

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

Schedule and Instructions

I. COURSE NAME AND NUMBER: EDUC 5913 Multimedia in the Classroom

EDUC 5913
Hours Credit: 3

Kelly McClure
Classroom: NB 1029
e-mail address: kmclure@cameron.edu

Office: NB 1030

Phone: 581-2276
Office Hours: As posted

II. COURSE DESCRIPTION:

An exploration and hands-on practice course in the use of software tools for creating multimedia resources. This course is designed specifically for the individual educator's use in communication with students, parents, classes and/or other schools. Course will make maximum use of laboratory settings on campus. This course is designed for educators.

III. CONCEPTUAL FRAMEWORK:



The Department of Education at Cameron University is dedicated to producing **COMPETENT**, **CARING**, and **COMMITTED** educators, who can successfully work with diverse students.

Educators who are **COMPETENT** value the subject matter they teach, appreciate multiple teaching strategies, and use fair and consistent practices. Educators who are **CARING** exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs. Educators who are **COMMITTED** are reflective, lifelong learners who demonstrate professionalism and are dedicated to the profession of teaching.

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

This course is designed to:

1. Explain how instructional design impacts educational media and technology decisions. (**OCLC 4; ACEI 3.5; NETS I.B, II.C,D,E; Competent**)
2. Use systematic methods to select and evaluate appropriate media for instructional use with diverse learners. (**OCLC 3, 6; ACEI 1.0, 3.2, 3.3; NETS II.A, VI.B,C; Competent**)

3. Explain how the use of specific media will impact instruction. (**OCLC 4; ACEI 3.5; NETS III.D; Competent**)
4. Discuss ways parents may help in the gathering and use of media and technology. (**OCLC 6; ACEI 3.1, 5.2; NETS V.D; Committed**)
5. Discuss how to legally obtain and use media and technology in a variety of disciplines. (**OCLC 13; NETS III.C, VI.E; Competent**)
6. Demonstrate Internet skills, including building World Wide Web pages, e-mail, synchronous communication, advanced searches, and curriculum integration. (**OCLC 6; NETS I.A; Competent**)
7. Explore and discuss software simulations, quests, games and instructional packages in terms of the empirical skills and competencies required of the PK-12 student. (**OCLC 3, 4, 6; NETS I.A; Competent**)
8. Cite safety, legal issues and other concerns associated with Internet use in the classroom. (**OCLC 13; NETS V.B, VI.B; Caring, Competent**)
9. Describe and demonstrate computer use for instructional purposes, basic parts and peripherals used in computer operation, software programs which include word processing, desktop publishing, instructional CDs, scanning, and a grade book. (**OCLC 6; ACEI 4.0; NETS I.A,B; Competent**)
10. Operate software programs to develop skills in word processing, desktop publishing, instructional software, database management and telecommunications. (**OCLC 6; NETS I.A,B; Competent**)
11. Evaluate web pages and online information for classroom use. (**OCLC 4; ACEI 3.4, 3.5; NETS IV.A,B; Caring, Competent**)
12. Design and implement classroom lessons, based on PASS objectives, using an Internet delivery system. (**OCLC 4, 7, 8, 10; ACEI 3.1, 3.5; NETS III.A; Competent, Caring, Committed**)

V. TEACHING STRATEGIES:

Lectures over the topics covered in this course are augmented by PowerPoint presentations, demonstrations, class discussions, and class participation. Students are encouraged to work along with the instructor during the demonstrations of various software packages. Students are also required to create and present a lesson plan that incorporates many of the technologies learned in the class. Some classes are allocated to laboratory times when student may work individually and receive personal help from the instructor on their projects. Furthermore, students can track their progress in the course by accessing Blackboard™ as well as submit some assignments using either e-mail or the on campus drive W:.

VI. REQUIREMENTS AND ASSIGNMENTS

1. The student will read assigned chapters and/or outside readings before the topics are discussed in class.
2. The student will participate in all class discussions and/or activities.

3. The student is responsible for all information in the assigned chapters of the textbook. Chapter reading assignments must be completed before the class period on which they are listed.
4. The student is responsible for all information presented in class.
5. The student is responsible for all assigned outside readings.
6. The student is responsible for his/her own work. Copying and/or plagiarism are not acceptable behavior (see Student Handbook). If a student represents another's work as his/her own, action will be taken in accordance with university policy.

ASSIGNMENTS:

This course is designed to provide an opportunity for the learner to understand the thoughtful integration of technology into the classroom. This course will provide the student with authentic practice in several media and technological methodologies, while grounding this experience in pedagogical theory and practice.

1. Labs

These assignments provide opportunities for the student to practice the use of the software presented in class. (OCLC 3, 4, 6; ACEI 3.2, 3.3)

2. Article Reviews

The one to two page reviews of journal articles allow students to explore the impact of technology on education and its legal implications. (OCLC 4, 13; ACEI 3.5)

3. Lesson Plan and Presentation

Students will design and implement a classroom lesson, based on PASS objectives, using an Internet delivery system. The lesson plan format will be provided in class. (OCLC 4, 7, 8, 10; ACEI 3.1, 3.5)

4. Reflection and Self Evaluation

This two page paper allows students to reflect and evaluate what they have learned in the class and how they will use the information and technology they have learned in their classrooms. (OCLC 12; ACEI 5.1)

5. Web Site Evaluations

The Web site evaluations provide students with the opportunity to explore possible web sites for usage in their lesson plans. Legal ramifications must be included in the evaluations. (OCLC 4, 6,13; ACEI 3.2, 3.3, 3.4, 3.5, 4.0)

PORTFOLIO

Many of the products of projects completed in this course might be appropriate for inclusion in the student's product portfolio. It is the student's responsibility to initiate with the instructor the possible inclusion of Multi-Media artifacts in the product portfolio.

VII. TEXTBOOK & MATERIALS

Required Text:

No text is required

Required Materials:

- A. An e-mail address
- B. A storage device of some type (flash memory stick or cd-r/rw).

VIII. EVALUATION/GRADING

The student will be graded on a total point basis. Assignments and exams will have predetermined point values. Points will be earned as follows:

10 Labs @ 30 points each.....	300
10 Daily Assignments @ 10 points each	100
4 Research Article Reviews @ 25 points each.....	100
1 Lesson Integrated Curriculum Unit that includes:	
Rough draft of lesson plan (incorporates PowerPoint).....	30
Final version of lesson plan – add a grade book, database, flyer, newsletter, WebQuest or other enhancement to the 1 st lesson plan	70
Culminating presentation tied to the 2 nd lesson plan	300
Reflection and Self Evaluation Paper	50
5 Web Site Evaluations @ 10 points each.....	50

Total: 1000

Rubrics will be provided and used in the grading of the article reviews, lesson plans, culminating presentations. The student will have points tabulated on the following scale to determine the final course grade:

- A = 900 - 1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points

F = below 600 points

1. Definition of late assignments: Assignments should be submitted on or before the due date. An assignment will be considered late after the beginning of class on the due date.
2. Scoring of late assignments:
 - a. In-Class Assignments: There will be no make up times for in-class assignments. If the student is absent at the time of the assignment, he/she will forfeit the opportunity to acquire points and will receive a zero.
 - b. Homework Assignments: Late homework assignments will not be accepted. If the student is absent at the time the assignment is given, he/she will forfeit the opportunity to acquire points and will receive a zero.
3. Exams: There will be no formal exams for this course.
4. Incomplete: A grade of "I" (Incomplete) will only be given under extreme circumstances. In order to qualify for an "Incomplete" the student must meet all of the following:
 - a. Completion of all assignments for the semester with a score of "C" or better at the time the "I" is requested
 - b. Extenuating circumstances that the instructor agrees warrant an "incomplete"
 - c. Discussion with the instructor to set up an agreement for completion of the incomplete before the last date to withdraw from the class. If a student first contacts the instructor regarding a grade of incomplete after the date for dropping the class has passed, an incomplete will NOT be granted unless the student has documentation of a medical emergency or a death in the student's immediate family.

SPECIAL NOTE: Students must achieve a grade of C or better in Education courses, whether taken with an education prefix or a prefix from another department, in order to receive credit for them toward a degree. If a grade of D or F or U is achieved, the courses must be repeated. Grades, which are transferred from other universities, must also be a C or better.

IX. ATTENDANCE, WITHDRAWAL POLICY

ATTENDANCE:

1. You are expected to attend class. You are responsible for material presented in class and assignments given for completion at home whether you are present or not. Handouts and assignments will be given out in class only. If you are absent, make arrangements for someone to obtain a handout/assignment for you.
2. Class attendance and is important. Students who are absent will not benefit from class activities and discussions, which provide practice in using the concepts and theories covered in the course. You are here to learn and if you are not in class I will assume you have a valid reason. Punctuality is also a necessity. Unless other arrangements have been made with the professor, any student more than 15 minutes late to class will be considered absent for the day.
3. Points for attendance will not be given and points will not be deducted for non-attendance. However, you are a practicing educator and attendance, as you will surely discover, is an obviously crucial element to the learning process.
4. Because I believe that we learn a great deal from each other, discussion and interaction are very important, so important that they are built into the structure of the class. Discussion, interaction and small group inquiry will be important aspects of the course. Any material covered in class may be included in evaluation. Hence, attendance is imperative.

WITHDRAWAL POLICY:

Students who cease to attend class and who do not bring an official Cameron drop form for my signature will receive an "F" in the course regardless of their grades at the time they cease to attend class. Current Cameron policy prohibits giving a "W" in such a circumstance.

Last date to enroll or add a class.....	Oct. 26, 2007
Last date to drop without entry on transcript.....	Oct. 26, 2007
Last date to drop with a full refund.....	Nov. 15, 2007
Last date to withdraw with an automatic 'W'	Dec. 6, 2007

X. COURSE OUTLINE AND SCHEDULE

DATE	TOPIC	Lab/Daily Assignment
Week 1	Syllabus Chapter 1 – Theoretical Foundations Chapters 3 & 7 – PC Basics, and Networks and the Internet	Daily Assignment 1 – Chapter 1
Week 2	Chapter 2 – Designing and Planning Technology-Enhanced Instruction	Daily Assignment 2 – Chapters 3 & 7 Lab 1: Create, save and manage files on drive W:. Navigate using Microsoft Explorer. Web Site Evaluation 1 –
Week 3	Using Word 1 Using Word 2	Daily Assignment 3 – Word Web Site Evaluation 2 Article 1 – Technology in the classroom
Week 4	Using Word 3	Web Site Evaluation 3 Rough Draft of Lesson Plan
Week 5	Chapter 4 – Technology in the Classroom	Daily Assignment 4 – Word Daily Assignment 5 – Chapter 4 Lab 2: Flyer for Lesson Plan
Week 6	Spreadsheets	Daily Assignment 6 – Spreadsheets
Week 7	Lab: Spreadsheets Copyrights – pages 338-340	Daily Assignment 7 – Spreadsheets Lab 3: Class Grade Book Daily Assignment 8 -- Copyrights
Week 8	Lab: Spreadsheets	Article 2 (Copyrights and Plagiarism in Technology) – Lab 4: Individual Grade Book
Week 9	PowerPoint 1 PowerPoint 2	Daily Assignment 9 – PowerPoint Web Site Evaluation 4 Lab 5: PowerPoint – Group/Regroup
Week 10	PowerPoint 3 Lab: PowerPoint	Article 3 – Ed. Tech. Lab 6: Open Lab
Week 11	Chapter 8 – Using the Web for	Daily Assignment 10 –

	Teaching and Learning Designing a Web Page Lab: PowerPoint & Web	Chapter 8 Lab 7: WebQuest Lesson Plan 2 – Final version of lesson plan
Week 12	PhotoShop Lab: Create a Newsletter	Article 4 – Ed. Tech. Lab 8: Open Lab
Week 13	Access Lab: Create a Student Database and Search a Database	Web Site Evaluation 5 Lab 9: Newsletter that is tied to lesson plan –
Week 14	Lab: Work on presentations	Lab 10: Student Database
Week 15	Presentations Attendance is mandatory	Culminating Presentation
Finals Week		Self Reflections and Evaluations

THIS SCHEDULE IS TENTATIVE. It is guaranteed that we will get ahead or behind in the schedule. It is the responsibility of the student to be in class and know where we are in the required materials. Unless unforeseen circumstances arise, assignment due dates will not change.

ADA

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

http://www.cameron.edu/disabled_services/.

XI. BIBLIOGRAPHY

Cuban, L., Kirkpatrick, H. & Peck, C. (Winter 2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. *American Educational Research Journal*, 38(4), 813-834.

Fuhrman, S., Clune, W., & Elmore, R. (1988). Research on education reform: Lessons on the implementation of policy. *Teachers College Record*, 90(2).

MacNeil, A. J. and Prater, D. (2001). Barriers to the use of computers in the classroom: A comparison of teacher's and principal's perceptions. *Society for Information Technology and Teacher Education International Conference*, 1(2001).

- Moersch, C. (1999). Assessing current technology use in the classroom: A key to efficient staff development and technology planning. *Learning and Leading with Technology*, 26(8), 40-43.
- Parsons, J.J., Oja, D., Ageloff, R., & Carey, P. (2002). *New perspectives on Microsoft Excel 2002*. Boston, MA: Course Technology.
- Shelly, G.B., Cashman, T.J., & Vermaat, M.E. (2002). *Microsoft Office XP: Advanced concepts and techniques*. Boston, MA: Course Technology.
- Shelly, G.B., Cashman, T.J., & Vermaat, M.E. (2002). *Microsoft Office XP: Introductory concepts and techniques*. Boston, MA: Course Technology.
- U.S. Congress, Office of Technology Assessment, OTA, (1995). Teachers and technology: Making the connection. *Report Summary*. Washington, DC: U.S. Government Printing Office.
- Williams, R. & Tollett, J. (2000). *The non-designers web book* (2nd ed.). Berkeley, CA: Peachpit Press.