EDU 214
PREPARING TEACHERS TO USE TECHNOLOGY
SPRING 2017
ONLINE COURSE SYLLABUS

Professor: Dr. Joni Flowers
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Office Hours: T – 9:00 pm – 10:00 pm
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CSN Education Department: www.csn.edu/education-department

NO TEXTBOOK

COURSE DESCRIPTION
Overview of the use of computers in education, including the use of the computer as a teacher utility, the use of application programs, and the selection and use of educational software. This course presents an overview of tools such as word processors, spreadsheets, databases, drawing programs, and multimedia software. The course will also provide a foundation for using the Internet and the survey of educational software. Prerequisite: Basic computer and word processing skills.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:

1. Provide an introduction to the use of various educational software and World Wide Web resources that can be used for educational applications.
2. Demonstrate the use of the computer and the Internet as a resource for teachers and as a learning tool for students.
3. Learn the basics of word processing, drawing, spreadsheets, database, web browsers, search engines, and multimedia software in the educational setting.
4. Select and evaluate various methods of computer-assisted instruction, including tutorials, problem-solving software, and drill and practice.
5. Analyze ethical and social issues related to increased use of computers in schools.

GRADES
A=90% or Better   C=70% - 79%   F=Less than 60%
B=80% to 89%      D=60%-69%

ONLINE ATTENDANCE
EDU214 (3 credits) meets for 16 weeks, and it is equivalent to 45 hours of in-class study. Withdrawal from any CSN courses is the student’s responsibility. If you need to drop this or any course at CSN, make sure you follow through and officially withdraw to avoid being graded.

ASSIGNMENT SUBMISSION GUIDELINES
All assignments must be completed and submitted to the assignment dropbox (look for the submit assignment link in Canvas after you click on the assignment) by the due dates. The
assignment must also be posted on the discussion board under the assigned topic by the due date, so that you can share your work with your classmates. No late assignments will be accepted. No Late Midterms, Reflections, E-portfolio, or Finals will be accepted.

Keeping a backup copy of each project you submit for your own reference is important. It allows you the option to revise your project in response to professor’s comments or grade. Extensions of time require professor approval, and must be requested, in writing, prior to the due date for the project.

Writing Assignments: All written assignments (personal essay, research reports, journal entries/reflections, midterm, etc) must be double spaced. All research papers must include references written in APA or MLA. (visit the CSN library homepage) http://www.csn.edu/library/

WRITTEN PAPER (RESEARCH PAPER AND INTERVIEW) FORMAT

- Your Name and Date
- Assignments must be typed and double spaced using a twelve-point font and written in MLA or APA style format.
- Correct all typographical errors prior to submission (papers that contain spelling, punctuation, or sentence structure errors, will receive a reduction in points).
- Research papers must include references.
- It is the student’s responsibly to exhibit honestly and integrity on all assignments.

Keeping a backup copy of each project you submit for your own reference is important. It allows you the option to revise your project in response to professor’s comments or grade. Extensions of time to complete assignments require professor approval, and must be requested, in writing, prior to the due date for the assignment.

DISCUSSION BOARD POSTINGS

Topics for discussion are posted weekly. All responses must be posted by the due date for each assignment. As your professor, I believe in the importance of shared experience and building knowledge together. I believe that you’ll learn as much from each other as you will from me. Therefore, I have included discussions as an integral part of the course. Our goal is that you will get to know and learn from the other participants just as if you were in a face to face class with them.

Topics will be posted in the Discussion area for you to respond to. Your response should include your opinions, experiences, ideas, or suggestions. One response should be to the professor’s posted question and the other should be responding to another student’s thoughts.

ONLINE COMMUNICATION WITH THE PROFESSOR

In distance education, a professor is required to respond to email messages and discussion board postings within 24 hours. However, I will make every attempt to check my Email and read the discussion board postings several times a day. I realize that students are logging on at different times of the day; therefore, I will be logging on in the morning, afternoon, and evening between 6:00 am and 11:00 pm.
I will also return your assignments as promptly as possible to provide you with effective feedback. If for some reason, you do not receive your grade, after I have indicated that grades have been posted, please email me immediately.

WEB CONFERENCE
I will be scheduling online, live classroom meetings throughout the semester. The live classroom sessions will be recorded and can be viewed by students who are unable to attend the class meeting.

To participate in a live classroom discussion, you will need access to a computer with speakers, a headset, or a telephone. If you do not have access to any of these resources, you will be able to use the chat feature in the web conference called Blackboard Collaborate.

DUE DATES
Weekly projects will be assigned each week. The due dates for each assignment will be listed on the syllabus.

Citing Your Resources: http://libguides.csn.edu/research/cite

CSN Education 214 Portfolio Artifacts & Rubrics:
https://www.csn.edu/sites/default/files/u9951/edu_299_portfolio_directions.pdf

SUPPLIES:
• Access to a computer, Internet, web browser, and Canvas
• Microsoft Office suite of software (2010,2013)
• Storage device
• Project specific school supplies (minimum cost)

INTEGRITY POLICY
Academic honesty and integrity are essential to the existence and growth of an academic community. Each member of the CSN community is charged with honoring and upholding CSN’s Student Conduct Code policies and procedures governing academic integrity. Please become familiar with the academic integrity policy, which includes, but is not limited to information about documenting sources, plagiarism, cheating, and fabrication, multiple submissions of work, abuse of academic materials, complicity /unauthorized assistance, and tampering /theft.

CSN COMPUTER LABS
Charleston Computer Lab – 651-5731
Cheyenne Computer Lab – 651-4592
Henderson Computer Lab – 651-3002
Summerlin High Tech Center – 651-4900
Western High Tech Center – 651-4898
Green Valley High Tech Center – 651-2650

AMERICAN WITH DISABILITIES ACT (ADA)
CSN is committed to ensuring the full participation of all students in its programs. Accordingly, if a student has a documented disability, and as a result, needs some accommodations to meet the course requirements, he or she must inform the professor at the beginning of the course. It is the student’s responsibility to meet with the professor and discuss any learning issues, which may require special assistance. If you have a documented disability that my require assistance, you will need to contact the DRC, Disability Resource Center for coordination of your academic accommodations. The DRC is located in Student Services on each campus. Cheyenne 651-4045, West Charleston 651-5089, and Henderson 651-3086.

TUTORIAL SERVICES
All CSN students are allowed 4 hours of free tutoring per one credit of coursework. Students enrolled in EDUC 202 are entitled to 12 hours of free tutoring. To make arrangements, the student needs to take his/her semester schedule to Tutorial Services on W. Charleston Campus, the Cheyenne Campus, or the Henderson Campus.

CSN WRITING CENTER http://www.csn.edu/pages/1688.asp

*** Changes to the syllabus may be made at the discretion of the professor ***


Multimedia Schools http://www.infotoday.com/mmschools/default.htm

T.H.E. Journal http://www.thejournal.com/

Technology & Learning (Software Reviews) http://www.techlearning.com/

RubiStar is a tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch.
http://rubistar.4teachers.org/

Rubrics for Web Lessons --Authentic assessment is geared toward assessment methods that correspond as closely as possible to real world experience. It was originally developed in the arts and apprenticeship systems, where assessment has always been based on performance. Authentic assessment takes this principle of evaluating real work into all areas of the curriculum.
http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm

Kathy Schrock assessment resources -- Collection of assessment rubrics for use of the World Wide Web that may be helpful for you as you design your own. Let me know if you have one that you would like to share!
http://school.discovery.com/schrockguide/assess.html

Rubrics A site that will help you use rubrics for an evaluation of a presentation or activity
http://www.arp.sprnet.org/curric/INTEL/rubrics_for_education.htm
http://www.teachnology.com
**Teacher Resources (keyword search: lesson plans technology integration)**

- [http://www.teachers.net](http://www.teachers.net)
- [http://educationworld.com](http://educationworld.com)
- [http://www.microsoft.com/education/default.mspx](http://www.microsoft.com/education/default.mspx)
- [http://www.tket.unt.edu/START/Instruc/tech.html](http://www.tket.unt.edu/START/Instruc/tech.html)
- [www.brainpop.com](http://www.brainpop.com)

**WEEKLY AGENDA**

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<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
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<tr>
<td>January 17</td>
<td>Lecture 1</td>
<td>Class Overview; Personal Essay, VARK Learning Styles</td>
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<td>Discussion Board Topic</td>
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<td>January 23</td>
<td>Lecture 2</td>
<td>Designing Your Classroom Using the Draw Tool</td>
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<td>Assignment 1 due</td>
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<td>Discussion Board Topic</td>
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<td>January 30</td>
<td>Lecture 3</td>
<td>Creating a Flyer &amp; Certificate for Classroom Use</td>
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<td>Assignment 2 due</td>
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<td>Discussion Board Topic</td>
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<td>February 6</td>
<td>Lecture 4</td>
<td>CCSD &amp; CSN Education Department Resources Using Weebly to Create an E-Portfolio</td>
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<td>Assignment 3 due</td>
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<td>Discussion Board Topic</td>
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<td>February 13</td>
<td>Lecture 5</td>
<td>Computer Basics/Buying a Computer</td>
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<td>Assignment 4 pt 1 and 2 due</td>
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<td>Discussion Board Topic</td>
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<td>February 20</td>
<td>Lecture 6</td>
<td>Productivity Software – Presentation Software</td>
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<td>Prepare for Midterm</td>
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<td>Assignment 5 due</td>
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<td>Discussion Board Topic</td>
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<td>February 27</td>
<td>Lecture 7</td>
<td>Productivity Software – Using Spreadsheets</td>
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<td>Assignment 6 due</td>
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<td>March 6</td>
<td>Midterm Lecture</td>
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<td>Work on Midterm</td>
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| March 13 - 19 | **Spring Break**  
| March 20   | Lecture 8: Emerging Technologies Used in the Classroom  
|            | **Resource Link**: http://libguides.csn.edu/research/cite  
|            | Midterm Due  
|            | Discussion Board Topic  
| March 27   | Lecture 9: Technology in Special Education  
|            | **Resource Link**: http://libguides.csn.edu/research/cite  
|            | Assignment 8 due  
| April 3    | Lecture 10: Using Prezi: Multimedia Software  
|            | Assignment 9 due  
|            | Discussion Board Topic  
| April 10   | Lecture 11: Evaluating Educational Software  
|            | Assignment 10 due  
|            | Discussion Board Topic  
| April 17   | Lecture 12: Instructional Design: Using a Graphic Organizer  
|            | Assignment 11 due  
|            | Discussion Board Topic  
| April 24   | **Final Project Lecture**: Discuss Final Project  
|            | Work on Final Project, Reflections, and E-Portfolio  
|            | Assignment 12 due  
| May 1      | Work on Final, Reflections, E-Portfolio  
| May 8      | Final, Reflections & E-Portfolio Due  
| May 9      | Post Grades  

**CLASS ASSIGNMENTS**

**REFLECTIONS (200 POINTS)**

The reflections (journal entries) will describe your learning experiences and will discuss the following:

1. strengths and weaknesses of the assignments (discuss any challenges that you experienced from completing the assignment)
2. what you learned from completing the assignment
3. An example of an activity taken from the assignment that can be used to teach the students in your classroom.
You will begin writing your journal entries/reflections after assignment 1. You will write a reflection after each completed assignment. Please use the above format to write your reflections. Double space. Your reflections will be linked to your e-portfolio at the end of the semester. You will not submit a reflection with your weekly homework assignments. There will be a total of 13 reflections. (assignments 1-11; midterm & final)

Reflection Sample: Assignment 1

Writing about me was nice because it gave me a chance to share some aspects about my personal life with everyone in the class. It was also fun to read about the other diverse backgrounds of my classmates. Even though this was a distance learning class, knowing something about the other people in the class made it seem more personal and more like a conventional class. Because I was able to associate personalities with some of the screen names on our class roster, I felt more at ease asking questions and sharing ideas with my classmates.

It was hard to find any weaknesses with this assignment. There were only a couple things I found challenging with it. One challenge was finding a recent photo of me that did not make me look too funny. The other challenge was trying to cut down all the personal information into the two page limit as I tend to ramble when working on something autobiographical.

Activity: I would create a short writing assignment called “getting to know you” for my 4th grade students. The students would share a little information about themselves and then read the introduction to the class. If a teacher can establish early on a classroom atmosphere of sharing and community, more learning and group activity can take place.

PERSONAL ESSAY & VARK SURVEY (100 POINTS)
CLASSROOM LAYOUT (100)
CLASSROOM FLYER & STUDENT AWARD (100 POINTS)
USING CCSD & CSN EDUCATION DEPARTMENT RESOURCES (100)
USING WEEBLY (100)
BUYING A COMPUTER – COMPUTER BASICS (100 POINTS)
USING PRESENTATION SOFTWARE (100 POINTS)
USING EXCEL (100 POINTS)
MIDTERM EXAM (300 POINTS)
Interview a CCSD teacher, counselor, or librarian AND a CCSD principal, assistant principal, dean, or digital coach. You can’t partner with another classmate to interview the same person.
Identify lesson plans on the web that incorporate educational software.

USING TECHNOLOGIES IN THE CLASSROOM: RESEARCH PAPER (100 POINTS)

TECHNOLOGY IN SPECIAL EDUCATION (100 POINTS)

USING PREZI (100 POINTS)

EVALUATING SOFTWARE FOR CLASSROOM USE (100 POINTS)

DESIGNING A CONCEPT MAP -USING INSPIRATION OR WEBSPIRATION (100 POINTS)

FINAL PROJECT - LESSON PLAN (400 POINTS)

E-PORTFOLIO (100)

CLASS PARTICIPATION (200 POINTS)

TOTAL NUMBER OF POINTS POSSIBLE = 2500