RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Course Syllabus
Education & Computers
Summer 2016
05:300:350:B1 - 3 Credits
Index #: **00113**
Instructor: Brent Horbatt

Course Website: https://ecollege.rutgers.edu

Class Schedule: May 31, 2016 – July 8, 2016

Class meeting times: There are no in-person class meetings, nor are there any required synchronous activities. All work is to be completed by assigned due dates.

Office: Graduate School of Education building, room 207a
Office Hours: By appointment, in-person, and virtually on GoToMeeting. I will e-mail you to let you know when I will be holding virtual chat/office hours.

Contact information:
E-mail Address (Preferred): brent.horbatt@gse.rutgers.edu
Office Phone: (not checked daily) (848)932-7496 x20771

Prerequisites: None
Mode of Instruction: Online, asynchronous
Permission required: No

Required Reading: Richardson, Will: *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.* Third Edition. Thousand Oaks, California. 2010. ISBN # 978-1-4129-7747-0

Various linked articles (found in the course schedule on eCollege)

You will also 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. Inexpensive microphones can be purchased for fewer than 10 dollars that will do the trick. If there are any problems obtaining a digital camera please let me know. Cell phone cameras & microphones are usually fine. If you live locally you may be able to borrow one; if you wish to purchase one I can provide a recommendation.

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Disability Policy: 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

---

Course Description: (as it appears 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.

Overall Course Goals:

 By the end of the course, you should be able to:
- Provide a foundation for using computers and technology effectively in the classroom.
- Improve understanding of computers and technology (both hardware and software) as necessary to support the first goal.
- Discuss advantages and limitations of computers and computer-based technologies in the classroom.
- Understand how teachers plan effective learning activities with computers and computer-enhanced technologies.
- Demonstrate an understanding of the roles of the NJCCCS for Technology, NETS-T, and NETS-S in teaching and learning.
- Develop students' 21st Century Learning Skills using computer-enhanced technology.
- Employ basic principles of multimedia design for educational activities.
- Establish familiarity with trending topics in technology and provide assessment (both highlights and pitfalls) of those trends as they relate to learning and teaching.
- Provide discourse on the social, ethical, and legal issues surrounding the use of technology in learning and teaching.
- Examine and reconsider knowledge and beliefs about the role of technology in the classroom.
- Apply technology to develop students' 21st Century literacy skills, higher order skills, and creativity.

Organization: The course is broken up into six modules so that you can focus on identified topics as we move through the course. The first three modules are designed to help you acquire knowledge of theory, background, and the various technology used. The second three modules of the course put theory into practice 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 modules we are studying and you'll fold the information you've learned in each module into that final project. There is a culminating essay assignment that fulfills the SAS Core standard ITR y.

Please check in often! Each module will have several activities and I anticipate you working on something most days. I've included a course checklist in the schedule so you'll know what is due when. Each module includes its own page that shows due dates and helps you stay organized. I may make updates to the modules as the course moves forward. These changes will be for clarity's sake. Assignments are set in stone, so if you work ahead you will not be penalized.

You'll need to start thinking about the project & the final essay as soon as you start the course. Take a look at the project page, located on the left-hand navigation bar on the eCollege site. 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.

Please read the "The Traits of a Successful Online Learner" before you get started. This will help you to understand what is expected of a student taking this course.

Here are some additional tips from Concordia University: Tips for Success in Online Learning

---

Ground Rules: Summer courses are intense! We have a lot of material to cover; (15 weeks' worth in only 6 weeks' time). If you are finding the work to be overwhelming, let me know sooner rather than later. Remember, this course will require a total of 45 hours "meeting" time along with additional reading/study time.

The great thing about the course is that it is online, so you can choose when you can get the work done. This makes your learning very independent. To help you budget your time and understand my expectations, let me explain what this course is replacing. I have taught the summer section face-to-face for many years now. In the past, we met 3 nights a week, 3 hours a day. Reading was assigned outside of classroom hours. I have designed the course in such a way that you'll need to be checking in often (almost daily).

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

My advice is to get things done earlier rather than later. Things happen. Your computer can crash. The power might go out. We have to get a lot of material covered in a short amount of time. It's best not to wait to the last minute. As Murphy's Law states: Anything that can go wrong WILL! If something does go wrong, contact me right away. ALWAYS back-up all data. That means having at least 2 copies of work on different storage media. **It is your responsibility to make sure you have working equipment and a plan of action if you have problems.**

E-mail policy: Course updates and other important communication will occasionally be e-mailed to you. **You are responsible for all course-related e-mail,** so please check your mail regularly, and be sure you are not losing messages to a spam box. The course website on eCollege is populated with your e-mail address as it stands in the University directory at the time when you enroll in the course. If you change your address or you prefer a different address than the one the University has on record, you can change it by reading the instructions found in the FAQ here: https://onlinelearning.rutgers.edu/ecollege-student-faq

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://academicintegrity.rutgers.edu. I expect that you will comply with standards of academic integrity in this course. Assignments should be your own work, except in the case of a required group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career.

I am here to listen if you have any questions and concerns. You can reach me via e-mail at brent.horbatt@gse.rutgers.edu, office phone, or through the course website. The course requires effort on your part and your grade will reflect that effort. This course is primarily about learning and teaching. I want you to see and understand the technological tools available to educators. More importantly, I want you to leave the class with new instructional strategies that promote higher order thinking skills. Most of all, I want this to be an enjoyable and enriching experience for you.

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Assignments, Activities, and Projects:

There are three primary ways in which I will assess your learning in this course:

1) Each course module will have assignments and activities. These will count for 40% of the final grade.

2) There will be an overarching web site project that will run during the length of the course. This web site will count for 40% of your final grade.

3) The SAS core standard assignment/final paper will run over several modules. This assignment will count for 20% of your final grade.
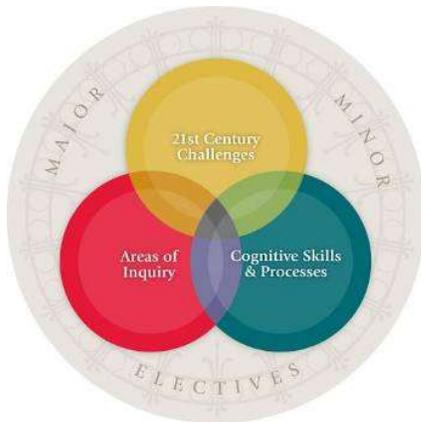
SAS Core Curriculum Learning Goals
Met by this Course: **ITR y**

For list of Core Curriculum learning goals, see:

http://sas.rutgers.edu/component/docman/doc_download /413-summary-of-new-core-curriculum-learning-goals

For a list of Core Certified courses by learning goal, see:

http://sasundergrad.rutgers.edu/core

Module	Objective	Dates Assigned
Module 1	**Why should we use technology in our classrooms?**	**5/31 – 6/5**
Module 2	**Overview of the tools: Hardware and software as they apply to the classroom**	**6/6 – 6/12**
Module 3	**Networking and the Internet**	**6/13 – 6/19**
Module 4	**Using Technology for Communication & Collaboration**	**6/20 – 6/26**
Module 5	**Multimedia for Learning**	**6/27 – 7/03**
Module 6	**Integrating Technology into the Classroom**	**6/27 – 7/08**

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Grading:

Grading will be on a 100 point scale:

A	90 - 100 points
B+	87 - 89 points
B	80 - 86 points
C+	77 - 79 points
C	70 - 76 points
D	60 - 69 points
F	0 - 59 points

Grades for each assignment will be posted in the "gradebook" tool on the eCollege web site as soon as they are complete.

Grading Policies: Care, respect, and integrity are expected in written and classroom exchanges. All written work, including postings on eCollege should be proofread for clarity, spelling, and grammatical errors. Please use language that is appropriate for the classroom setting and maintain a professional tone in discussion postings and assignments. Outside sources, in any assignment, must be referenced appropriately (either APA or Chicago style is acceptable)

Graded assignments cannot be missed except in case of a serious issue. If you miss an assignment for another reason, it is at my discretion whether or not to allow a make-up.   If there are questions or an assignment cannot be completed, contact me as soon as possible. Illness will require a doctor's note. Missing any assignment without a sufficient reason will result in a grade of 0 for that portion of the course.

Late Policy: Any assignment in this course will be accepted late with a penalty of 1 point per day late assessment.

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Teaching Standards:
This course will is based heavily upon ISTE NETS standards located here: http://www.iste.org/standards.aspx

The course addresses the following **New Jersey Professional Teaching Standards (2014)**. You can find the complete listing of NJPTS here: http://www.state.nj.us/education/code/current/title6a/chap9.pdf

Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

    i. Performances:

        2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning

    iii. Critical Dispositions:

        2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

    i. Performances:

        3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings

    ii. Essential Knowledge:

        6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

    iii. Critical Dispositions:

        1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

    i. Performances:

        2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally

    ii. Essential Knowledge:

        1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals

iii. Critical Dispositions:

3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards

7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

iii. Critical Dispositions:

1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. Essential Knowledge:

4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

iii. Critical Dispositions:

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

 i. Performances:

  4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

  5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

 i. Performances:

  7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

 ii. Essential Knowledge:

  3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

  4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

  5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning

 iii. Critical Dispositions:

  3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

The course addresses the following Council for the Accreditation of Education Professionals (2013). You can find the complete listing of CAEP standards here: http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

May 31st to June 5th	**Module 1: Why should we use technology in our classrooms?** The purpose of this module is to examine learning theory and apply that theory to support the use of technology in the classroom.
Agenda	- Introductions - Syllabus - FAQ Questions - Learning for the 21st Century - Technology Standards - Theoretical Foundations - Project Proposal
Assignments **Note**: Some links may work only when logged in to the eCollege course shell.	• Read the syllabus. If you have any questions about the course, you can e-mail me, ask on the FAQ Questions or ask in the Virtual Office Hour (I will e-mail when I will be holding chat/office hours) • Read: The Traits of a Successful Online Learner • Read: Tips from Concordia U.: Tips for Success in Online Learning • Watch my presentation on theoretical foundations. • Read the Partnership for 21st Century Skills whitepaper: http://www.p21.org/storage/documents/aacte_p21_whitepaper2010.pdf • Look over the N.J. Core Curriculum Standards for Technology. (8.1 & 8.2) http://www.state.nj.us/education/cccs/2014/tech/ • Look over ISTE's NET standards: http://www.iste.org/standards • Read the following (from University College Dublin) 1) Theoretical overview: http://www.ucd.ie/t4cms/UCDTLT0016.pdf 2) Behaviorism: http://www.ucd.ie/t4cms/UCDTLT0017.pdf 3) Cognitivism: http://www.ucd.ie/t4cms/UCDTLT0018.pdf 4) Constructivism: http://www.ucd.ie/t4cms/UCDTLT0019.pdf 5) Learning styles: http://www.ucd.ie/t4cms/UCDTLT0020.pdf • Read the following: Ayas, C: *An Examination of the Relationship between the Integration of Technology into Social Studies and Constructivist Pedagogies.* Turkish Online Journal of Educational Technology. Jan 2006. 12 pp. • Read the following: Hung, D: *Theories of Learning and Computer-Mediated Instructional Technologies.* Educational Media International, v38 p281-87 Dec 2001. (Click on link above, login to ERIC, and click on "PDF Full Text".) • Introductions (due June 5th by 11:59 P.M.; **3 points**) • Participate in a threaded discussion (due June 5th by 11:59 P.M.; **2 points**) • Web site project proposal (due June 5th by 11:59 P.M.; **6 points**)

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

June 6th to June 12th	**Module 2: Overview of the tools: Hardware and software as they apply to the classroom:** The purpose of this module is to learn about both hardware and software and how they contribute to the classroom.
Agenda	• Hardware overview • Software overview • Project rubric
Assignments **Note**: Some links may work only when logged in to the eCollege course shell.	• Read: Strickland, J: *What's inside my computer?* How Stuff Works: A Discovery Company. http://computer.howstuffworks.com/inside-computer.htm • Read article: DeKanter, N: *Gaming Redefines Interactivity for Learning* TechTrends: Linking Research & Practice to Improve Learning, p26-32 May-Jun 2005. (Click on link above, login to ERIC, and click on "PDF Full Text".) • Read: Wetschler, E: *Going Out of Print* District Administration: Solutions for School District Management. Feb. 2011. http://www.districtadministration.com/article/going-out-print • Watch the hardware presentation and software presentation. • Watch SMARTboard demonstration. http://youtu.be/fWsI0fCK8LA • Participate in a question & answer threaded discussion (Question and answer discussion due June 12th by 11:59 P.M.; **2 points**) • Software Evaluation (due June 12th by 11:59 P.M.; **4 points**) • Web site project rubric (due June 12th by 11:59 P.M.; **7 points**) • Begin looking at the final essay: Utilize web-based tools to research classroom resources (due July 8th by 11:59 P.M.; **20 points**)

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

June 13th to June 19th	**Module 3: Networking and the Internet:** The purpose of this module is to look at the fundamentals of networking. The module will examine ways in which networking and the Internet have changed learning & teaching. In addition, the module will look at site safety and validity.
Agenda	• Introduction to basic networking • Web evolution as it pertains to teaching • Safety and validity online
Assignments **Note**: Some links may work only when logged in to the eCollege course shell.	• Read article: Tyson, J: *How Internet Infrastructure Works* How Stuff Works: A Discovery Company. http://computer.howstuffworks.com/internet/basics/internet-infrastructure.htm • Read Richardson Ch. 1: The Read/Write Web • Read over "*Education Resources for Web Literacy*" provided by Alan November. Look at each section and understand what students today need to know when using the web as a learning resource! http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/ • OnGuard Online! is a site by the FTC that breaks down security issues into explanations, games, and videos. Take a look around! http://www.onguardonline.gov/ • GetNetWise and Safekids are sites that has information for kids' privacy and security. Must reads for teachers using the web in their classrooms. http://www.safekids.com/ and http://www.getnetwise.org/ • Chose and play 3 games on the "OnGuard" site. Further directions are available by clicking here. (due June 19th by 11:59 P.M.; **3 points**) • Complete "critical navigation skills" activity (Blog due **June 16th** by 11:59 PM. Response due June 19th by 11:59 PM; **3 points**) • Participate in a threaded discussion (due June 19th by 11:59 P.M.; **2 points**) • Basic web site project (due June 19th by 11:59 P.M.; **8 points)** • Continue the final essay (due July 8th by 11:59 P.M.; **20 points**)

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

June 20th to June 26th	**Module 4: Using Technology for Communication & Collaboration:** Lev Vygotsky said that learning is the result of collaboration to construct common cores of knowledge. This module discusses ways in which technology can support Vygotsky's ideas.
Agenda	• Appreciate the changes and challenges presented by "Participatory Culture" in today's digital society. • Learn about blogs, wikis, and other social media and how such tools might be used in the classroom • Discuss issues in implementation of such tools in the classroom.
Assignments **Note**: Some links may work only when logged in to the eCollege course shell.	• Read article: Jenkins, H. *Confronting the Challenges of Participatory Culture.* MacArthur Foundation. 2009. • Read Richardson Ch. 2: Weblogs in Pedagogy and Practice • Read Richardson, Ch. 3: Weblogs: Getting Started • Read Richardson, Ch. 4: Wikis: Easy Collaboration for All • Read Richardson, Ch. 6: The Social Web: Learning Together • Participate in a threaded discussion (due June 26th by 11:59 P.M.; **2 points**) • Complete wiki letter to parents group assignment (due **June 26th by 11:59 P.M.**; **7 points**) (Other intermediate interactions **REQUIRED BEFORE THE DUE DATE** with your group. See the project link for more detail.) • Interactive component of the web site project & give partner feedback (due June 26th by 11:59 P.M.; **5 points)** • Continue work on the final essay assignment : Utilize web-based tools to find and research classroom resources (Due July 8th by 11:59 P.M.; **20 points**)

RUTGERS

Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

June 27th to July 3rd	**Module 5**: **Multimedia for Learning**: The purpose of this module is to examine and discuss the role multimedia can play in the classroom.
Agenda	• Audio/visual technology: Theory and effective classroom use. • Discussion of Web 2.0 multimedia (Podcasting, Screencasting, Live streaming, and more) • Fair use for copyrighted materials • Create multimedia!
Assignments	• Read article: *Multimodal Literacies* NCTE (National Council of Teachers of English) 2008. • Read blog: Peters, D. *Mayer's Principles for the design of Multimedia Learning.* Sep. 2005. • Read Richardson, Ch. 7: Fun with Flickr: Creating, Publishing and Using Images Online • Read Richardson, Ch. 8: Podcasting, Video and Screencasting and Live streaming: Multimedia Publishing for the Masses. • Read article: Lawrence, S. *Teachers Should Know Copyright from Wrong* 2008. • Participate in a threaded discussion (due July 3rd by 11:59 P.M.; **2 points**) • Complete "Current Event" project. (due July 3rd by 11:59 P.M.**; 6 points**) • Add a multimedia component to your web site & give partner feedback. (due July 3rd by 11:59 P.M.;**7 points**) • Continue work on the final essay assignment: Utilize web-based tools to find and research classroom resources (Due July 8th by 11:59 P.M.; **20 points**)

RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

June 27th to July 8th	**Module 6: Integrating Technology into the Classroom**: The purpose of this module is to bring together the various concepts we have discussed thus far and summarize the various challenges and solutions inherent with technology implementation. Additionally, the module looks at distance learning and the future of technology in learning and teaching.
Agenda	• Legal, social and ethical issues associated with implementing technology in schools • RSS • Distance learning • What it all means & where do we go from here?
Assignments **Note**: Some links may work only when logged in to the eCollege course shell.	• Richardson, Ch. 5: RSS • Richardson, Chapter 10: What it all Means • Watch my presentation on issues implementing technologies in schools and emerging technology. • Read article: McKee, T: *Thirty Years of Distance Education: Personal Reflections.* International Review of Research in Open and Distance Learning, v11 n2 p100-109 May 2010. 10 pp. (Click on link above, login to ERIC, and click on "Full Text from ERIC".) • Read article: Pape, L: *Blended Teaching and Learning.* Education Digest: Essential Readings Condensed for Quick Review, v76 n2 p22-Oct 2010. 6 pp. (Click on link above, login to ERIC, and click on "PDF Full Text".) • Complete partnership responsibility on the Current Event Project (due July 8th by 11:59 P.M.**; 1 point**) • Participate in a threaded discussion posts (due July 8th by 11:59 P.M.; **2 points -** 1 point for each posting) • Complete web site reflection/course evaluation & give partner feedback (due July 8th by 11:59 P.M.; **7 points**) • Complete the final essay assignment: Utilize web-based tools to find and research classroom resources (Due July 8th by 11:59 P.M.; **20 points**)