

**CI 583 ONLINE
SPRING, 2008
College of Education**

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Text: None

Course 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.

Standards Matrix:

Assignments

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
#1 Create a webpage in Blackboard>Tools>Edit your webpage	<i>Assignment:</i> Create a homepage in Blackboard. Begin by selecting <i>Tools</i> and <i>HomePage</i> . In the <i>Intro Message</i> box identify yourself, your present job and assignment, and where you received your undergraduate degree. In the <i>Personal Information</i> box, identify your educational objective for the course and one of your interests or hobbies. You must also include a picture (<i>Using Upload a Picture and Browse</i>) Picture must be jpeg format. Be sure to look at the file <i>Working with Pictures for Your Website: Microsoft Office Picture Manager</i> (found at www.shsu.edu/~edu_bre , click on <i>Workshop Handouts</i>), to get help with how to regulate the digital size of the picture. (You should also regulate the physical size) You may view your page by going to <i>Communications</i> in Blackboard and selecting your name in the Roster. Please read all web pages submitted by your classmates.	<i>Wednesday, January 30</i>		009(5)
Assignment #2—To create a linear PowerPoint presentation introducing yourself to the school community.	<i>Assignment:</i> 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 assignment #1.) Presentation must advance automatically and loop. <i>To begin:</i> Download and read all files included with the assignment. <i>Submission information:</i> Please save the file as Last Name, First I.—Assignment #2. The PowerPoint presentation should be submitted under assignments.	<i>Wednesday, February 13</i>	<i>Submission information:</i> Assignment should be submitted in Assignments in Blackboard. <i>Assessment information:</i> 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
				003(1) 003(3) 003(4) 003(5) 003(6) 009(6)
<p>Assignment #3— ***To create a non-linear PowerPoint presentation sharing curriculum information in your content area.</p>	<p><i>Assignment:</i> 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. Be sure to include advance and return buttons and be sure that each button is easily seen. Be sure to develop an end slide. Also be certain to sequence text using bullets. Too much text appearing simultaneously on a screen causes a lack of focus.</p> <p><i>To begin:</i> Download and print all files in files included under Assignment #3.</p> <p><i>Submission information:</i> The PowerPoint presentation should be submitted using <i>Assignments</i>. The presentation file must follow the submission format: Last Name, first letter, assignment#3</p> <p><i>Video Help for Assignment #4:</i> http://tegrity.shsu.edu/tegrity/</p> <p><u>PowerPoint Recommendations for Classroom Teaching Presentations:</u></p> <ol style="list-style-type: none"> 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. 	<p>Wednesday, March 26</p>	<p><i>Submission information:</i> Assignment should be submitted in Assignments in Blackboard. <i>Assessment Information:</i> PowerPoint rubric provided in Excel—Grade may be seen in the grade book component of Blackboard</p>	009(4) 009(5)
<p>Assignment #4 To produce a podcast.</p>	<p>Use Audacity (http://audacity.sourceforge.net/download) to create a short (maximum 4 minutes) MP3 file. (Be sure to download the lame MP3 encoder also) To get instructions for using Audacity, go to my website, www.shsu.edu/~edu_bre</p>	<p>Wednesday, April 9</p>	<p><i>Submission information:</i> Assignment (MP3 file)</p>	003(5)

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
	<p>and click on <i>Workshop Handouts</i>, click on <i>Using Audacity to Create MP3 files</i>.</p> <p>Topics for Audio File: (Your audio may be anything you wish that relates to classroom instruction or activities) Possible topics include:</p> <ol style="list-style-type: none"> 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. Student interview of a grandparent or older relative-- 6. Study tips for the junior high school student— 7. Advice for choosing the right college— 8. An old time radio detective mystery (with sound effects) 9. A summary of a recent school board meeting— 10. Explanation or clarification of a lesson taught recently in your class 11. Statements from the teacher making suggestions to students working on homework assignments at their home. 12. Parody of Old West show (Dusty and Lefty—ala Garrison Keillor) 13. A foreign language lesson in Spanish, German, or French 14. Poetry recitation by student (“The Highwayman” for example) 15. Standup comic routine 16. Parody of one or more commercials 17. This Day in History 18. Travel Opportunities in (Italy, England, Germany or other country) 19. Hobbies I Recommend 20. Any other audio presentation that might be of interest to students or to the school community <p>Tips for Creating a MP3 file.</p> <ol style="list-style-type: none"> 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. 		<p>should be submitted in Assignments in Blackboard.</p>	

Assignment Number and Objective	Description	Due Date	Submission and Assessment Information	Standards
	<p>3. Use sound effects or music if appropriate. Vary the speed of your speech patterns to make emphatic points.</p> <p>4. Get another person (s) to provide other voices (a male voice, a female voice, an informed voice, a silly voice, whatever.)</p> <p>After you have submitted the MP3 file to me in Assignments, your MP3 files will be loaded onto a website for you to access as podcasts.</p>			
<p>Assignment #5*** To develop an interactive, instructional tool</p>	<p>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.</p> <p><i>Submission information:</i> Students will turn in the Interactive Instructional Tool in <i>Submit Assignments</i>. In addition, students will turn in 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. The Interactive Instructional Tool itself (Excel or PowerPoint) may be saved as Last name, initial—Assignment#5-part 1 and the Word document may be saved as Last name, initial—Assignment#5-part 2. Both should be submitted under <i>Assignments</i>.</p>	<p>Wednesday, April 23</p>	<p><i>Submission information:</i> Assignment should be submitted in Assignments in Blackboard.</p> <p><i>Assessment information:</i> Based upon functionality and upon the inclusion of the Word document explaining how the lesson could be used</p>	<p>009(1) 009(4) 009(6) 009(7)</p>
<p>Assignment #6-- Participation in all two discussion groups and the completion of a course assessment.</p>	<p>1. 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 <i>subject</i>, type your name (Last name first, followed by your first initial). In the rectangle entitled Message, type your response and click <i>Submit</i>. Discussion #1—Week of February 24-29—Available to you on February 25—Due on Friday, February 29 Discussion #2—Week of March 16-21—Available to you on March 17—Due on Thursday, March 20.</p> <p>2. Completion of one instructor assessment—A summative assessment will be available at the end of the course. Completed assessments need not be signed. Assessment is to be mailed to me at: <i>Bobby Ezell</i> <i>Teacher Education Center, TEC 246</i> <i>1908 Bobby K. Marks Drive</i> <i>Box 2119</i> <i>Sam Houston State University</i> <i>Huntsville, Texas 77341-2119</i></p> <p>3. Complete the online IDEA teacher appraisal.</p>		<p>See Excel rubric—Grades can be seen in the grade book component of Blackboard.</p>	

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.

Conceptual Framework:

Sam Houston State's Conceptual Framework is based on theoretical models, research and sound educational practice identified by faculty, candidates, and public school stakeholders as most influential in the design of our preparation programs.

Course Format:

Online, Group discussions, asynchronous digital exchanges

IDEA Objective:

(Essential) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Content:

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.

Course Requirements:

Five course assignments requiring students to produce a webpage, a linear PowerPoint), a non-linear PowerPoint, a podcast and an interactive instructional tool along with online chats addressing topical issues.

Evaluation:

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 one course/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

Expectations:

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. 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. The assessment forms will be mailed to me at the address included on the form.

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 three 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.

After I complete, assignments #2-5, what do I name the files before I submit them in the Submit Assignments area.

All assignments should be saved using the following naming convention: (no spaces) Student last name, first initial, and assignment number.

Example:

Smith,T-Assignment#2
Brown,J-Assignment#3

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. In addition you will receive individual assignment critiques from the teacher.

May I submit an assignment early?

Yes, assignments may be submitted on Monday or Tuesday before they are due on Wednesday.

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 questions will not appear until the week-end before they are due.

Bibliography

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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.

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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.

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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.