

I. Course Description

This course is an introduction to the preparation, selection, application, evaluation, and integration of media and technology in instructional settings, including audiovisual and microcomputer applications. Laboratory practice includes the production of computer-based materials.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This content course is a basic introductory course; it supplements ELED 315, 316, 317, 318, 461, 462, 463, 464, 465, 466; CURR 167, 306, 307, 308, 309, 311, 312, 313, 314, 456 and helps build the foundation for all professional field experiences and graduate studies in instructional media. This course provides students with an introduction to the field of instructional technology and the use of technology in the K-12 classroom. The course provides students with basic technology literacy skills.

III. Course Objectives, Outcomes, and Standards

Objective	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	Specialty Standards ISTE	NCATE/ State Standards	Mastery Level
This course is designed to enable candidates to:						
1. Use computer systems to run software and access, generate and manipulate data and publish results.	S4, K3, D1-D2, K6 & S6 (ISTE)	VIII A1, A2	III A1, III A3, III A5	S1, S5, S6	1, 4 /A5	I
2. Evaluate and troubleshoot performance of hardware and software components of computer systems by applying basic strategies, as needed.	D1, D3, D4, K1, K4, K6, S6 (ISTE)	VIII A1, A2	IA4, III A3, III A4, III D2	S1, S3, S4, S6	1/ A5	I
3. Apply tools for enhancing their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems.	D3, D6 A-J K2-K5, K6 (ISTE) S4, S5, S6 (ISTE)	VIII A1, A2	III A3, III A5, IV B2, III C3, IV A	K2, K3, K4, K5, K6	1/ A5	I
4. Plan and participate in activities that encourage lifelong learning and promote equitable, ethical, and legal use of technology resources.	D3, D5 A-F, K2-K5, K6 (ISTE) S1, S5, S6 (ISTE)	VIII A1, A2	IA1, III A5, IIA2, IIC2, III A1	K6, S1-S5, S6	1/ A1 & A5	I
5. Apply computers and related technologies to support instruction of diverse populations in a self-selected grade level and subject area.	D1-D4, D5 A-F, D6 A-I, K1-K5, K6 (ISTE), S1-S5, S6 (ISTE)	VIII A1, A2	IA3, III C1, III A5, III B1, IIA1	S1- S5, S6	1, 4/ A1& A5	I
6. Plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.	D1-D4, D5 A-F, D6 A-I, K1-K5, K6 (ISTE), S1-S5, S6 (ISTE)	VIII A1, A2	IA1, IA2, IA3, III A5, III A4	S1, S3, S4, S6	1/ A1 & A5	I
7. Use telecommunications and information access resources to support instruction.	D1-D3, D5D, D6 A,B,C,D,F K1,K3,K4, K6 (ISTE), S1,S3, S4, S6 (ISTE)	VIII A1, A2	IA4, IIA1, III A5	S1-S5, S6	1, 4/ A5	I

IV. Primary Empirical Base

The primary empirical base for this course includes: National Educational Technology Standards, Eugene, Oregon: ISTE. Available on the World Wide Web: <http://cnets.iste.org/index.html>; Kryder, L.G. (1999). Integrating computer literacy: Why and what can be done. *Business Communication Quarterly*, 62, 81-87; Overton, S.D. (1999). Setting standards in technology education. *Technos*, 8, 32-35.

V. Resources and Materials

The CURR 285 Website is replete with links to professional organizations, tutorials, and databases. Students are reminded that the labs in the College of Education and Human Development are "open" labs; the hard drives of computers in the labs cannot be used reliably for individual data storage. **Students are required to purchase an electronic portfolio system.** Your TaskStream account may be purchased online at <http://www.taskstream.com/pub/enroll/default.asp> or through the ULM bookstore. The annual subscription is active for 365 days from date of purchase. *Recommended but not required supplementary textbook:* Heinich, R., Molenda, M., Russell, J.D., & Smaldino, S.E. (2001). *Instructional media and technologies for learning*. (7th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

VI. Course Topics

The major topics to be considered are:

- A. operation of multimedia computers
- B. technology-related terminology
- C. computer troubleshooting
- D. use of imaging devices
- E. discussion of technology in business, industry, and society
- F. use of computer productivity tools as management and thinking tools
- G. creation of multimedia presentations
- H. discussion of technology and lifelong learning
- I. discussion of distance learning applications
- J. evaluation of technology resources
- K. use of technology-enhanced assessment
- L. incorporating technology in lesson planning
- M. technology and ethics
- N. technology and students with special needs.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- A. Traditional Experiences:** 1. Lecture/Discussion; 2. Powerpoint Presentation; 3. Demonstration; 4. Guest Speaker 5. Video 6. Electronic Communication
- B. Clinical Experiences:** 1. On-line Simulations; 2. Cooperative Groups; 3. Student Presentations 4. Individual Project completions including an overall course portfolio

VIII. Assessment and Grade Assignment

The candidate will maintain an overall average of 80%, based on grading rubrics:

- A. Methods**
 1. Traditional Assessment- Assessment of application skills that include using the Web to access information, modifying spreadsheets, formatting word processing documents, and

- creating Powerpoint presentations.
2. Performance Assessment Assessment of assignments designed to build skills in information literacy, utilizing the Web for instructional purposes, using basic applications for professional productivity and instructional activities, and creating multimedia activities for students.
 3. Proficiency exam to assess the technology skills at the end of each module.

Students are responsible for storing, and backing up, all digital files of all assignments, in a secure way. Students who lose their files, for any reason, will be expected to redo their work. All finalized assignments will be collected in digital and printed format as a professional portfolio.

- B. **Assignments:** Listed below is a brief outline of each module and the assessment of each module. Please refer to our official CURR 285 website <http://www.ulm.edu/ci/curr285/> for rubrics and detailed description of the assignments. All assignments, quizzes and exams are to be done and turned in individually, no exceptions.
1. Internet Module
 - HW: Create a Webquest on a topic in your content area. For each website used in the Webquest there must be a website evaluation. At least four websites should be used. (25 pts)
 - Quiz: The quiz will cover how to search an electronic database as well as how to search the Internet. (25 pts)
 2. Desktop Publishing Module
 - HW: Students will create either a school, classroom or subject area brochure using Microsoft Word. The specific requirements of the brochure are outlined in the rubric found on the official course website. (25 pts)
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
 3. Graphic Organizer Module
 - HW: Students will create either a teacher centered or student-centered activity using Inspiration. Sample of the finished product is due for this module. (25 pts)
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
 4. Spreadsheet Module (spreadsheet)
 - HW: Students will create either a teacher centered or student-centered activity using Microsoft Excel or Inspiredata. Sample of the finished product is due for this module. (25 pts).
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)

5. Multimedia Module
 - HW: Students will create either a teacher centered or student-centered activity using Microsoft PowerPoint and digital images. Sample of the finished product is due for this module. (25 pts).
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
6. Podcasting:
 - HW: Students will create either a teacher centered or student-centered activity using podcasting. Sample of the finished product is due for this module. (25 pts).
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
7. Open Source
 - HW: Students will pick specific open source software and do a comparative presentation of similar software that can be purchased. (25 pts)
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
8. Assistive Technology
 - HW: Students will do a software evaluation on one of the three pieces of assistive technology learnt in the semester. Students will then create an activity using one of the assistive technology software. (25 pts)
 - Quiz: The quiz will cover the topics that are listed in the outline on the official course website. (25 pts)
9. Digital Portfolio
 - HW: Students will use Pass-Port to create a digital portfolio and burn a CD copy of the portfolio. A digital portfolio template will be provided that outlines the required components of the portfolio. (50 pts)
10. Technology Integrated Lesson Plan: Students will create 4 technology integrated lesson plans. Using the comprehensive curriculum students will choose an activity in their subject area and then integrate technology using two pieces of software we learnt in the semester. One of the software has to be assistive technology while the other can be one of the following: Inspiration, Kidspiration, Inspiredata, excel, powerpoint or podcasting. (4 x 100 pts = 400 pts)
11. Professionalism: Students are expected to be on time and attend every class period. Late arrivals of 10 minutes counts as an absence. Students are expected to work collaboratively (exchange of ideas) and help fellow students in the class.
12. Signature piece: In this field based activity, students will collaborate with teachers (interns or teachers from PDS schools) to create a technology integrated activity based on the comprehensive curriculum. Students will work with the teachers at their school site to observe the classroom situation and then design a lesson plan for the activity. For a more detail description of the requirement refer to the official CURR 285 website.
13. Final Exam: The final exam will be hands on activities covering Internet, Word, Inspiration, Excel and PowerPoint. The exam will be taken at the designated Final Exam class time found in the ULM schedule.

C. Grading Scale

- a. For each module (50 pts each, for a total of 400 pts)
 - i. Quiz (25 pts)
 - ii. Assignment (25 pts)
- b. Lesson Plans (400 pts)
- c. Final Exam (200 pts)
- d. Signature piece (300 pts)
- e. Digital Portfolio (50 pts)
- f. Professionalism (50 pts)

A = 94% - 100%

B = 85% - 93%

C = 70% - 84%

D = 60% - 69%

F = 59% and below

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

- Harmon, A. (July 3, 2000). As computers idle in classrooms, training for teachers is the next challenge. (New York Report). *The New York Times*.
- International Society for Technology in Education (2000). *National Educational Technology Standards*. Eugene, Oregon: ISTE. Available on the World Wide Web: <http://cnets.iste.org/index.html>
- Kryder, L.G. (1999). Integrating computer literacy: Why and what can be done. *Business Communication Quarterly*, 62, 81-87.
- Latham, A.S. (1998). The basic problem: Identification of the basic skills all students need to acquire. *Educational Leadership*, 55, 88.
- O'Donovan, E. (2000). A school connectivity primer. *Technology and Learning*, 20, 20.
- Overton, S.D. (1999). Setting standards in technology education. *Technos*, 8, 32-35.
- Peck, K. (1998). Ready...fire...aim! Toward meaningful technology standards for educators and students. *Tech Trends*, 43, 47-53.
- Reisberg, L. (1999). For new graduates, road to riches is paved with computer skills. *The Chronicle of Higher Education*, 45, A51-53.
- Salpeter, J. (1999). New technology high school: Preparing students for the digital age. *Technology and Learning*, 19, 46.
- Shelly, R.W. (2000). From literacy to fluency in instructional technology: Taking your staff to the next level. *NASSP Bulletin*, 84, 61.

B. Classic References

- Bulloch, R.V. (1988). *Creating instructional materials*. Columbus, OH: Merrill Publishing Company.
- Forcier, R.C. (1996). *The computer as a productivity tool in education*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Jonassen, D.H. (1996). *Computers in the classroom*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Newby, T.J., Stepich, D.A., Lehman, J.D., & Russell, J.D. (1996). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Volker, R., & Simonson, M. (1996). *Technology for teachers*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

C. Key Journals

- *Educational Technology, Research and Development*
- *Syllabus*
- *Journal of Educational Psychology*
- *Educational Technology*
- *THE Journal*

X. Course Schedule and Policies**A. See Tentative Course Schedule****B. Class Policies**

Make-up Policy: No credit will be given for an assignment that is late unless prior arrangements have been made with your instructor. If there are extenuating circumstances, the student should discuss the situation with your instructor to make alternative arrangements before the assignment is due. Emergency situations will be evaluated on a case-by-case basis. Students are responsible for providing acceptable documentation for excused absences. Students are expected to complete all assignments within one week of any excused absence.

Course Requirements

Although some time is provided during class to work on course assignments, students should expect to spend time outside of class to complete required assignments. Labs and software are provided in Strauss Hall from 8:00 a.m. - 8:00 p.m. Monday through Thursdays and 8:00 a.m. - 4:30 p.m. on Fridays. Graduate teaching assistants can provide assistance. Labs in the Library and on the ULM campus provide nearly all the course software used in this course.

All students are expected to have a current, professionally appropriate email address. You are strongly encouraged to use your Tribe account for email access; this allows you to use email in the lab.

You are strongly encouraged to purchase a portable USB storage device with 32 megabytes or more of file storage capacity. Note: Some USB use “secure” features that must be disabled for reliable use in the lab; consult with your instructor if you are unsure.

Attendance Policy

Students are expected to attend all classes and lab sessions. Participation in class discussions and labs should be considered part of one's professional development. Discussions in class will help improve the student's communication skills and prepare him or her to present proposals and designs to others for approval and critiques. Participation in lab sessions is part of professional skill development and provides an opportunity for the student to receive critiques and feedback on work as well as providing helpful information to others.

Academic Dishonesty

Submitted papers and email from your ID to your instructor are equivalent to your signature and word of honor. Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including information/files retrieved from the Internet) as your own, will be considered academic dishonesty and will be treated according to university and college policies regarding academic dishonesty. Refer to the student policy handbook, pages 4-6:

<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>

Students with Disabilities

Students with documented disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to speak with the instructor at the beginning of the semester so that appropriate accommodations can be arranged.

Classroom Emergency Plan

Please review the classroom emergency policies and procedures in case of an emergency.

Miscellaneous

Cell phones and/or pagers are not appropriate in the classroom. If an emergency situation requires you to have one in class, please notify the instructor before class begins.