Blackboard. There you will see a number of places to answer questions. One place is called *Questions About Assignment #1*, another for Question #2, etc. Click on *View* and (on the next screen) *New Entry* to submit a question.

In this way, others who may have a similar question about that particular assignment can see your question and can see the teacher's response. If you have a question about an assignment, please read the other students blog entries to see if your question is answered there. If students still need individual help after submitting the questions in the blog, I may setup some individual chat discussions.

When are assignments due?

See the assignment dates in the syllabus – assignments are due by midnight (Central Standard Time) on the listed date. Late work will not be accepted.

How are assignments submitted?

Assignments #2-5 are submitted in *Assignments* in Blackboard. Assignment #1 is submitted on the homepage area in Blackboard. The two discussion responses in assignment #6 are submitted in the *Discussion* area of Blackboard.

How are my grades on the assignments determined?

Assessment will be accomplished by comparing student assignments with rubrics and by judging the academic stature of individual student projects. Student work is expected to reflect a regard for spelling, correct grammar, clear rhetoric, unity, coherence, and when needed, appropriate documentation.

What is participation (Assignment #6)?
   The points for assignment #6 require you to do two things. First, you must provide a response in the discussion forum to each of the two questions. Think carefully about the question and about your reaction to it. The response should have correct spelling and should be grammatically correct. These responses would be similar to the kind of classroom experience when an instructor might ask, "What do you think about…?" A quality student response should be in the neighborhood of 60 to 150 words. Second, you must complete the assessment available at the end of the course.

What do I name the files for assignment #2-5 before I submit them in the Submit Assignments area?
   All assignments should be saved using the following naming convention: (no punctuation, symbols, etc.) Student last name, first initial, and assignment number.
     Examples:
       SmithT Assign2
       BrownJ Assign3

How do I get my grade on an assignment and how do I keep up with my grades?
   You may check your grades in the Blackboard gradebook. Individual comments from the teacher will be included in the comments if applicable.

May I submit an assignment early?
   Yes..

A Summary of Where to Find Resources for CI 583 in Blackboard

Syllabus—Here you will find:
   Syllabus

Assignment—Here you will find:
   A list of all assignments along with a number of resources to help you with the individual assignments.

Ask/Answer Questions—Here you will find:
   Submit questions about an assignment.

Discussion—Here you will find:
   The two discussion questions that you will address. The second question will not appear until June 9.

Supplemental Reading

Bugeja, Michael. (July 30, 2004). Unshaken hands on the digital screen. *Chronicle of Higher Education*, 50(47), B5.

Cauchon, Dennis. "Who Will Take Care of an Older Population," *USA TODAY*, October 25, 2005.

Cohen, Joel E. "Human Population Grows Up," *Scientific American*, September 2005

Detweiler, Richard. (July 9, 2004). At last we can replace lecture. *Chronicle of Higher Education.* 50(44), B8.

Fackelmann, Kathleen. "Centenarians Increase in Age and Numbers," *USA TODAY*, October 24, 2005.

Friedman, Thomas. The World is Flat.

Fryer, Wesley A. (Winter 2003). Tools for the TEKS: Integrating technology into the

Classroom: Copyright 101 for Educators. *TechEdge*,
http://www.wtvi.com/teks/02_03_articles/copyright.html.

Healy, Jane M. (1998). *Failure to connect: How computers affect our children's minds and what we can do about it.* New York: Simon & Schuster.

Shannon, Victoria "Other Nations Hope to Loosen U.S. Grip on Internet," *New York Times*, November 15, 2005.

Turkle, Sherry. (January 30, 2004). How computers change the way we think. *Chronicle of Higher Education,* 50(21), B26.

Turkle, Sherry. (1995). *Life on the screen: Identity in the age of the internet.* New York: Simon & Schuster.

Turkle, Sherry. (1984). *The second self: Computers and the human spirit*. New York: Simon & Schuster.

Ullman, Ellen. (July 8, 1998). Needed: Techies who know Shakespeare. *The New York Times* Op-ed section.

Instructional Technology Journals

Journal of Technology and Teacher Education
Technology, Pedagogy, and Education
The Texas Technology Connection: Journal of the Texas Association for Educational Technology
TechEdge
Technology and Learning
The Technology Teacher

Disability Statement:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair.