

Education and Computers

5:300:350

3 Credits

Instructor: Edward Potosnak III	ed.potosnak@rutgers.edu
Phone Number 732-745-1866	10 Seminary Pl
Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Course Website Using Sakai:

<https://sakai.rutgers.edu/portal/site/288acde0-d317-44cd-8b60-09396c323724>

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. To apply technology to serve the needs of 21st century learners so that they may foster higher order thinking, creativity and problem solving skills.

Course catalogue 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; no prior computer skills are required.

Class materials:

Richardson, Will: *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Third Edition. Thousand Oaks, California. 2010. ISBN # 978-1-4129-7747-0 Available at the Rutgers Bookstore or Online at Amazon.com. Also available as an [eBook for \\$11.34](#).

You will need access to a microphone that can hook to your computer and a digital camera to participate in some of the multimedia portions of the class. You will also need access to the MS Word Suite (Word and PowerPoint). Please let me know if you need help in obtaining these items.

Other course readings will be provided.

Class meeting times:

There are no in-person class meetings. There will be two synchronous online meetings (I and II) offered at two different times: *You must attend either session A or B for meeting I and II.*

- I. Session A: Thursday, September 19th from 8-9pm OR
Session B: Sunday, September 22nd from 8-9pm.
- II. Session A: Thursday, October 24th from 8-9pm OR
Session B: Sunday, October 27th from 8-9pm.

Grading: approximate

Discussion Board: **33 Points**

Weekly Activities: **36 Points**

Technology Showcase: **45 Points**

Essay PProject: **40 Points**

Group Wiki: **40 Points**

Final Web Project: **100 Points**

TOTAL: Approximately, 300 Points

Final Grading is on a Percentage Scale:

A	90 - 100 %
B+	85 - 89 %
B	80 - 84 %
C+	75 - 79 %
C	70 - 74 %
D	60 - 69 %
F	< 60%

Extra Credit:

There will be extra credit opportunities throughout the course listed in selected assignments.

Additionally, you can earn extra credit by posting useful information in the Discussion Board.

Please take advantage of these opportunities over the course of the semester. In the event you are on the border of two grades with your final percentage, these points can make the difference.

Late Policy:

No late work is accepted. I expect you to plan ahead and leave time address technical challenges.

Academic Integrity:

All issues of academic integrity are referred to the Rutgers University policy on academic integrity. This policy can be found in detail on the University website at:

<http://teachx.rutgers.edu/integrity/policy.html>.

Accessibility:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

APA Citation Guidelines

Knowing when and how to cite your sources properly is an important skill to know for this course. Combined with the ability to evaluate sources, it represents an important component of academic integrity. In this course you will be required to use APA citations for the Discussion Board, assignments, and projects. APA style provides a standard system for giving credit to others for their contribution to your work.

[Using APA Format \(Purdue University\)](#). This webpage explains and illustrates proper citation both within the text of a paper and in the reference section at the end.

About this Course:

The great thing about the course is that it is online, so you can choose when you can get the work done. That being said, this course is designed in such a way that you'll need to be checking in on a daily basis.

With the generally accepted number of 2 hours per week per credit or studying combined with the class time (spent learning online), expect to put in 9 hours every week into this course or about 1 hour twenty minutes a day.

Make sure you transcribe due dates and deadlines into your calendar at the onset of the course. Students in the past had trouble keeping track of assignments and projects using the web-based tools (calendar and website). Please put all the dates into whatever you use to keep track of deadlines in all your courses. Two sessions will be held synchronously in our virtual classroom see “Weekly Activities” for more on this exciting technology.

My advice is to get things done earlier rather than later. The reason for this is simple. Things happen. Your computer can crash. The power might go out. It's best not to wait until the last minute. As Murphy's Law states: Anything that can go wrong WILL! If something does go wrong, contact me right away.

I am here to listen if you have any questions and/or concerns. The course requires effort on your part and your grade will reflect that effort. By the end of this course you should have an understanding of the technological tools available to educators, but I don't expect you to be a computer wizard (unless you already are one!). I want you to leave the class with new instructional strategies that promote higher order thinking skills through the utilization of technology. Most of all, I want this to be an enjoyable and enriching experience for you.

If it is your first online course, these readings are highly recommended:

- [Tips for becoming a successful online learner](#) (click cancel if they ask you for a password)
- [What characterizes a successful online course](#)

Communication:

If you have questions about an assignment, project, discussion prompt, the course itself or anything you must ask them in the Discussion Board under “[Questions for Professor and Classmates](#).” Make sure you make a “New Topic” for your question. You are encouraged to answer questions from your classmates. I will make every effort to respond to your questions within 24 hours.

If you need to communicate with me about a personal issue you are having e-mail is my preferred method of communicating, but you can call me as well (in the event that I don't pick up please leave a message with all your contact info and the nature of the personal issue).

Description of Activities

The course is broken up into six units, so that you can stay focused on identified topics as we move through the course. Sakai is organized by units outlining all the assignments, project deadlines, and discussion board prompts. This is the best place to keep track of what is due. The first three units are designed to help you acquire knowledge of theory, background and the various technologies used. The second three units of the course are more practical and allow you to apply technology. There will be an overarching Web site project that runs the length of the course. It will parallel the units we are studying and the information you've learned in each unit will be folded into your final project.

Each unit is detailed on the course website. I may make updates to materials as the course moves forward. These changes will be to further clarify assignments. The assignments are set in stone, and so if you work ahead you will not be penalized. I will refrain from updating any week that is currently assigned, except in cases where something is unclear and I receive a lot of feedback on the item.

Additionally, you'll need to start thinking about the final project as soon as you start the course. Take a look at the [project page](#). You'll need to create a Web site by the end of the course and I'd like that site to reflect your interests so that it is meaningful to you and is something you can use after the course ends.

Weekly Assignments:

Readings: Materials will be assigned weekly, basic readings are outlined in the syllabus and on the course calendar and other short articles, videos, podcasts etc... may be added as the course progresses. Please check the current unit for updates and additions.

Hands on Activities: You will be given hands on activities to complete pertaining to the topics covered. Please check the current unit for what is due, details can be found by clicking the title of the activity or under "Assignments" on the left hand menu of Sakai.

Virtual Synchronous Class Sessions: We will have two synchronous class sessions using GoTo Meeting which will allow each of us to come together in a virtual classroom online. You will need a computer with a working microphone. It would be best if you were at a computer with a WebCam. There will be no additional Hands on Activity for the days we come together online. There will be two synchronous online meetings (I and II) offered at two different times: *You must attend either session A or B for meetings I and II.*

- I. Session A: Thursday, September 19th from 8-9pm OR
Session B: Sunday, September 22nd from 8-9pm.
- II. Session A: Thursday, October 24th from 8-9pm OR
Session B: Sunday, October 27th from 8-9pm.



Getting Ahead: There are some assignments that you can do ahead of the deadline, these will be marked with the "Get Ahead!" image. Please feel free to take advantage of this flexibility to do assignments in advance. This way you can adjust your personal schedule to the demands of your other courses whenever possible. Only the assignments marked "Get Ahead!" are able to be done ahead of time.

Online Discussion Board on Sakai:

Discussion of the readings will be assigned weekly. You will need to be active and present for these discussions, posting at least one original posting and two response comments. Original posts are due by noon the day they are due to allow time for students to respond to your thoughts. Citations must be included in your original posting. You are required to post at least one original and two responses into the discussion board for each topic. Responses are due by 11:59pm on the day due. Earlier responses are encouraged to facilitate discussion amongst your classmates and I expect comments to be rolling throughout the week. This is a student driven discussion and I will not be posting regularly.

Projects:

Current Event-Technology Showcase: In this project you will use PowerPoint to create an online “virtual” presentation showcasing a current, emerging, technology that can be used in the classroom. It is designed so you can learn how to publish to the web for learning and teaching with the added benefit of creating an online resource that can be used in a future job search.

Group Wiki (Group of 4): For this project you will be working in groups of four “chaperones” responsible for a trip to Washington, D.C. or the city of your choosing. You will create a four page wiki website for parents and students to disseminate information about the trip (logistics like cost, dates, etc...) and prepare them for their visit (education resources about how government works, art, culture, etc...). Work must be divided equally among the team members of your group.

Essay Project: For this project you will analyze two websites a practicing teacher would use on a regular basis, one is assigned and the other you will choose from a list supplied (you can propose an alternative not on the list for my approval). The essay will demonstrate your ability to make to effective and efficient choices about where and how to access information, research an issue, or even test a hypothesis.

Website Project: This project is a unique opportunity to design a Website for the class you wish to teach. The project is a culminating demonstration of your knowledge of topics in each of the six units. When you begin student teach or your first teaching job you will have a site ready to go. (You can propose an alternative Website for approval such as the creation of an online professional portfolio, teacher Website, reflective blog, virtual field trip, or Cyber Pal portal. You or your classmates can also propose other projects.)

These are the component parts that make up your Website Project:

- Proposal
- Internet-based tool
- Interactive component
- Multimedia
- Final Project
- Reflection

Tentative Schedule

Below is the tentative schedule, subject to change, to give you an overview of the workload.

The best place to keep track of what is due when is online in the units.

Click on the Current Unit on the left navigation bar, this is the definitive place for everything you need to do. Remember one original discussion post is due by noon on the due date and two replies are due by Midnight. Everything else is due by Midnight.

Please make sure you transcribe due dates and deadlines into your calendar at the onset of the course. Students in the past had trouble keeping track of assignments and projects using the web-based tools (calendar and website). Please put all the dates into whatever you use to keep track of deadlines in all your courses.

Viewing deadlines as a list:

You can see all the due dates in whatever view you like. To view all the due dates in a list form, just click "**Schedule**" in the lefthand menu bar. To view due dates as a list set view to "**List of Events**" and show to "**All Events**."

Tentative Schedule

Unit	Week	Close Date	Hands on Activity	Project Due
1	1	9/8	Vocaroo	
	2	9/15	Computer Skills Survey	Technology Showcase Project
	3	9/22	Virtual Class Session I	
2	4	9/29	Blog	FINAL PROJECT – Proposal
	5	10/6	Twitter	
3	6	10/13	Wiki	
	7	10/20	Mid Course Feedback	FINAL PROJECT – Internet-based Tool
	8	10/27	Virtual Class Session II	FINAL PROJECT – Interactive Component
4	9	11/3	Group Wiki Planning Mtg	
	10	11/10	Podcasts and Videocasts	
5	11	11/17	Update your Blog I	Group Wiki Project
	12	11/24	RSS Feed Reader	FINAL PROJECT – Multimedia Component
6	13	11/27 Wed	Update your Blog II	
	14	12/8	To be determined	Essay Project
	15	12/15	Screen Cast	FINAL PROJECT – Website FINAL PROJECT – Reflection Course Reflection

NOTE: In addition to the assignments and projects listed above, each unit will have assigned reading and each week there is an online discussion.

Subscribe to the course calendar at: <https://sakai.rutgers.edu/access/calendar/ical/edandcompfall13.ics>