
Chaminade University of Honolulu
Using Educational Technology in the Classroom
WebCT online course Summer 2005

Course ED 621
(3 Credits)

Instructor:

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GOAL

The goal of this course is to create an enthusiastic appreciation of Educational Technology and to develop competence in integrating it in the classroom. In order to meet this goal, the following objectives have been established:

LEARNING OBJECTIVES

1. Demonstrate how Educational Technology is used effectively in 21st century classrooms. HTSB 1 A, B, & C. HTSB 3 A, B, C, D, E, F. HTSB 6 A. HTSB 9 A, F. HTSB 6 F.
2. Demonstrate knowledge of responsible use of information systems and Acceptable Use Policies (AUP). HTSB 2 A, C, D, E, F. HTSB 9 D HTSB 10 C & E.
3. Demonstrate how teachers and other educators use Educational Technology in classroom communities locally and globally to communicate research, writing, and discussions by using a classroom web site or a professional teacher's electronic portfolio. HTSB 4 A, B, C, D, G, H. HTST 5 A, B, C, D, E. HTSB 6 B, D, E, I. HTSB 7 A, C, E, F.
4. Demonstrate knowledge of how to communicate online with peers in response to class members' classroom web sites or professional teacher's electronic portfolio. HTSB 4 H. HTSB 7 D

STUDENT OUTCOMES

1. Students will demonstrate how Educational Technology is used effectively in 21st century classrooms by writing reflections on textbook readings and responding to class members' reflections on WebCT.

2. Students will demonstrate knowledge of responsible use of information systems and Acceptable Use Policies (AUP) by researching examples of such policies on the Internet, and reviewing them for a webliography web site review.
3. Students will demonstrate how teachers and other educators use Educational Technology in classroom communities locally and globally to communicate research, writing, and discussions by developing their own classroom web site or a professional teacher's electronic portfolio.
4. Students will demonstrate their ability to communicate online with peers by writing response to class members' classroom web sites or professional teacher's electronic portfolios.

CATALOG DESCRIPTION

Focuses on how Educational Technology (ET) is being used in educational settings in elementary schools, middle schools and secondary schools to meet Educational Technology Content Standards in the 21st century classroom.

To be successful in this course, students should be adept at using the following:

- Word processing software, for example, Microsoft Word
- Spread sheet software, for example, Microsoft Excel
- Presentation software, for example, PowerPoint
- Using Web browser software, for example, Microsoft Internet Explorer and/or Netscape Navigator
- Downloading .pdf Adobe Acrobat files from the Internet. Students will need to have a copy of the free Adobe Acrobat Reader installed on their computer. It is available from <http://www.adobe.com/> and then click on the icon to Get *Acrobat Reader* and follow the instructions.
- Attaching files and downloading files in email
- Conducting searches on the World Wide Web (WWW)

If any of the above assumptions are not true, then the student is strongly urged to take Chaminade course, ED 470 Technology for Teachers, which is a laboratory-hands-on course.

METHODS:

Readings
Reflection Papers
Response Papers
Learning Group Discussions
Webliography (Web Site reviews of Acceptable Use Policies)

E-mail
Selected Learning Experiences
Written Exam

Specific Course Requirements:

1. Required Materials

The text books are available from the Chaminade book store. (808) 735-4798.

- *The Digital Teaching Portfolio Handbook A How-To guide for Educators* by Clare R. Kilbane and Natalie B. Milman. Allyn and Bacon publisher. ISBN 0-205-34345-7.
- *Using Technology in the Classroom E6* by Gary Bitter and Melissa Pierson. Allyn and Bacon publisher. ISBN 0-205-43051-1.

Students should download the following files from webCT. The files have been placed in the Course Contents Area. The URLs have been provided below as well. Students will need to read these files as part of the assigned reading.

- *Educational Technology Content Standards Moving from the Blue Book to HCPS II*, RS 00-0278 (Rev. of RS 00-0093) October 1999, available as a .pdf file. (Users will need the Adobe Acrobat Reader to access this. It is strongly suggested that students print this file out.)
<http://doe.k12.hi.us/standards/hcps/EducationalTechnology.pdf>
- Children's Online Privacy Protection Act of 1998
<http://www.ftc.gov/ogc/coppa1.htm>
- How to Comply with the Children's Online Privacy Protection Act of 1998
<http://www.ftc.gov/bcp/online/pubs/buspubs/coppa.pdf>
- Ten Commandments of Computer Ethics (Computer Ethics Institute)
<http://www.cpsr.org/program/ethics/cei.html>

Computer Requirements:

All students will need to be able to access the Internet and WebCT for this online course.

2. Basic Learning Experiences. (ALL MUST BE COMPLETED)

- A. Log on to WebCT a minimum of twice weekly and complete all assignments by due dates.
- B. Weekly Reflection Paper on text chapter readings posted to WebCT on Monday by 11 PM Hawaiian time (At least 2 pages in length).
- C. Weekly Response to Group Paper based on text chapter readings posted to WebCT on Thursday by 11 PM Hawaiian time. (Refer to the sample Response to Group Paper posted in the Course Contents Area of WebCT.)
- D. Acceptable Use Policies (AUP) Webliography. This assignment consists of web site reviews of Acceptable Use Policies (AUP). Students will conduct research online and select 3 Acceptable Use Policies they found on the Internet. Students will write a review of the web sites they selected from their research. This AUP webliography will be posted to the Discussions Area for the students' Learning Group. This assignment will be due on a Monday night by 11 PM Hawaiian time.
 - The AUP webliography review requires the student to react, evaluate and reflect on the web sites selected. (1 – 2 pages per web site). The following information must be included:
 - 1. The URL to the web site and the date it was reviewed
 - 2. Title of the web site
 - 3. The student's reaction, evaluation and reflection on the web sites selected.
- E. Response to Group members' web site reviews – This is a Response to Group paper based on the web site reviews in the AUP webliography. It is to be posted to WebCT on the Thursday following the Monday night that the AUP webliography reviews are due. (Refer to the sample Response to Group Paper posted in the Course Contents Area of WebCT.)

3. Selected Learning Experiences (Select either Option A or Option B):

Preview both text books.

Option A.

The student will create a HTML-Based Classroom Web Site using the ideas presented in *Using Technology in the Classroom. Sixth Edition*.

OR

Option B.

The student will create an HTML-Based Electronic Portfolio to represent themselves as a Professional Teacher the ideas presented in *The Digital Teaching Portfolio Handbook A How-to-Guide for Educators*.

Students may view examples of a classroom web site and a professional teacher's electronic portfolio in the Presentations Area of WebCT.

Refer to the file in the Course Contents Area of WebCT for *Instructions for uploading students' files to the Presentations Area for this Learning Experience*.

RESPONSE TO GROUP For Selected Learning Experience (Option A and Option B) Week 9.

All students will view **every submission** for both Option A and Option B, because we learn so much from viewing each others Selected Learning Experiences.

However, for the Response to Group papers for week 9, students need only respond in writing to the work of their group members. Please use the same format as was used for all the Response to Group papers, as each of you reflects on the submissions of your group members.

Wk 9 Grp 1 Resp to Grp
Wk 9 Grp 2 Resp to Grp
Wk 9 Grp 3 Resp to Grp

5. Written Exam

The written exam will be placed in the Course Contents Area of WebCT. It is to be emailed via WebCT to the professor. Check the syllabus schedule for the due dates.

5. Grading

	Points
[LEARNING OBJECTIVE 1 AND STUDENT OUTCOMES 1]	
Reflection papers based on chapter readings (8 x 3pts)	24
Response to group based on reflection paper (8 x 3 pts)	24
[LEARNING OBJECTIVE 2 AND STUDENT OUTCOMES 2]	
AUP webliography (3 web sites)	5
Response to Group based on the AUP webliographies	2
[LEARNING OBJECTIVE 3 AND STUDENT OUTCOMES 3]	
Selected Learning Experience (Classroom web site OR Professional Teachers' Electronic Portfolio)	20
[LEARNING OBJECTIVE 4 AND STUDENT OUTCOMES 4]	
Response to Group based on Selected Learning Experience	5
Written Exam	<u>20</u>
Total Points	100

Students demonstrate competence in course objectives by completing the above requirements.

Grade Points:

93 – 100 = A

85 – 92 = B

6. Useful sources and search engines

Sources for Information Technology information, other than textbooks include:

- **Newspapers:**

Wall Street Journal

<http://public.wsj.com/home.html>

San Jose Mercury News

<http://www0.mercurycenter.com/>

San Francisco Examiner

<http://www.examiner.com/>

SF Gate - San Francisco Chronicle PM

<http://www.sfgate.com/>

- **Responsible Use Resources:**

Computer Ethics Institute
http://www.brook.edu/its/cei/cei_hp.htm

Computer Security Day
<http://www.geocities.com/siliconvalley/byte/8860/>

Software and Information Industry Association (SIIA)
<http://www.sii.net/>

Computer Learning Foundation
<http://www.computerlearning.org>

- **Readings from trade publications** - selected by the students, for example: *International Reading Association (IRA)*, *Association for Supervision and Curriculum Development (ASCD)*, etc.
- **Thematic Units** are available from <http://www.Schoolexpress.com>
- *Optional (and really helpful)* The Dummies books: *HMTL for Dummies*, *EXCEL for Dummies*, *PowerPoint for Dummies*, *Microsoft Word for Dummies*, etc. These types of books are extremely helpful in learning to use specific software applications and for gaining an understanding about web authoring.

Search engines for conducting on-line research:

- Copernic <http://www.copernic.com/en/index.html>
 - ERIC <http://www.askeric.org/Eric/>
 - Yahooligans www.yahooligans.com
 - Google www.google.com
 - ASCD www.ascd.org
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Administrative Requirements

7. Attendance/Participation:

Participation in on-line class discussions, and posting assignments on schedule are major factors in determining success in this course. Students are expected to log in several times each week to a Chaminade WebCT course and participate in the weekly on-line discussions related to assigned readings, and other topics. Reflection Papers should be posted to WebCT for the correct weekly discussions (by Learning Group) by 11PM on MONDAY of each week. And, the Response

papers should be posted to WebCT for the correct weekly discussions (by Learning Group) by 11 PM on THURSDAY of each week.

Refer to the Schedule in the Syllabus for all due dates for all assignments.

In addition to writing and responding to the Reflection and Response papers, students need to log in to view discussions that will assuredly take place as a result of reading each others' response papers, within your Learning Groups.

Be aware that participating in an online course takes many more hours than participating in a course held in a classroom in a building. Please plan accordingly. Students and the professor typically spend 15-20 hours or more to participate in an online course. And as always, the more you do, the more you will learn. Thank you for your professionalism.

Late Submittals:

In fairness to students who post their work on schedule, any work submitted late will received reduced grade points. (Minus 1 point for each day late.) Assignments are late if they are not received/posted by 11 PM on the day of the assignment (Monday or Thursday depending on the assignment. Refer to the Schedule in this Syllabus.) Students are urged to click on the UPDATE LISTING button on the top of the Discussions Area to ensure that his or her submittal really made it to webCT.

Incompletes:

Incomplete may be given if the student is unable to complete a portion of the work due to circumstances beyond their control. The student and the instructor must sign the incomplete contract. It will specify when the work must be completed. Usually the work must be completed in 90 days. If it is not, then the incomplete will revert to the grade that the student would have earned that is specified on the incomplete contract.

Academic Honesty:

Plagiarism is a serious offense.

Plagiarism is the offering of work of another as one's own and may include but is not limited to the following:

- Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of the text is always mandatory.
- Paraphrasing the work of another without proper author acknowledgement.

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- Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file or other assignment that has been prepared by another individual.

Classroom Deportment (Please refer to the Student Handbook).

Freedom of Expression (Please refer to the Student Handbook):

- Students are free to express different opinions and views than those presented in the course but these diverse views must be grounded in research. Students are required to know the material presented in the class whether or not they agree with the specific bodies of knowledge set forth in the course.
 - Students are expected to maintain academic standards set forth on the course syllabus.
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8. Hawaii Teachers' Standard Board (HTSB) Addressed in ED 621

Standard 1 Focus on the Learner

- A. Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.
- B. Nurtures students' desire to learn and achieve.
- C. Demonstrates concern and interest by taking time to listen and respond to students.

Standard 2 Creates and maintains a safe and positive learning environment

- A. Promotes empathy, compassion, and mutual respect among students.
- C. Models a caring attitude and promotes positive interpersonal relationships.
- D. Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.
- E. Provides learning experiences which actively engage students as individuals and as member of collaborative groups.
- F. Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.

Standard 3 Adapts to learner diversity

- A. Develops rapport with all students.
- B. Fosters an appreciation of human and cultural differences.
- C. Helps every student achieve success.
- D. Adapts instruction to students' differences in development, learning styles, strengths and needs.
- E. Seeks additional resources to support student achievement.
- F. Fosters trust, respect, and empathy among diverse learners.

Standard 4 Fosters effective communication in the learning environment

- A. Communicates openly with all students and others working in the learning environment.
- B. Develops communication skills for active inquiry, collaboration and supportive interaction.
- C. Encourages self-expression, reflection and evaluation.
- D. Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
- G. Engages students in different modes of communication.
- H. Uses the school's current technologies to enrich student literacy.

Standard 5 Demonstrates knowledge of content

- A. Keeps abreast of current developments in content area(s).
- B. Teaches mastery of language, complex processes, concepts and principles unique to content area(s).

- C. Utilizes the school's current technologies to facilitate learning in the content area(s).
- D. Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.
- E. Possesses an understanding of technology appropriate to the content area, e.g., computer-assisted instruction.

Standard 6 Designs and provides meaningful learning experiences

- A. Plans and implements logical sequenced instruction and continually adjusts plans based on learner needs.
- B. Provides learning experiences and instructional materials that are developmentally appropriate and based on desired outcomes, principles or effective instruction and curricular goals.
- D. Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.
- E. Applies concepts that help students relate learning to everyday life.
- F. Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods or inquiry, discussion diverse issues, dealing with ambiguity and incorporating differing viewpoints.
- I. Organizes material and equipment to create a media-rich environment.

Standard 7 Uses active student learning strategies

- A. Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.
- B. Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.
- C. Provides challenging learning experiences which develop higher order thinking skills.
- D. Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.
- E. Engages students in active, hands-on, creative, open-ended, problem-based learning experiences.
- F. Provides opportunities for students to apply and practice what is learned.
- G. Uses the school's current technologies as tools for teaching and learning.

Standard 8 Uses assessment strategies

- A. Evaluates students' performances and products objectively and fairly.
- D. Engages students in self-assessment activities and encourages them to set personal achievement goals.
- F. Uses assessment data to monitor and evaluate students' progress toward achieving the Hawaii Content and Performance Standards.

Standard 9 Demonstrates professionalism

- A. Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor, or advisor.
- D. Conducts self ethically in professional matters.
- F. Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.

Standard 10 Fosters parent and school community relationships

- C. Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.
- E. Utilizes community resources to enhance student learning.

ED 621 – WebCT Classroom Management (How the course will be conducted.)

Introductions

This shall be posted to the appropriate Learning Group in the Discussions Area of webCT. The professor will send all students email via WebCT to tell them which Learning Group they have been assigned to. As soon as you have registered for this WebCT course, log into webCT, print this syllabus, and check your email to find out what Learning Group you have been placed in. Then answer the questions (refer to the schedule) and post your introduction to your Learning Group.

WebCT Reflection Papers to the chapter readings, to be posted by each student (8 papers)

Students will write a WebCT discussion on the assigned chapters, and post it to WebCT for ED 621 under the weekly discussions area for their Learning Group. These reflection/discussion papers are to be at least 2 pages in length. Everyone in a Learning Group must be able to open, read, and respond to each group members' work. If all group members are using Microsoft Word, then attachments are acceptable. However, if group members are not all using Microsoft Word, then the work of each member of that Learning Group will need to be typed into the Reply in the Discussion Area Window. The purpose of this experience is to emerge students into the wonderful world of children's literature to develop the knowledge, skills and attitudes that will allow you to make these wonderful books come alive in your own classroom communities.

Note Reflection papers are due on MONDAYS by 11 PM Hawaiian time.

WebCT discussions by students based on student reflection papers (8 papers)

Students will participate in WebCT discussions related to assigned readings. Students are to post their responses to their Learning Groups' reflection papers in the Discussion messages part of webCT). All students are expected to log into WebCT twice a week to read each other's reflections and to respond to each other's reflection papers. A response paper is expected to be at least one page in length with a robust paragraph in response to each member of the group. An example follows. The student responding would type his or her name at the beginning of the response. That would be followed by separate paragraphs beginning with the group member's name the student responding to. This means that all group members must make every effort to post their reflection paper on time, so that all group members will have ample time to read, and then respond to each of the group members in this manner. The purpose of this experience is to allow us all to learn from each other.

Note Response papers are due on THURSDAYS by 11 PM Hawaii time.

Sample Response Paper

Refer to the image of the Sample Response Paper on the next page.

The xxxx represent the text the responding group member types in. The Student A, Student B, Student C, Student D, etc., represent where the responding group member types in the name of the group member's reflection that he or she is responding to. There may be as many as 7 people in a group. Each group member has to respond to each of other group members, in the format shown.

Your Name – response to group #

Student A:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxxxxxxxxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.

Student B:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.

Student C:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxxxxxxxxxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.

Student D:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxxxxxxxxxxx.
xxxxxxxx.xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx.xxxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxxx.

In addition please be sure to change the subject line for your response messages in the Discussion Area, so it will be obvious who submitted the response paper.

Such as:

Re: Sandy Smartteacher response Wk 1 to group 1

or

Re: Sandy Smartteacher response Wk 2 to group 1

Etc. for each week of the course, substituting your name for "Sandy Smartteacher s" name.

Acceptable Use Policies (AUP) webliography

Students conduct research and locate 3 AUP on the Internet. Review the web sites and post your AUP webliography to your Learning Group in the Discussions Area of WebCT. (Refer to schedule for due date).

Response to Group based on AUP webliography

Students will respond to their Learning Groups with a Response to Group paper to the AUP webliography assignment. (Refer to schedule for due date).

The selected Learning Experiences

Students select either Option A Option B. Note rubrics for Option A or Option B are posted in the Course Contents Area of WebCT.

Submissions from both options will be posted to the Presentations Area of WebCT on Monday of week 9 by 11 P.M.

Then on THURSDAY of week 9 all students in each Learning Group will write their response to their group based on the Selected Learning Experiences.

Written Exam

A written exam will be posted to WebCT Course Contents Area on week 8 of the course. Each student will submit his or her written exam to the professor via WebCT email. The written exam is due on week 10, MONDAY night by 11 PM. No assignments will be accepted for grade points after week 10, Monday night at 11 PM.

Learning Groups

Students will be placed into one Learning Group by the professor as of the first class meeting.

- Each Learning Group may have between 5-8 members
- The professor will notify the students via WebCT email of their Learning Group number (1, 2, or 3, etc.) for the purpose of the class Learning Group Discussions on webCT.
 - In webCT, click on **Mail**
 - Click on **Inbox**
 - Click on the message ED 621 Group Numbers

Each week on MONDAY, students are to please go to the Discussions Section of webCT.

- Click on **Main**
- It will expand to display 10 weeks of discussion sessions that the professor has set up for the course
- Click on the green triangle. It will expand to show the messages posted by the professor
- Click on the weekly message from the professor. For example:
 - Week 1 Reading and Writing from Gale Warshawsky
- Read the message. Print it if you wish.
- Close the message.
- Click on the weekly message for your Learning Group to open it.
For example:
 - Week 1 Group 1
- Then click **Reply**.
- If the student is using Microsoft Word, then he or she may attach that file for their Reply in the Discussions Area for their group. If the student is using any other word processing software, then he or she will need to type their text directly into the body of the reply message for Week 1 Group 1. It is a good idea to then copy/paste the text and open a word processing file on the student's computer and paste the text into it. Save that file and keep it for backup. Once the course is over, it is removed from webCT. Therefore, should the student want to retain his or her work, it allows them to have copy of their postings, saved to their own computer.
- **Change the Subject line and type YOUR NAME - Reflection**
- As everyone in Week 1 Group 1 will do the same thing, the reflections will be threaded and all members in Group 1 will be able to read each other's reflections.
- Wait 3 days. On THURSDAY, log into WebCT again.
- Everyone in Group 1 should read each person's reflection and then reply to them with a response message.
- **Change the Subject line and type YOUR NAME - Response**
- Click **Post**.

Students assigned to Group 2 will do the same thing under Week 1 Group 2.

Students assigned to Group 3 will do the same thing under Week 1 Group 3.

And, so it will continue for all the Reflection Papers and Response Papers within each of the Learning Groups to include Selected Learning Experiences (Option A or Option B) and the Responses to group members' Selected Learning Experiences.

At the conclusion of the course, after the student has submitted his or her written exam to the professor by WebCT email, please access and print the Course and Instructor Evaluation. It is located in the Course Contents Area of webCT. Students should fill out the Course Evaluation and mail it to Chaminade University of Honolulu. The address is included in the Course and Instructor Evaluation. Thank you.

Chaminade University of Honolulu
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SYLLABUS SCHEDULE: ED 621
SUMMER 2005
Online WebCT course

Using Educational Technology in the Classroom

Week 1

Introduction

Part I – Introduce yourselves. Answer the following questions:

Due MONDAY, 7/11/05

1. Name
2. Where you teach
3. The grade level you teach
4. Computer experience and your experience with using WebCT. Is this your first WebCT course or have you taken other courses using WebCT before?
5. Tell us about something you enjoy doing
6. Preview the textbooks and tell us which selected learning experience you will do. (Classroom web site OR Professional Teachers' electronic portfolio.)
 - Students may view examples in the Presentations Area of webCT.
 - Note rubrics for Option A or Option B are posted in the Course Contents Area of WebCT.

Part 2

- Read the entire book: *The Digital Teaching Portfolio Handbook A How-To guide for Educators* by Clare R. Kilbane and Natalie B. Milman. Allyn and Bacon publisher. ISBN 0-205-34345-7.
- Write and post a reflection paper based on reading this textbook to your Learning Group. **DUE MONDAY 7/11/05 by 11 PM Hawaii time.**
- Write your Response to Group paper based on your group members' reflection papers to *The Digital Teaching Portfolio Handbook A How-To guide for Educators*. **DUE THURSDAY 7/14/05 by 11 PM Hawaii time.**

Week 2

Using Technology in the Classroom Read chapters 1, 2, & 3.

Write your reflection paper. **DUE MONDAY 7/18/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY 7/21/05 by 11 PM Hawaii time.**

Begin working on your Selected Learning Experiences.

Week 3

Using Technology in the Classroom Read chapters 4, 5, & 6.

Write your reflection paper. **DUE MONDAY, 7/25/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY, 7/28/05 by 11 PM Hawaii time.**

Continue working on your Selected Learning Experiences.

Week 4

Using Technology in the Classroom Read chapters 7 & 8

Write your reflection paper. **DUE MONDAY, 8/1/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY, 8/4/05 by 11 PM Hawaii time.**

Continue working on your Selected Learning Experiences.

Week 5

Using Technology in the Classroom Read chapters 9, 10, & 11.

Write your reflection paper. **DUE MONDAY, 8/8/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY 8/11/05 by 11 PM Hawaii time.**

Continue working on your Selected Learning Experiences.

Week 6

Part 1

Using Technology in the Classroom Read chapters 12 & 13.

Write your reflection paper. **DUE MONDAY, 8/15/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY, 8/18/05 by 11 PM Hawaii time.**

Part 2

AUP webliography – research online and select 3 web sites about Acceptable Use Policies (AUP). Write your AUP webliography and post it to your Learning Group. **DUE MONDAY, 8/15/05 by 11 PM Hawaii time.**

Write and post your Response to Group on the AUP webliographies, to your Learning Group. **DUE THURSDAY, 8/18/05 by 11 PM Hawaii time.**

Continue working on your Selected Learning Experiences.

Week 7

Using Technology in the Classroom Read chapters 14 & 15

Write your reflection paper. **DUE MONDAY, 8/22/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY, 8/25/05 by 11 PM Hawaii time.**

Continue working on your Selected Learning Experiences.

Week 8

Using Technology in the Classroom Read chapters 16, 17, & 18.

Write your reflection paper. **DUE MONDAY, 8/29/05 by 11 PM Hawaii time.**

Three days later, log into WebCT and write your response paper to your group members' reflection papers. **DUE THURSDAY, 9/1/05 by 11 PM Hawaii time.**

Finish working on your Selected Learning Experiences.

The written exam will be posted to the Course Contents Area of WebCT on Monday 8/29/05. It is due to the professor via WebCT email on Monday, 9/12/05 by 11 PM.

Week 9

Selected Learning Experiences are due.
Submissions are to be uploaded to the Presentations Area of WebCT and ready for viewing. **DUE 9/5/05 by 11 PM Hawaii time.**

RESPONSE TO GROUP

All students will view **every submission** for both Option A and Option B. However, for the Response to Group papers for week 9, students need only respond in writing to the work of their group members. Please use the same format as was used for all the Response to Group papers, as each of you reflects on the submissions of your group members. **DUE THURSDAY, 9/8/05 by 11 PM Hawaii time.**

Wk 9 Grp 1 Resp to Grp
Wk 9 Grp 2 Resp to Grp
Wk 9 Grp 3 Resp to Grp

Week 10

Part 1

Email your written exam to the professor via WebCT email.
DUE MONDAY, 9/12/05 by 11 PM Hawaii time.

All discussions are concluded. No work may be submitted for grade points after week 10 **MONDAY, 9/12/05 by 11 PM Hawaii time.**

Part 2

Download the Course Evaluation which may be found in the Course Content area of webCT. Please print the file and fill it in. Then mail the hard copy filled in form to:

Chaminade University of Honolulu
Education Division
3140 Waialae Avenue
Honolulu, HI 96816

Syllabus will be adjusted to meet the needs of the class.