

TERM / YEAR / CAMPUS LOCATION

Summer Session/2008/Folsom

COURSE NUMBER, TITLE and CREDITS

EDUU451/551: Educational Applications of Computers, 3 units

INSTRUCTOR NAME AND CONTACT INFORMATION:

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CUC COURSE CUSTODIAN

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Course Support – Teaching with Technology: <http://www.chapman.edu/soe/faculty/piper/teachtech>

BULLETIN COURSE DESCRIPTION

This course provides an overview of current computer-based technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as a means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations surrounding technology. Hardware and software applications will be evaluated as effective tools of instruction for a constructivist learning environment.

PREREQUISITES

2.75 GPA or equivalent, senior standing as a Chapman student.

RESTRICTIONS

None

ESSENTIAL EQUIPMENT AND FACILITIES

Internet Access and Chapman ID

Classroom or lab must provide a computer for each student. Class size should not exceed 24 students or the number of networked computers available. A large whiteboard, bulletin boards, overhead projector, television, VCR, and an instructor computer with Microsoft Office and access to the Internet should be provided. Additional equipment should include an LCD presentation system, full-page color scanner, digital to analog TV converter, and digital camera. Students and instructors need to have access to email.

COURSE LEARNING OBJECTIVES

Through the class experiences, readings, assignments, and case studies, candidates will be able to:

- Develop an awareness of the impact of computers on the individual, society and education.
- Demonstrate knowledge of ethical and social issues related to technology, including issues of access, equity, privacy, the protection of children, and ownership of intellectual property.
- Demonstrate competence in the use of on-line research resources and develop awareness of issues concerning authenticity, reliability, and bias of the data gathered.
- Select criteria to evaluate technologies for relevance and effectiveness in teaching and learning in the diverse classroom.
- Based on content to be taught, select appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- Demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.

- Analyze best practices and research findings on the use of technology, and design lessons based on state-adopted curriculum.
- Apply knowledge of learning theory to design, plan, and deliver instruction utilizing technology.
- Examine multiple intelligences and other learning theories that support the use of multimedia instructional tools for teaching diverse populations (including racial, ethnic, linguistic, gender, cultural, and socio-economic, and special needs).
- Design, adapt, and use lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- Select software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- Communicate and collaborate online using e-mail, discussion groups, chat, bulletin boards, list servers, audio/video conferencing.
- Demonstrate competency in the operation and maintenance of computer systems, including peripheral hardware and software.
- Demonstrate knowledge and skills in the use of technology for teacher productivity and management of records (e.g. word processing, database, spreadsheet, charts, tables, forms, gradebooks, and performance assessments).
- Communicate through printed media and desktop publishing (incorporating charts, graphic design, graphic organizers, flow charts, lay-out, newsletters, signs, student reports, drawing, scanning, painting).
- Author interactive multimedia and hypertext presentations for use in classroom instruction using text, graphics, sound, animation, video (web authoring, presentation programs, and hypertext authoring).
- Create an electronic assessment portfolio providing evidence of meeting Teacher Performance Expectations (TPEs).
- Utilize case studies to examine technology integration strategies in real-life classroom environments.

The major purposes of this course are as follows:

- to gain proficiency in the use of technology for productivity, communication, and research.
- to examine instructional strategies that integrate technology into the educational experience and facilitate learning for ALL students.
- to use software and related media to access and evaluate information, analyze and solve problems, collaborate and communicate ideas, and promote student learning.
- to select, evaluate, and use relevant and effective technologies for learning and teaching aligned with state-adopted academic curriculum, to develop in candidates an understanding of the legal and ethical aspects of teaching with technology

Crafting the Art of Teaching Through Cases

To assist candidates as they develop their ability to think like teachers and to help them prepare for the Teacher Performance Assessment (TPA) candidates will read, respond to and discuss teaching cases that address the use of technology in classroom instruction. Candidates will examine technological tools and integration strategies that help make subject matter comprehensible to students (TPE 1), assess student learning (TPE2-3), engage and support student learning (TPE4-5), and provide developmentally appropriate instruction for diverse learners (TPE6-7). Candidates will examine cases concerning instructional planning, selection of materials, differentiated instruction, classroom management, and effective social environments involving the use of technology to promote student learning (TPE9-11). Students will examine cases related to the professional, legal, and ethical obligations involved with technology and explore electronic resources that promote professional growth (TPE12-13).

MAJOR STUDY UNITS

Unit One: On-Line Research

- Educational research - ERIC, university resources, professional journals
- Electronic APA references and citations
- Boolean searching and WWW search engines
- Critical evaluation of internet resources
- Internet and WWW terminology
- E-mail, threaded discussion, chat, listservs, netiquette
- Copyright and computer ethics

Unit Two: History of the Computer, Impact On Society, Computer Basics

- History of the computer
- Operating systems, hardware, peripherals, memory, binary system
- File management

- Networks
- National and California technology standards for teachers

Unit Three: Technology and Academic Content Standards

- Academic subject matter content standards and resources
- Software for application, communication, simulation, and tutorial
- Critical evaluation criteria for using technology appropriately for instruction
- Assistive technologies
- Equal access for all students
- Integrating technology into classroom instruction
- Learning theories and research
- Analyzing case studies

Unit Four: Word Processing and Teacher Productivity

- Word processing basics
- Text, graphics, tables, forms
- Parent and student communication
- Creating Rubrics for Assessment

Unit Five: Language Arts and Desktop Publishing

- Enhancing literacy instruction with technology
- Scaffolding with graphic organizers, flow charts, and visuals
- Writing across the curriculum
- Project-based learning

Unit Six: Spreadsheets with Excel

- Class data management and assessment
- Gradebooks and calculations
- Charts and graphs for curriculum and research
- Administrative databases

Unit Seven: Multimedia and the Multiple Intelligences

- Educational interactive CD-ROM multimedia software
- Creating presentations using Powerpoint
- Multimedia components - text, graphics, animation, audio, video, and interactivity
- Instructional planning and design

Unit Eight: The World Wide Web and Global Curriculum Projects

- Using the web for teaching and learning
- Activity structures. Big 6 research skills, project-based learning
- Internet lesson planning aligned with state subject matter content standards
- Cooperative learning and student collaboration
- Information and Media Literacy

Unit Nine: Electronic Portfolio, Standards, and Assessments

- Teacher performance expectations (TPE) and technology
- Electronic portfolios and performance assessments using multimedia
- Web page authoring
- Portfolios based on teacher performance expectations (TPEs)
- Case studies and teacher performance assessment (TPAs).

INSTRUCTIONAL STRATEGIES

Instructional strategies for this course will include case method, lecture, discussion, small group work, and online communication. Instructors are to model integration of technology into instruction through a variety of strategies. Instructors will engage candidates in on-line threaded discussions, messaging, emailing attachments, and chat rooms through eCollege or Blackboard.

REQUIRED TEXTS Chapman On-Line Bookstore: WWW.mbsdirect.net/chapman

- Lever-Duffy, J., McDonald, J.B., & Mizell, A.P. (2005). Teaching and Learning with Technology. 2/e. Boston: Allyn & Bacon. (Second Edition: ISBN: 0-205-43048-1).

RECOMMENDED TEXTS

Online Resources Available at: <http://www.chapman.edu/soe/faculty/piper//teachtech>

SUGGESTED CASE STUDIES

- Online Case Studies: InTime – Integrating New Technologies into the World of Teaching. Retrieved July, 2003: <http://www.intime.uni.edu/>
- Goor, M.B., Santos, K.E., (2002). To Think Like a Teacher: Cases for Special Education Intern and Novice Teachers, *Computers for Game.* (p. 113). Boston: Allyn & Bacon. (ISBN 0-205-28497-3) (Text used in EDUU511)

STUDENT PERFORMANCE REQUIREMENTS

Graduate students are expected to maintain a 3.0 (B) average, however A and B grades must be earned in the course through meeting the criteria for such grades as outlined by the instructor. Students who earn a C+ or below in the course will be required to repeat the course in order to receive credit.

METHODS OF EVALUATION FOR DETERMINING GRADES

A	93% and above
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C	70 – 79.9%
F	Below 70%

Points	Assignment
Projects	
25	Email Assignment
100	PowerPoint project
100	Web Page project (FrontPage)
50/50	Word projects (forms, Web Page with tables)
50	Excel project
100	Publisher project
Paper	
100	Critique of three teacher websites
Presentation	
100	Teaching a lesson with PowerPoint
675 Total Possible Points	

ATTENDANCE AND OTHER CLASS POLICIES

Class Attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

Online Class Discussion:

Weekly online discussion is required for this course. You must participate in threaded discussion and e-mail as a part of each unit of study. Questions will be posted for each unit. Your responses should relate not only to the question, but also to the comments of your classmates and instructor and the topics of your assigned readings. These responses should clearly demonstrate that you have read the required articles, thoroughly examined recommended websites, and participated fully in course assignments and exercises. Your discussion should be relevant to the topic and should move the discussion forward. You should not simply agree or disagree with what has already been stated. Interact with your classmates constructively and respectfully, allowing for everyone to participate. Follow the rules of netiquette. The quality of your discussion is more important than the frequency or length of your responses.

Netiquette for Online Course:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.

- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: www.chapman.edu/library/reference/styles.

Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

ACADEMIC WRITING GUIDE

Student's Name _____ Instructor _____

Paper Assignment _____ Course Title _____

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

Criteria	Comments	NSW	Dev	WD
The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.				
The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.				
The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.				
The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.				
The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.				
The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.				
The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.				

NSW = Needs Significant Work,

D = Developing

WD = Well Developed

OVERALL RATING

<p>The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive and supportable analysis.</p>	<p>Needs Significant Work Developing Well Developed</p> <p> -----></p>
<p>Comments:</p> 	

A. If this version of the paper is to receive a grade, the grade is _____. Instructor _____ Date _____

ACADEMIC INTEGRITY

Last Revision: 08/18/05

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AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the "Americans with Disabilities Act" must be made known to the instructor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the director of the Center for Academic Success at the Orange Campus at 714-997-6828 or from the director of a Chapman regional campus.

QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES

<http://www.chapman.edu/library/>

SELECTED BIBLIOGRAPHY

- Acceptable Use Policies Online Resources
 - Virginia Department of Education: <http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>
 - The Internet Advocate: <http://www.monroe.lib.in.us/~lchampel/netadv3.html>
- American Psychological Association (APA) Online Resources
 - Electronic Reference Formats - <http://www.apastyle.org/electmedia.html>
 - University of Wisconsin - <http://www.uwsp.edu/psych/apa4b.htm>
 - Walden University - <http://www.waldenu.edu/acad-rsrcs/writing-center/index.html>
- American Library Association Internet Use Policies - <http://www.ala.org/alaorg/oif/internetusepolicies.html>
- Apple Learning Interchange - http://ali.apple.com/ali_sites/ali/index.html
- Barrett, Helen: Electronic Portfolios - <http://electronicportfolios.com/>
- Burns, P., Roe, B. & Ross, E. (1999). *Technology for literacy learning: A primer*. Houghton Mifflin Company, Boston, MA.
- California Online Resources:
 - California Department of Education - <http://www.cde.ca.gov/>
 - California Content Standards and Frameworks – <http://www.cde.ca.gov/ci>
 - California Content Standards - S.C.O.R.E - <http://www.score.k12.ca.us>
 - Educational Technology - <http://www.cde.ca.gov/ls/et/>
 - California Technology Assistance Project - <http://ctap.k12.ca.us/>
 - CTAP Training Guides for Level I and Level II - <http://www.fcoe.k12.ca.us/techprof/>
 - CTAP Self Assessment - <http://ctap2.iassessment.org/>
 - California Course Models – Searchable Standards – CTAP - <http://www.history.ctaponline.org/>
 - California Learning Resource Network – CLRN - <http://www.clrn.org/home/>
 - California STAR Test Data - <http://star.cde.ca.gov/>
 - Dataquest - <http://data1.cde.ca.gov/dataquest/>
- Chou, L., McClintock, R., Moretti, F., Nix, D.H. (1993). *Technology and Education: New Wine in New Bottles*. New York: New Lab for Teaching and Learning. Retrieved July, 2003: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>
- Child Internet Protection Act Resources:
 - Federal Communications Commission - <http://www.fcc.gov/cgb/consumerfacts/cipa.html>
 - CIPA - American Library Association - <http://www.ala.org/cipa/>
- The Computer Ethics Institute: http://www.brook.edu/its/cei/cei_hp.htm
- Education Resources Information Center (ERIC): <http://www.eric.ed.gov>
 - The Educator's Reference Desk - <http://www.eduref.org/>
 - ERIC Digests - <http://www.ericfacility.net/ericdigests/index/>
 - ERIC Digests.org - <http://www.ericdigests.org/>
 - Search ERIC - <http://SearchERIC.org>
- Edutopia Online: The George Lucas Educational Foundation: Innovative Classrooms, Skillful Educators, Involved Communities – <http://www.glef.org>
- Goldman, S. R., Williams, S. W., Sherwood, R.D., Hasselbring, T.S. and the Cognition and Technology Group at Vanderbilt (1999). *Technology for teaching and learning with understanding: A primer*. Houghton Mifflin Company. Boston. MA.
- Gordon, D.T. ((2000) *The digital classroom: How technology is changing the way we teach and learn*. Cambridge, MA: Harvard Education Letters.
- Grabe, M. & Grabe, C. (1998) *Learning with internet tools: A primer*. Houghton Mifflin Company. Boston. MA.
- Grabes' Integrating Technology Textbook Online Resource Site - <http://ndwild.psych.und.nodak.edu/book/book4/index.html>

- Harris, J. (1998) Wetware: Why use activity structures? <http://virtual-architecture.wm.edu/>
- The History of Computing. Virginia Polytechnic Institution and State University - <http://ei.cs.vt.edu/~history/>
- International Society for Technology in Education (ISTE) - <http://www.iste.org>
- The International Technology Education Association (ITEA) - <http://www.iteawww.org/>
- InTime – Integrating New Technologies into the World of Teaching - <http://www.intime.uni.edu/>
- Library of Congress: <http://lcweb.loc.gov>
- Lever-Duffy Companion Website for Teaching and Learning with Technology Textbook - http://wps.ablongman.com/ab_leverduffy_teachtech_2
- McClintock, R. (2000). Cities, Youth, and Technology: Toward a Pedagogy of Autonomy. Institute for Learning Technologies, Teachers College, Columbia University. Retrieved July, 2003: <http://www.ilt.columbia.edu/publications/cities/cyt.html>
- McClintock, R. (1999). The Educators Manifesto: Renewing the Progressive Bond with Posterity through the Social Construction of Digital Learning Communities. Institute for Learning Technologies (ILTweb). Teachers College, Columbia University. Retrieved July, 2003: <http://www.ilt.columbia.edu/Publications/manifesto/index.html>
- Means, B. (1994) Technology and Education Reform. San Francisco: Jossey-Bass Publishers
- Microsoft On-line
 - Tutorials - <http://www.microsoft.com/education/?ID=Tutorials>
 - Office XP - <http://www.microsoft.com/education/?ID=OfficeXPTutorial>
- National Education Technology Standards (NETS)
 - NETS - <http://cnets.iste.org/teachers/>
 - NETS for Teachers - http://cnets.iste.org/teachers/t_stands.html
 - NETS for Students - http://cnets.iste.org/students/s_stands.html
- National Center for Education Statistics - <http://nces.ed.gov/>
- Online Journals
 - Ed Week - <http://www.edweek.org/>
 - Electronic Text Center - <http://etext.lib.virginia.edu/>
 - IT Journal Online - <http://etext.virginia.edu/journals/itjournal/>
 - Journal Of Computer-Mediated Communication - <http://www.ascusc.org/jcmc/>
 - Journal of Technology Education - <http://scholar.lib.vt.edu/ejournals/JTE/>
 - Kappan Articles On-line - <http://www.pdkintl.org/kappan/karticle.htm>
 - Learning and Leading with Technology, ISTE – <http://www.iste.org/LL/30/8/index.cfm>
 - Library in the Sky - <http://www.nwrel.org/sky/>
 - Technology Source - <http://horizon.unc.edu/TS/>
 - Tech-LEARNING - <http://www.techlearning.com/>
 - The Technology Teacher - <http://www.iteawww.org/F1.html>
 - T.H.E. Journal.com - <http://www.thejournal.com/>
 - Triangle Journals - <http://www.triangle.co.uk/>
- Piper, C. (2000) Electronic Portfolios in Teacher Education Dissertation Web - <http://www.chapman.edu/soe/faculty/piper/EPWeb/>
- Piper, C. (2000) Electronic Portfolios in Teacher Education - <http://www.chapman.edu/soe/faculty/piper/aera.htm>
- Shelly, G.B., Cashman, T.J., Vermont, M.E., & Walker, T.J. (1999). Discovering computers. Cambridge, MA: Course Technology ITP
- Solomon, G., Allen, N.J., & Resta, P. (2003). Toward Digital Equity: Bridging the Divide in Education. Boston: Allyn & Bacon.
- The Technology Source: Case Studies - <http://ts.mivu.org/default.asp?show=section&id=6>
- Thorsen, C. (2003). TechTactics: Instructional Models for Educational Computing. Boston: Allyn & Bacon.
- Tomei, L.A. (2002). The Technology Façade: Overcoming Barriers to Effective Instructional Technology. Boston: Allyn & Bacon.
- Topscott, D. (1999). Growing up digital. McGraw-Hill. - <http://www.growingupdigital.com>
- U.S. Copyright Law - <http://www.loc.gov/copyright>
- U.S. Department of Education Online Resources - <http://www.ed.gov>
 - No Child Left Behind <http://www.nochildleftbehind.gov/>
 - The Gateway - U. S. Department of Education – <http://www.thegateway.org>
 - U.S. Department of Education (1993). Using Technology to Support Education Reform. Archived retrieved July, 2003: <http://www.ed.gov/pubs/EdReformStudies/TechReforms/>

INSTRUCTOR'S CLASS BY CLASS ASSIGNMENT SCHEDULE

6/11	Week 1	<p> Introductions Class structure Assignments/ project introduction Computer basics Email: Groups and Attachments Instructor web sites in Education </p>
6/18	Week 2	<p> The concept of an electronic portfolio Creating a web page with FrontPage </p>
6/25	Week 3	<p> Desktop publishing with MS Publisher Using Publisher for the web </p>
7/2	Week 4	<p> Word: Creating forms Word: Creating a web page </p>
7/9	Week 5	<p> Introduction to teaching with PowerPoint </p>
7/16	Week 6	<p> Continuation of teaching with PowerPoint Using Excel in the classroom </p>
7/23	Week 7	<p> Question and Answer time Work on the variety of projects assigned Putting it altogether </p>
7/30	Week 8	<p> Question and Answer time Putting finishing touches on projects Presentations </p>
8/6	Week 9	<p> Presentations </p>