

EDIT711-6N1 - Teaching with Technology 1: Telecommunications and Databases

Fall 2004

3 credit hours

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Class Schedule: Aug 20, 2004-Dec. 15, 2004

Office: Commerce II, room 104

Office Hours: TWR 9:00am – 12:00pm

* Coding in **bold** reflects ISTE NETS standards for Educational Computing and Technology Facilitation

1. Course Description

This three credit hour course is designed to assist students in exploring and developing expertise with the various aspects of telecommunications and databases as well as to model the ways in which these tools can be used for personal learning and for integration into the teaching/learning process. The course will address email, the Internet, the World Wide Web, and online and multimedia databases. In addition, the course will focus on strategies for searching, sorting, creating, and communicating with information, much of which is structured by a variety of on and off-line databases.

2. Methodology

The course is structured around readings, reflections on those readings, class projects, on-line discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of technology with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how, theoretical/research perspectives, and classroom practice.

3. Objectives

The following objectives have been established for the course:

1. Students will develop comprehensive understanding of the mechanics associated with a series of telecommunications tools including email, listservs, bulletin boards, the World Wide Web, the Internet, uploading and downloading information from a variety of sources, web page construction, and processes for connecting computers to networks (i.e. LAN's); **I-A, I-B**

2. Students will be able to use a series of telecommunications tools to support their own learning and their professional development; **I-A, I-B, V-A, V-B, V-C, V-D**
3. Students will become familiar with research and curricular and instructional models related to telecommunications and student learning; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, VI-A, VI-B, VI-C, VI-D, VI-E, VII-C, VIII-C, VIII-E**
4. Students will design at least one lesson for their grade and/or subject matter interests for each of the telecommunications tools; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E, VII-C, VIII-C, VIII-E**
5. Students will be familiar with and able to access and/or use a series of databases including on-line databases, database tools such as those associated with ClarisWorks, MicroSoft Works, and MicroSoft Excel, multimedia databases, and commercially produced educational databases; **I-A, I-B**
6. Students will be able to design and create databases for personal, professional, and educational uses; **I-A, I-B, V-A, V-C**
7. Students will be able to discuss the skills and the process approaches to teaching about using information; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E**
8. Students will develop an understanding of two rubrics - "search, sort, create, communicate" and "design, encode, assemble, publish, revise" as a model for the design of curriculum and instruction; **II-A, II-B, II-C, II-D, II-E, II-F, III-A, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E**
9. Students will design lessons for their grade and/or subject matter interests that integrate a range of databases as part of the instructional design.

4. Texts and Materials

1. Students need to obtain and read selected chapters from:
 - a.) Norton, P. & Sprague, D. (2001), *Technology for Teaching*, Needham, MA: Allyn & Bacon.
2. Students are expected to obtain and bring to class appropriate materials and supplies to include 3 ½ " disks and note taking materials. In addition, students should put together an "art bag" that includes tape, paste, markers, scissors, etc. This bag should be brought to class on a regular basis.
3. Students must have an email account (GMU provides free to students) and regular, systematic, easy access to both telecommunications and a computer.

5. Course Requirements

1. Attendance in class is mandatory, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all on-line discussions.

3. Each student is expected to participate in and complete all classroom projects.
4. Students who must miss a class are responsible notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

6. Course Assignments

1. Online Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work; **Performance-based outcome for objectives 1, 2, 3, 4, 6, 7, 8, 9.**
2. Telecommunications Lesson Plan and Essay (20 points): Students will create a lesson plan which includes some aspect or aspects of telecommunications as part of the overall design. The lesson plan will be accompanied by an essay that describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings. This lesson plan and essay are due Week Eight at the beginning of class. **Performance-based outcome for objectives 2 & 4.**
3. Database Lesson Plan and Essay (20 points): Students will create a lesson plan which includes some aspect or aspects of database and incorporates searching, sorting, creating, and communicating as part of the overall design. The lesson plan will be accompanied by an essay that describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings. This lesson plan and essay are due Week Fifteen at the beginning of class. **Performance-based outcome for objectives 7, 8, and 9.**
4. WebQuest (20 points): With a partner, students will create a WebQuest, prepare it with Netscape Gold, and place it on the Internet. The WebQuest
5. will follow guidelines presented in students' readings. **Performance-based outcome for objectives 1, 3, and 4.**
6. Class Participation (20 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.

7. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants' ratings on the rubric will be averaged. Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.