

Welcome To Education & Computers

Education and Computers
05:300:350 Section E1
Rutgers Graduate School of Education
Summer, 2012
06/25/2012 - 08/2/2012

Instructor:	Cynthia Pope, Ed.M.
Text/Talk:	908-235-2986
Course WebSite	http://rutgersonline.net/
Course Thinkfinity Site:	http://community.thinkfinity.org/groups/education-and-computers-summer-2012
Virtual Office Hours:	cindy.pope@gse.rutgers.edu Mondays 7-8 pm
Synchronous Classroom*:	http://rutgersdceo.na6.acrobat.com/edcomputers/

Course Description: (as notated in the GSE Catalog) Education and Computers establishes a foundation for using the computer and technology in a variety of educational settings across all subject areas. The course is hands-on in nature, with focus on current trends. Additionally, learners can expect to discuss theory, practice and social/philosophical issues related to the use of computers in education. Some familiarity with computers is recommended.

Class Meetings: The course will meet online exclusively and will also offer optional synchronous (same-time/online) live courses with dates to be announced. Each live class meeting is worth two extra credit points. Students are asked to participate in these sessions to learn how these technologies work. These classes are also recorded and students may review the class content. If you post comments during class or send a one paragraph highlight of the recorded session to me in your *in the archive section or your drop box* you may obtain the extra credit. The meeting time will be 7 pm. During our meeting time we will participate in varied synchronous technologies including chat, video conferencing and Vokle. The announcement page on the course web site (<http://rutgersonline.net/>) will provide details of the synchronous sessions and directions for accessing the technologies.

Class Communications: This course will also employ asynchronous communications in which students can participate as a learning community and utilize the technology tools that can be used with K-20 students: blogging, podcasting, wikis and voice threaded discussions. We will use eCollege and Thinkfinity for class communications.

The following book will be required for the course-

Richardson, W. (2010) "Blogs, Wikis and Podcasts and Other Powerful Web Tools for Classrooms", Third Edition, Corwin/Sage Publishers, Thousand Oaks, CA, ISBN #9781412977470

Course Goals-

1. Provide a foundation for using technology in all core curriculum content areas.
2. Understand computer hardware and software to support technology use in the classroom for a variety of uses.

3. Understand emerging technologies and trends and their implications on learning.
4. Develop a community of practice in using and understanding the social, legal and ethical issues concerning technology use in the classroom.
5. Encourage an open dialogue to discuss knowledge and beliefs about technology use in the classroom.
6. Overall, to apply technology to serve the needs of 21st century learners so that they may foster higher order thinking, creativity and problem solving skills.

Computer Equipment- You will need to have access to a computer with Internet access. You will also want to have an external microphone if you do not have a built-in microphone in your computer. You may also want to use a digital camera for several assignments.

Course Design- This course uses a module format which consists of 6 major sections listed below. New technologies will be modeled. As is the case with technology, it is possible that the technologies may not work due to Internet availability and other factors. It is always advisable to have a back-up plan if the technology does not work as expected. You are not expected to become a technology wizard from this course. The overall goal is for you to have a comfort and ease in integrating technology into your lessons. Please contact me immediately if you are having technology issues that you cannot resolve so that I can help you.

Course Component Assignments- Each module will have three active-learning components:

1. **Writing Responses** which relate to the assigned readings,
2. **Digital Discourses** that pertain to the topics learned and require collaboration with classmates.
3. **Activities and Applications** for each module that permit guided practice of the theories in the modules plus use of technologies that can be integrated into your teaching. Each module has individual activities or collegial activities. There is one overall individual culminating activity which is the design of an educational website.

Grading Criteria: Assignments given points based upon degree to which these areas are completed:

1) Each activity fulfilled all basic requirements of the assignment, 2) each component for an activity exhibits thought and effort, and 3) materials submitted for each activity demonstrate strong grasp of concepts/topics. Cooperative activities will also address individual contributions to projects addressed through reflection. Students are encouraged to use the Course Excel spreadsheet to keep track of their assignments and timely completion. Students may keep an on-going self assessment for each activity using the criteria mentioned above. Grading will be completed by the instructor but self assessment will allow thoughtful discussion for any grading concerns that may arise throughout the course. Please allow one week for feedback on course work unless it is needed sooner to move forward on tasks.

Grading: Grading will be on a 100 point scale.

A	90 - 100 points
B+	85 - 89 points
B	80 - 84 points
C+	75 - 79 points
C	70 - 74 points
D	60 - 69 points
F	0 - 59 points

Confidentiality

If you are a teacher or student teacher and discuss classroom situations in class, do so carefully. Please mask the name of a student (or students) on any written or visual work shared in class or used in an assignment.

Academic Integrity Policy

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://teachx.rutgers.edu/integrity/policy.html>. You are responsible for understanding and inhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet. As stated by Christopher Skvarka (<http://www.pitt.edu/~skvarka/education/copyright/>):

One of the biggest mistakes that people believe is that if a work has no copyright notice, it is not copyrighted. The correct form of a copyright notice is "Copyright or © (date) by (author/owner)" (Templeton 1). Many people believe that if this notice is absent, they can post, use, or take any work on the Internet. Although no name can be copyrighted, the owner's work is (Templeton 2). In fact, everything from April 1, 1989 is copyrighted by the owner or author whether it has a notice or not... All Internet users must assume that the work is copyrighted, unless otherwise specified by the author.

Disability Accommodation Policy

"Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145, phone number 848-445-6800. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course." For details visit: <http://disabilityservices-uw.rutgers.edu/faculty.html>

Contact Information

Anyone who hasn't received listserv emails from marie.pavelchak@gse.rutgers.edu, CEGP's Administrative Coordinator should contact her directly as these messages contain important notices such as class cancellations and updates. Please make certain that the CEGP has current contact information.

ASSIGNMENTS

Assignments should be uploaded to the Digital Drop-box on the eCollege website unless specified.

There will be a loss of credit for work not turned in by the due date. If you have trouble uploading files please contact me by e-mail to notify me of the problem promptly. Please leave me a phone number where I can reach you to coach you through the technical problem. All assignments must demonstrate adherence to [Rutgers Academic Integrity Policy](#). See **eCollege Module Pages for Detailed Assignment Information**.

Collegial learning is a requirement for the course as Web 2.0 technologies provide these opportunities in the 21st Century for the children we teach. We already expect today's students to use these skills in their K-12 classroom. For this reason, collegial learning will be required our activities. As educational professionals, I have every confidence in your ability to work equitably with your colleagues. Please contact me if this becomes problematic at any time. You will be required to post discussions in eCollege and collaborate with each other in [Thinkfinity](#).

Course Introduction (2 Points)-Go to the [eCollege](#) Voicethreads page, upload your photo, introduce yourself, discuss your goals for the course plus your ease and experience in using technology. Which subjects areas do you plan to teach or what other career goals does this course serve for you? Check eCollege Voice Threads page for detailed directions in getting started with VoiceThreads.

Digital Discourses (10 Points)- Each module requires two digital postings. Each module you are expected to post at least one, one paragraph (approximate 100 words) response to the posted discussion questions found on <http://rutgersonline.net>. You are also asked to respond to another student's post. You may also post to synchronous on-line classes such as Vokle or Adobe Connect when we meet online.

Written Responses of 100 words (22 Points)- Module 1 requires a WebQuest teacher page reflection, Module 2 a Software Review, Module 3 a Multimedia Project Reflection, Module 4 a Movie Review and Module 5 a Parent/Stakeholder Letter. You should include a 100 word response for each module writing prompt and a one page parent/stakeholder letter outlining how your web site should be properly used to avoid cyber-bullying. Finally, during Module 6, reflect on your technology literacy growth and future learning goals.

On-Line Class Participation (10 Extra Credit Points)- Visit <http://rutgersdceo.na6.acrobat.com/edcomputers> Log in as a Guest. Please check your microphone is in working order. You can test the speed suitability of your equipment here in advance: https://admin.na6.acrobat.com/common/help/en/support/meeting_test.htm If you do not attend the on-line class, go to the course eCollege web site to view recorded classes. **The first class is June 28 at 7 pm.** It is optional to attend these live classes. The online classes are meant to provide technology demonstration and instruction on technologies such as web conferencing, blogging and chatting. This format also allows for class discussions. The class archives appear similar to movies. If you would like to have individual instruction in how to use specific technologies, we can also arrange an on-line class using web conferencing at your convenience. Please let me know.

THREE MAJOR ACTIVITIES and APPLICATIONS (66 Points)

Mini-WebQuest assignment (8 Points) -create an on-line lesson which teaches **any** core content/subject area and any grade level K-Adult. You can use a template http://www.teach-nology.com/web_tools/web_quest which will guide you through the major parts of a webquest (Introduction, Task, Process, Resources, Evaluation and Conclusion). You can also create a screen shot, scan it or save it into a pdf electronic file. Additionally, you can also use a word processor to complete this activity using text and a clip art image. Limit yourself to no more than 1.5 hours to create this activity. You may choose to develop the WebQuest further using a website you create later in the semester. Your teacher reflection page should outline in 100 words why you chose this teaching topic for your webquest, how difficult you found the process of creating a webquest and how useful you believe this tool will be for learning.

Multimedia Project Activity(17 Points) - create a Keynote, PowerPoint, Prezi <http://prezi.com/learn/> or Animoto <http://animoto.com/education> as a teaching, learning or parent education tool. The project will include the creation of a storyboard to initiate the planning progress and a lesson plan. Project requirements can be found in Module 2. Resources for assistance with the project will be available including: <http://www.actden.com/pp2007/>. A written response reflection accompanies this activity. Students are expected to share their storyboard and multimedia presentation with the Thinkfinity community. Students should get feedback from at least one class member and incorporate the feedback into their project. The collaboration process should be noted in the teacher reflection written response at the end of the project.

Individual Student Web Site Project (41 Points)-produce an individual web site that demonstrates knowledge of all of the knowledge and skills derived from Modules 1-6. Students have a choice to design a teacher web site, virtual field trip site, enrichment portal, individual portfolio or peer- professional development site.

Web site must contain the following six-part features:

Project Plan - Map out how you will create your individual student web site.

The site can be developed initially using a word processor or web development software. It must be published on-line using Wikispaces (<http://www.wikispaces.com>) or other web space.

The project plan for the web site must be submitted in a 350 word double-spaced proposal due by the end of **Module 1 (July 1)**. The proposal should contain:

- a) The purpose for the web site
- b) The audience that this site will serve.
- c) The need for this type of web resource from your perspective and why it is important.
- d) A design plan that includes rationale for the Internet-based technology tools that will be used to complete the site (pictures, blogs, podcasts, video) and why these resources have been selected over others. How many pages and how are they linked? Include your individual learning goals to learn the technologies to complete the project.
- e) Learning theories found in Chapter 1 and how they relate to the design of your web site.

Individual Student Web Site Project Parts

1) **Project Plan (10 Points)**-Purpose, Audience, Need, Tech Tools, Design, Learning Theories

2) **Assessment (5 Points)** -The way that you will evaluate the effectiveness of your web site by your own standards can be determined using a rubric that you will create. Design your own rubric using the following resource: <http://rubistar.4teachers.org/index.php> Here is an instructional video to help you http://www1.teachertube.com/viewVideo.php?video_id=84&title=Rubistar_A

You may want to register for this free service which can be used in your teaching practice.

A Quick Tour is available. The Rubric is due by the end of **Module 2**.

Rubric models to follow: <http://school.discoveryeducation.com/schrockguide/assess.html>

3) **Internet Based Tool (5 Points)**-Your web site text should be completed during **Module 3**. Please make sure that your home page has a Title, Purpose and Author first name listed for the Site. Photos can be added later. Do not use other student names, photos or personally identifiable information about yourself. Refer to school policies about posting information. **You should cite the website of any text, photos or videos that you post to your site.** Contact me with any questions.

By the end of **Module 3** you should submit your hyperlink to your web site address to me via the Website Link page on eCollege. When you send your site it should look like the world can see it “as it” though it will be plain. In **Module 4** you will learn more about tools to add that will make your site more interactive and engaging. Your choice of web space should allow for interactive features such as blogging or other discussion tools. Websites to consider include www.wikispaces.com, Google sites and www.wix.com

4) **Social Learning & Interaction Features (5 Points)** -This is the section where you will choose an interactive element for your web site that will make it a social forum such as a blog or threaded discussion. You will refer to Richardson’s text on safety and security issues of social sites. At least one interactive tool (blog, chat, discussion) needs to be added to your site and uploaded for my review by the end of **Module 4**. Here are resources to use for your site and tutorials to help: <http://www.internet4classrooms.com/web2.htm>

5) **Multimedia (5 Points)**- Your web site should include multimedia features that will make it engaging including images and video. You can link these features to your web site. Teacher tube (www.teachertube.com) is a resource that you may want to include because most school filters permit its use. You can also create an original digital video if your web space permits its file format. By the end of **Module 5** your web site should contain at least one image and one multimedia component (Power Point, video, podcast). You must make certain that you have permission to use photos and you will want to make certain you give proper credit to anyone’s work and that you have permission to use it if necessary. Here is a resource for help with embedding video on Wikispaces <http://www.youtube.com/watch?v=0iEAYNV8m-k&feature=related>

6) **Revision & Reflection (10 Points)** - During **Module 6** reflect on your web site. Make any revisions to your web site before final submission (**1 Point**). Complete a 500 word essay on the effectiveness of your web site and what additional resources that you would like to add to the site and your plans for maintenance of the site.

Why- Why was the site created in the first place and does the site meet its purpose for creation?

Who- Who was the site intended for and did the overall site reach its audience?

What- What content and/or features does the site contain and is the amount and quality of the content sufficient or are other resources needed? If so, what other content or features could be added?

Where- Where will the site reside eventually if at all? Will it be posted to your school web site?

How- How did you learn to create the site? How much did you learn from the class and the resources provided? Did you teach yourself the skills or did you learn from others?

How did you enjoy this project as the culmination of everything you learned in class?

How well did you do in the creation of your web site as compared to your rubric goals?

Submit the rubric that you completed for Module 2 along with your Final Reflection.

Course Modules, Topics and Assignments

Week/Dates	MODULE 1: Course Orientation and Bringing Technology to School
1: 6/25-7/1 On-Line Class 6/28/12@7pm	Guiding Questions- Why use technology in classrooms? What are the technology standards for teachers and students? How can technology be used for diverse learners?
Major Topics	<ul style="list-style-type: none"> • Introductions • Course Syllabus • NJ Core Curriculum Content Standards & LA/MATH Common Core Standards • The Skills and Standards of Educational Technology • Theoretical Frameworks of Learning and Teaching View Power Point • Learning for the 21st Century • Technology for Diverse Learners
Assignments	<ol style="list-style-type: none"> 1) Read the Executive Summary for the National Education Technology Plan http://www.ed.gov/technology/netp-2010/executive-summary by Aug 2. 2) Read Nets for Teachers http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx by July 1. 3) Read Nets for Students by July 1: http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx

	<ol style="list-style-type: none"> 4) Skim through NJ Technology Standards for Students by July 1: http://www.state.nj.us/education/cccs/standards/8/index.html 5) Complete NJ Grade 8 Technology Proficiency Rubric by July 1: http://www.state.nj.us/education/techno/techlit/tapin/2biii_rubric.pdf 6) Post Digital Discourse about technology literacy in eCollege by 7/1. 7) Complete Voice Thread Introduction in eCollege by 7/1. 8) Read 21st Century Learning Environments White Paper by Aug 2. 9) Web Quest Activity due by July 1. 10) Complete Individual Web Site Proposal by July 1.
2: 7/2-7/8 On-Line Class 7/2/12@7pm	MODULE 2: Technology Tools for the Classroom What do educators need to know about hardware, software and technical devices?
Major Topics	<ul style="list-style-type: none"> • Computers in the Learning Environment • Digital Technologies in the Classroom • Administrative Software • Academic Software
Assignments	<ol style="list-style-type: none"> 1) Read Richardson Ch. 1, 2, 3 by July 8 2) Read article & view video: Strickland, J: What's inside my computer? How Stuff Works: A Discovery Company by July 8 (Click on link above to read article) 3) Read Education World Essentials by July 8: http://www.educationworld.com/a_tech/tech/tech239.shtml 4) Read DeKanter, N: (2005) Gaming Redefines Interactivity for Learning TechTrends: Linking Research & Practice to Improve Learning, by July 8: (Click on link above, login to RU Library, and click on "PDF Full Text".) 5) Complete Digital Discourse on Software by July 8 6) Complete Written Response Software Review by July 8 7) Multimedia Activity: Storyboard & Lesson Plan post in Thinkfinity by July 8 Give feedback by July 10 8) Complete Individual Web Site Assessment Rubric by July 8 9) Register for Thinkfinity account.
3: 7/9-7/15 On-Line Class 7/9/12 @7 pm	MODULE 3: The Internet for Learning and Teaching How can the Internet be used for Teaching and Learning?
Major Topics	<ul style="list-style-type: none"> • Designing and Planning Technology-Enhanced Instruction • The Internet and the World Wide Web • Using the Web for Teaching and Learning • The Read/Write Web
Assignments	<ol style="list-style-type: none"> 1) Read Richardson Ch. 4 & 6 by July 15 2) Read article: Tyson, J: How Internet Infrastructure Works How Stuff Works: A Discovery Company by July 15 2) Watch Video and Note 7 Tips for Safety by July 15: http://onguardonline.gov/topics/protect-kids-online 3) View website of appropriate web resources for students by July 15: http://kids.getnetwise.org/kidsites/ 4) Complete Digital Discourse on Smartboard by July 15 5) Complete Multimedia Project & Written Response/Reflection due by July 15 6) Complete Web Site Internet Based Tool/Post link in eCollege by July 15 7) Review Websites Rules of Good Design (full web site design on-line course) by July 15

	8) View video http://abclocal.go.com/kgo/story?section=news/education&id=8292383
4: 7/16-7/22 On-Line Class TBA	Module 4: Using Technology for Communication and Collaboration
Major Topics	<ul style="list-style-type: none"> • Weblogs in Pedagogy & Practice Weblogs: Getting Started • Wikis: Easy Collaboration for All • Social Networking and Collaborative Learning
Assignments	<ol style="list-style-type: none"> 1) Complete Digital Discourse on Richardson Video by July 22 2) Complete Written Response Movie Review by July 22 3) Complete Web Site Social Learning & Interaction Features (Blog) by July 22 4) Read Richardson Chapter 7 by July 22 5) Read Jenkins, H. (2009) Confronting the Challenges of Participatory Culture. MacArthur Foundation by July 22 6) Read article: Morgan, B. & Smith, R. (2008) A wiki for classroom writing, <i>Reading Teacher</i>, 62(1), pp. 80-82 by July 22 7) Read T. Pempek, Y. Yermolayeva & S. Calvert (2009) College students' social networking experiences on Facebook, <i>Journal of Applied Developmental Psychology</i> by July 22
5: 7/23-7/29 On-Line Class TBA	Module 5: Using Technology for Communication and Collaboration How can multimedia be used to support learning?
Major Topics	<ul style="list-style-type: none"> • Audio/Visual Technology • Fun with <i>Flickr</i> • Podcasting, Video and Screencasting: Multimedia Publishing for the Masses • RSS Feeds
Assignments	<ol style="list-style-type: none"> 1) Read Richardson Chapters 5 & 8 by July 29 2) Read Shank, P., (2005) The Value of Multimedia in Learning, Adobe by July 29 3) Written Response Web Site Parent/Stakeholder letter due by July 29 2) Complete Digital Discourse on Social Learning by July 29 4) Add Image and Multi-media Component to Site by July 29
6: 7/30-8/2 On-Line Class TBA	Module 6: Integrating technology into the classroom How can technology support distance education? What are issues of concern to support technology integration?
Major Topics	<ul style="list-style-type: none"> • Distance Learning • Issues in Implementing Technologies in Schools • Emerging Technologies • What it All Means
Assignments	<p>Complete the following by the end of course, August 2:</p> <ol style="list-style-type: none"> 1) Read Richardson Chapter 10 and The Classroom of the Read Write Web 2) Read eHow Jorgensen (2012) Copyright & Fair Use Policies for Teachers 3) Complete Digital Discourse on Digital Learning 4) Add Final Changes to Web Site and link should be on eCollege since Mod 3 5) Complete 500 word Written Reflection on Web Site Design & Development

	6) Read <i>eSchool News</i> (2012) Laptops, personalized learning replace lectures in schools
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	6) Optional Read: Cavanaugh, K. (2009) Getting Students More Learning Time Online
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A Final Word...About Online Learning

I am looking forward to working with you this semester. This syllabus is a framework for what we will accomplish during the next several months. Online learning is relatively new and for some of you this may be the first time that you have taken an online course. As an experienced K-20 teacher and online educator, I realize that no two students are alike and no two classes are exactly the same. I plan to design course programming with your interests in mind so please let me know if you have particular technology interests.

You can expect to spend approximately 7-8 hours per week in active learning assignments and activities. Additionally, you can expect to spend extra time fulfilling the reading assignments and collaborative class activities. There may be times when you are spending more time because you are using new technologies. Please let me know if you need help with these technologies and course pacing. Please contact me at any time if you have any concerns about the course. I want this course to be a positive experience for you, so the sooner your concern is addressed, the better it will be. I look forward to a great semester together!

CP 06/28/2012