

CI 225: Integration of Technology Across the Curriculum ***Spring 2013 - 3 Units*** ***On-Line Course***

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| Instructor: | Robin M. Roberts, Ph.D. |
| Office Hours: | TBA on-line |
| Phone: | 559-967-9977 (texting or voice) |
| Email: | rroberts@calflytech.com |

Required Textbook:

Morrison G. R., Lowther, D.L (2010). *Integrating Computer Technology into the Classroom, Fourth edition*. Merrill Prentice Hall: Upper Saddle River, New Jersey.
(<http://www.nteq.com/>)

eText: ISBN-10: 0-13-501632-0 or ISBN-13: 978-0-13-501632-9

Print: ISBN-10: 0-13-514529-5 or ISBN-13: 978-0-13-514529-6

Catalog Description

Identification, evaluation, and use of advanced technologies such as microcomputers, instructional video, laserdisc, television, and telecommunications for developing teaching materials appropriate for state curriculum frameworks.

Course Goals and Objectives

The primary goal of this class is to explore the effective use of a variety of advanced technology applications and how these applications can help attain curricular objectives. You will have hands-on experiences and develop meaningful projects, which exemplify and promote the integration of technology to support teaching and learning. While all types of instructional settings are applicable, the primary focus of discussions will be K-12 classrooms. CI 225 is designed to fulfill the California Commission on Teacher Credentialing technology standard for the Professional (Clear) Credential and to respond to Standard 16 from the CCTC Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Note: Course requirements and assignments have been designed with the expectation that students enrolled in this class will have the knowledge and skills required to develop standards-based curriculum and assess student learning commensurate with that of a first or second year teacher.

Learning Outcomes

Learning outcomes for this course are based on Standard 16, *Using Technology to Support Student Learning*, of the CCTC Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Major assignments, class discussions, in-class assignments, and homework assignments will provide opportunities for you to demonstrate your learning.

Communication and Collaboration: Students in CI 225 will...

- Communicate through a variety of electronic media.
- Interact and communicate with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced curriculum.

Planning, Designing and Implementing Learning Experiences: Students in CI 225 will...

- Demonstrate competence evaluating the authenticity, reliability, and bias of the data gathered, determine outcomes, and evaluate the success or effectiveness of the process used.
- Monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly.
- Design, adapt, and use lessons that address students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- Use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions.
- Create or make use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers, or in computer labs.
- Use technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.

Assessment and Evaluation: Students in CI 225 will...

- Use computer applications to manipulate and analyze data as a tool for assessing student learning and providing feedback to students and their parents.
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Course Expectations

- I expect that you will behave in a courteous, congenial, and civil manner at all times. The on-line classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.

Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

- This course is scheduled to meet on-line. Three Mondays, on dates and times announced in the **tentative schedule**, are designated days to meet on-line. Please check the tentative schedule of classes and schedule other obligations so they do not conflict with meeting times. We will meet using Adobe Connect. Instructions will be posted on the Blackboard site the weekend before each meeting.
- The university requires every student to have his/her own computer or have other personal access to a workstation (including a modem or other type of Internet connection and printer) along with recommended software. If you need additional access to software and/or the Internet, you may use the computers designated for open lab in the Education Building room 420.
- Prior knowledge of basic productivity software (word processing and spreadsheets), email, and Internet searching, as well as lesson planning, assessment, and other major topics covered in credential courses is assumed. These will not be taught in this class.
- This course has a Blackboard web site. Check the site regularly between class sessions.

On-line course ID: **CI225-01-33517-2133: Int Tech Curr**

- In order to be listed on Blackboard, you must have a Fresno State email account. You can obtain an account at <http://email.csufresno.edu>.
- You need to have the most recent version of the Firefox web browser (<http://mozilla.com>), Internet Explorer (<http://www.microsoft.com/downloads/>) or Safari (<http://apple.com>) and of Adobe Acrobat Reader (<http://www.adobe.com/support/downloads/main.html>) on your computer. You can obtain free downloads of all these browsers at the indicated links.
- All assignments will be turned in electronically via the Blackboard “Drop Box.”
- **Format:** Word-processed documents **must** be in a format that can be opened in Microsoft Word. If you don't have Word, you will need to convert your documents to **Rich Text Format (RTF)**. You are strongly encouraged to install Microsoft Office on your computer. For information on special campus pricing and purchasing visit the Kennel Bookstore.
- **File Names:** It is imperative that file names of documents turned in electronically follow a prescribed format. **Always** begin with your **last name and first initial** (all one word), followed by an underscore (_), the assignment I.D. (**DS, IC, etc.**), and the appropriate file extension. (.docx, .pdf, .xlsx, .pptx). Incorrectly named files can cause many problems in the assignment folder. I may not be able to find your assignment for several reasons if you do not name it correctly.
 - Example: **SawyerT_WQ.docx**.

- Assignments and activities are designed to model a variety of strategies. The focus will be on activities that encourage your active participation.
- I expect **you** to assume **primary responsibility** for your own learning. This includes ensuring that you **download** and **read** all assignments and that you clearly understand all **assignment requirements** and **due dates**.
- Please read the “On-line Orientation” document posted on Blackboard and return it to me acknowledging your understanding of the role you will have in this course.
- If you find you are having difficulty with any concepts or course assignments, email or call me, and/or make an appointment to talk to me. I will make every effort to respond to email within a couple of hours. However, please be aware that this is not always possible, especially with meetings and times that I am not online for periods of time. If you leave assignments until the last minute, there may not be time to offer help.
- **Time**: Don’t get behind and don’t wait until the night before! Assignments may take much longer to complete than you anticipate—There’s one rule when using technology—***Something unexpected will happen!***
- **Students with Disabilities**: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. Contact Services to Students with Disabilities in Madden Library 1049 (278-2811).
- **University Policy on Cheating**: The University has a written policy on cheating and plagiarism, which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. For information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Course Materials

This course requires the following textbook as part of the reading assignments:

Morrison G. R., Lowther, D.L. (2010). *Integrating Computer Technology into the Classroom, 4th edition*. Merrill Prentice Hall: Upper Saddle River, New Jersey.
ISBN-10: 0136101348 or ISBN-13: 9780136101345

Other reading assignments will be posted on the Blackboard web site at the appropriate time.

You will need access to the state curriculum frameworks and content standards for your grade level and/or subject area. Many of these are available through the California State Department of Education:

- Standards: <http://www.cde.ca.gov/be/st/ss/>
- Frameworks: <http://www.cde.ca.gov/be/st/fr/>
- Other C&I Resources: <http://www.cde.ca.gov/ci/>, <http://clrn.org>

Frameworks are also available at the Madden Library in the Curriculum and Juvenile Library and in the Government Documents section.

INSTRUCTIONAL MATERIALS AND RESOURCES

READINGS: A number of readings will be assigned throughout the semester. The textbook will be discussed via Blackboard.

Online help with Microsoft Office (Word, Excel, PowerPoint) is readily available. However, if you are the type of learner who finds having a book more helpful, a variety of “how to” books for Office are available at bookstores or on-line.

STANDARDS: The California State Board of Education Content Standards will be used in this class; they can be accessed at the following website: <http://www.cde.ca.gov/be/st/ss/>

TECHNOLOGY RESOURCES: The following technology resources may be used during this class.

- **Audacity:** PC and Macintosh users can obtain this free program for recording and editing sounds which can be downloaded from the following website: <http://audacity.sourceforge.net/>
- **GarageBand:** Macintosh users will have the advantage of using this unique program to create their own music and to do voice over recordings.
 - **Note:** if your computer does not have a built-in microphone, you will need an external microphone you can connect to record audio. Amazon.com has a variety of relatively inexpensive desktop microphones. All new Macintosh computers have a built-in microphone and a built-in camera.
- You are encouraged install **Microsoft Office** on your computer. For information on campus pricing and purchasing locations check the Kennel Bookstore. Notice: There are other open source solutions such as OpenOffice or NeoOffice.
- **Firefox:** An Internet browser recommended by TLT for use with Blackboard (rather than Explorer). Free downloads for Macs and Windows are available at <http://www.mozilla.com/en-US/firefox/>.
- **iTunes:** Audio file player which can be downloaded for both Windows and Mac from the following website: <http://www.apple.com/itunes/download/>
- **QuickTime Player:** Video clip player which can be downloaded for both Windows and Mac from the following website: <http://www.apple.com/quicktime/download/mac.html>
- **Adobe Acrobat Reader** (Adobe Reader 10): Program that allows you to read *pdf* files. It can be downloaded from the following website: <http://www.adobe.com/>
- **Atomic Learning:** Tutorials for using a variety of software programs are available at Atomic Learning at <http://movies.atomiclearning.com/k12/home>. Atomic Learning requires a paid subscription and a username and password.
- **Lynda.com:** Tutorials for using a variety of software programs are available at: <http://lynda.com>. This site requires a paid subscription and a username and password.
- Macintosh users are encouraged to install iLife and iWork to produce their multimedia projects.
- Others as required

Grading Policy

- A 4-point rubric or scoring guide will be used to evaluate three major assignments. Specific rubrics for these assignments will be posted on Blackboard.
- In-class assignments and homework will be graded on a 100 point scale. (See the assignment weighting and grading scale.)
- All assignments are to be submitted on or before the due date, and are due at the beginning of the class unless otherwise instructed. A penalty of 11 points per class session (or part of a class session) is assessed on late assignments. For example, if your assignment submitted on time would earn a score of “100,” if submitted the following class, “89” would be the score.
- Credit/No Credit Grading: You may choose to enroll in this class for “Credit.” However, be aware of the following:
 - Because this is a graduate level course, a grade of “C” translates to “No Credit.” In other words you must have a “B” to receive credit for the class. Also be aware that there are limits to the extent that credit/no-credit courses can be used. If you think you might ever want to use the class as part of a Master’s Degree program, you must enroll for a letter grade.
 - University Policy on Incomplete Grades: The University has a written policy that describes the incomplete (I) grade for a course. This grade is given "due to unforeseen, but fully justified reasons... The student must have completed at least two-thirds of the required coursework with a passing grade...It is the responsibility of the student to bring pertinent information to the attention of the instructor before the end of the semester..." For more information, consult the University Catalog section on Academic Regulations.

| Grading Scale | |
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| A | 90 - 100 |
| B | 80 - 89 |
| C | 70 - 79 |
| D | 60 – 69 |
| F | Below 60 |

Assignment Weighting

| Assignment | % Of Total Grade |
|-------------------------|-------------------------|
| 1. WebQuest | 10 |
| 2. Blog/Wiki | 10 |
| 3. Digital Storytelling | 20 |
| 4. Digital Portfolio | 20 |

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| 5. On-line Participation and Homework | 10 |
| Assignments | 10 |
| 6. Chapter Readings | 10 |
| 7. Student Choice | |

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| 9. Final Test | 10 |
| <i>Total</i> | <i>100%</i> |

Assignments

Below are brief descriptions of major course assignments. More detailed information will be available during the semester at the course Blackboard site.

WebQuest (WQ)

Design and develop a WebQuest that requires students to solve a meaningful problem. Information on and examples are available online.

10 points – 10%

Blog/Wiki

Design a blog or a wiki and invite your classmates to participate by responding to an original prompt you create. You may use any blogging or wiki creation site. For example you may use Blogger or Word Press. The blog or wiki you create must be educational in nature and it should provide an example of what K-12 students could experience.

10 points – 10%

Digital Storytelling (DS)

Using *iMovie*, *MovieMaker* or a similar program for creating desktop videos, create a short movie that would support instruction about a specific content standard or standards. You will use still images, an audio/music track, and your narration to tell a story or explore a topic.

20 points – 20 %

Digital Portfolio (DP)

Develop a digital portfolio that provides evidence you have met course objectives. Your portfolio will be organized into 3 sections:

- Communication and Collaboration
- Planning, Designing, and Implementing Learning Experiences
- Assessment and Evaluation.

Introduce each section of your portfolio with a narrative that describes what evidence you have included, explains how it demonstrates you have met one or more objective(s), and states specific goals for your professional growth in technology related to the objectives. There are links to some examples on the class Blackboard site.

20 points – 20 %

Homework Assignments

There will be four homework assignments to be completed at the announced time:

- 1. A spreadsheet (SS) data analysis assignment 5 points**
- 2. A database (DB) organizing and sorting assignment 5 points**

10 points – 10%

Chapter Readings

Read **chapters 1, 2, 3, 4, 6, 7, 8, 9, 12 and 13** (10 chapters) from the “Integrating Computer Technology into the Classroom” textbook as outlined in the “Tentative Schedule of Topics.” Students are required to post a minimum

of three comments or responses to other student comments. One posting must be original. Visit the site: <http://www.nteq.com/>
10 points – 10%

Final Exam

The final test will cover materials from the textbook chapter *reading assignments* and other *assigned readings such as issues related to ethics, copyright and equity*. The final test may be a combination of multiple-choice and essay questions.

10 points – 10%

Extra Credit

Extra credit will be given for work done beyond the expectation for the course. If you are willing to take an extra assignment, please discuss it with me.

Up to 5 points

CI 225 Fall 2012 - *Tentative* Schedule of Topics
(Schedule is subject to change)

| Date | Topics | Due |
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| Week 1 | | <ul style="list-style-type: none"> • Review Syllabus and Course Materials |
| Week 2 | <p style="color: blue;">Tentative Virtual Meeting via Adobe Connect – Instructions to join will be mailed prior to the meeting</p> | <ul style="list-style-type: none"> • Chapter 1 - Discussion Integrating Computer Technology into the Classroom, Morrison and Lowther, 3rd Edition. Visit the site: http://www.nteq.com/ |
| Week 3 | | <ul style="list-style-type: none"> • Visual Literacy Reflection • WebQuest Exercise • Chapter 2 - NTeQ Research-Based Model |
| Week 4 | | <ul style="list-style-type: none"> • WebQuest checkpoint • Chapters 3 & 4 - Teacher as a Designer I & II |
| Week 5 | | <ul style="list-style-type: none"> • Chapter 9 – The Internet in the Classroom |
| Week 6 | | <ul style="list-style-type: none"> • Completed WebQuest Due |
| Week 7 | | <ul style="list-style-type: none"> • Read/Browse: <i>Digital Storytelling Site</i> http://www.storycenter.org/memvoice/pages/cookbook.html |
| Week 8 | <ul style="list-style-type: none"> • Digital storytelling - use of <i>iMovie, Movie Maker or similar video editing application</i> | <ul style="list-style-type: none"> • Completed Blog/Wiki Due |
| Week 9 | <p style="color: blue;">Tentative Virtual Meeting via Adobe Connect – Instructions to join will be mailed prior to the meeting</p> | <p style="color: blue;">7- 9 PM</p> <ul style="list-style-type: none"> • Chapters 6 & 7 Spreadsheets and Databases |

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| Week 10 | | <ul style="list-style-type: none"> • Storyboard for Digital Story • <i>Electronic Portfolios</i> http://www.electronicportfolios.com/portfolios/encyclopediaentry.htm |
| Week 10 | <ul style="list-style-type: none"> • Work on Digital Storytelling | <ul style="list-style-type: none"> • Chapter 8 – Publishing and Presentation • Reading: • <i>Creating A New Culture of Teaching and Learning</i> by Alan November http://www.anovember.com/articles/asilomar.html <ul style="list-style-type: none"> • <i>Using Spreadsheets in the Classroom</i> • http://edservices.aea7.k12.ia.us/edtech/classroom/workshops/excel.html • <i>Every Picture Tells a Story</i> • http://www.ideabook.com/chart.htm • http://ttechno.com/links/spreadsheets.html |
| Week 11 | | <ul style="list-style-type: none"> • Spreadsheet Assignment Due – Analyzing Data |
| Week 12 | <ul style="list-style-type: none"> • Legal and ethical issues – fair use, plagiarism, privacy, equity, digital divide | <ul style="list-style-type: none"> • Database Assignment Due – Organizing and Sorting Data |
| Week 13 | <ul style="list-style-type: none"> • Work on Digital Storytelling | |
| Week 14 | | <ul style="list-style-type: none"> • Digital Story Due |
| Week 15 | <ul style="list-style-type: none"> • Work on Digital Portfolio | <ul style="list-style-type: none"> • Chapter 12 – Teacher as Facilitator and Managing the Classroom |
| Week 16 | <p>Tentative Virtual Meeting via Adobe Connect – Instructions to join will be mailed prior to the meeting</p> | <p>7 – 9 PM</p> <ul style="list-style-type: none"> • Chapter Readings Due |

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| Week 17 | <ul style="list-style-type: none">• Self Assessment: What have you learned?• Work on Digital Portfolio | <ul style="list-style-type: none">• Digital Portfolio Due |
| Week 18 | <ul style="list-style-type: none">• On-line Final Exam | <ul style="list-style-type: none">• On-line Final Exam |