

Chaminade University of Honolulu
Course ED 470 Technology for Teachers
(3 Credits)
Room: H 37
Mon. 5:30-9:30 PM. First class meeting is 4/4/2005

Spring Evening 2005

Instructor:
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GOAL

The goal of this course is to make students aware of the many ways that educational technology can be used in classrooms and to develop confidence 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 may be used in today's classrooms. HTSB 1 A, b, C. HTSB 3 A, B, C, D, E, F. HTSB 6 A, B, D, E, I. HTSB 7 A, B, C, D, E, F, G. HTSB 8 A, F. HTSB 9 A.
2. Demonstrate knowledge of how to communicate with peers online by responding to class members' mini-papers. HTSB 4 A, B, C, D, G, H.
3. Demonstrate knowledge of how to conduct Internet research to create a children's literature author/illustrator webliography. HTSB 5 A, B, C, D, E.
4. Demonstrate knowledge of how to use educational technology to create an example of a work-in-progress Professional Teachers' electronic portfolio. HTSB 2 A, C, D, E, F. HTSB 8 D, F. HTSB 10 E, E.

STUDENT OUTCOMES

1. Students will demonstrate how educational technology may be used in today's classrooms by participating in on ground class discussions based on the text readings, by being chapter leaders to facilitate such discussions, and by participating in hands-on active learning experiences with using educational technology in a computer laboratory classroom setting.
2. Students will research and write 3 mini-papers (4-5 pages long APA format). These mini-papers will be posted to Learning Groups on WebCT. Class members will read each other's mini- papers, and write Response to Group

papers to share their thoughts online with members in their online Learning Groups.

3. Students will demonstrate knowledge of how to conduct Internet research to locate and review Children's Literature web sites for a webliography web site review.
4. Students will demonstrate how to use educational technology to create an example for an excerpt of a Professional Teachers' electronic portfolio. Students will share their plan for this electronic portfolio, and reflect on lessons learned with peers in an oral presentation of the student's work.

CATALOG DESCRIPTION

The integration of multi-media devices, e.g., computer, video, discs, CD-ROMs, and digitized images and sound make teaching new and exciting. This course is designed to teach pre-service teachers, the necessary skills to develop instructional materials via the implementation of educational technologies. A required course for undergraduate education majors.

METHODS:

Lecture and instruction of how to use selected educational technologies

Hands-on work in a computer laboratory environment

Papers

Online and on ground discussions

Online Research (including the Children's Literature webliography)

Email communications via WebCT email

On ground presentations of the students' electronic-portfolio that have been uploaded to WebCT.

Note this is an on ground course. However, in addition to attending the on ground sessions, students will use WebCT for:

- Posting 3 mini-papers for online discussions
- Posting 3 Response to Group papers in response to the mini-papers
- Children's Literature webliography to be emailed via WebCT email to the professor
- An example of an electronic-portfolio to be created with PowerPoint, htm files and jpg files to be uploaded by the students to the WebCT Presentations Area. This electronic-portfolio is to be considered a work-in-progress. It is designed to be a learning activity for the students.

Rationale for WebCT part of this on ground course:

Today's pre-service teachers must be computer literate. They must be able to communicate with peers efficiently in an online environment. For example, teachers in today's schools submit report cards online to their Principals. Teachers submit their daily attendance to their school's office via online computer systems. Parents send teachers email requesting that homework be faxed to the parent's office when a child stays home sick. Therefore, this course includes an element of learning to use an online information system (WebCT) as part of the requirements for successfully completing the course.

Specific Course Requirements:

1. Required materials

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

- *Technology for Literacy Teaching and Learning* by William J. Valmont. Publisher Houghton Mifflin Company, Boston, New York. ISBN 0-618-06855-4
- *The Digital Teaching Portfolio Workbook* by Claire R. Kilbane and Natale B. Milman. Publisher Pearson/Allyn and Bacon. ISBN 0-205-39371

2. Basic Learning Experiences (ALL MUST BE COMPLETED)

- A. Participation in weekly class discussions.
- B. Weekly Class Chapters Discussion Leader
- C. Children's Literature webliography.
 - Each student will conduct online research in preparation for the Children's Literature chapter reading in our textbook. This webliography is to contain the following:
 - Each student is to select **THREE (3)** Children's Literature web sites from chapter 9 in the *Technology for Literacy Teaching and Learning* text book by Valmont
 - Each student is to review their **THREE (3)** selected web sites and write **ONE webliography web site review paper** that includes the following for each of the three web sites being reviewed:
 - Name of the Children's Literature web site being reviewed
 - URL to the web site
 - What did the student like or dislike about the Children's Literature web site?
 - How would the student use the selected web site with students in a grade they teach or want to teach?
 - Students will email their webliography web site review paper to the professor via WebCT email.

- D. Electronic-portfolio - Each student will participate in creating his or her own example for an excerpt of a Professional Teacher's Electronic Portfolio Plan. This will be done using Power Point, htm files, and jpg files. Students will work with software on ground on the computers in the classroom and also at their homes, or on computers located outside of the classroom. Students will upload their electronic-portfolio files to the Presentations Area of WebCT. The Electronic-portfolios will be graded based on the rubric provided by the professor. The rubric is available to the students in the Course Contents Area of WebCT. On week 10 students will give an oral presentation of their electronic-portfolio to their peers in the on ground classroom. Students are to share what they did and why, as well as lessons learned as they demonstrate their electronic portfolio plan from the Presentations Area of WebCT.

3. Selected Learning Experiences -Three Mini Papers

- Students will select **3 questions** from the list provided by the professor on the last page of this syllabus. Students are to research and write 3 mini-papers (4-5 pages long APA format.)
- Students may reference information from the course text book. However, they **must also** reference information from other sources, such as other books, and the Internet for these mini papers. Educational technology is constantly changing; and the demand for knowledgeable information workers is increasing. Therefore, students are required to read from many sources to keep current. (Refer to the URLs and trade journals listed in this syllabus as a starting point).
- Each mini paper must reference **at least 3 sources. Two of the sources may NOT be from the text book.** These other 2 sources may be from on-line Internet references, professional journals, or newspapers.
- Learning groups will be established on the first night of the class meeting.
- Mini papers are to be posted to the student's learning group in the Discussion Area of WebCT for this course on Monday of week 2, week 4, and week 6, by 11 PM Hawaii time.
- Then on Thursday night of week 2, week 4, and week 6, by 11 PM Hawaii time, each student is to write a Response to Group paper about the mini papers that the group members posted to WebCT. A Response to Group paper is expected to be at least 2 pages in length with a robust paragraph in response to each member of the group.
- Groups may range in size from 4 to 8 students. An example of a Response to Group paper 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 was responding to. This means that all group members must make every effort to post their mini-paper on time, so that all group members have ample time to read, and then respond to each of the group members in this manner.

Sample of a Response to Group Paper

Your Name – response to group #

Student A:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxx.xxx. xxxxxxxxxxxxxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.

Student B:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxx.xxx. xxxxxxxxxxxxxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
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xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.

Student C:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx
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xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
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xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.

Student D:xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxx.xxx. xxxxxxxxxxxxxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.
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xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx. xxxxxxxx.Xxxxxxxxx xxxxxxxxxxx.xxx.

Sample Response Paper

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. Each group member has to respond to each of other group members, in the format shown above.

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.

4. Written Exam

A written exam will be posted to the Course Contents Area of WebCT. The completed exam is to be emailed to the instructor by WebCT email. Check the syllabus schedule for the due dates.

5. Grading

| | |
|---|------------------|
| Participation in chapter discussions and hands on educational Technology experience (2 points per week) | 20 points |
| Discussion Leader for chapters | 10 points |
| Three mini-papers posted to WebCT (5 points each) | 15 points |
| Three Response to Group papers based on the mini papers (5 pts each) | 15 points |
| One Children's Literature webliography paper with 3 web site reviews | 5 points |
| Electronic-portfolio posted to WebCT | 15 points |
| In class Oral Presentation and Sharing of Electronic-portfolio | 5 points |
| Written Exam | <u>15 points</u> |
| Total: 100 points | |

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

Grade Points

Grading: In Education courses, a grade of "B" 3.0 is passing. Students that receive a grade less than a "B" will have to take the course over.

93 – 100 = A

85 – 92 = B

77 - 84 = C

69 - 76 = D

68 and below = F

6. Course Atmosphere:

This is a participatory course that will take place both on ground (once a week), and online via WebCT for mini papers, for the electronic-portfolio, and for online communication. The more you do, the more you will learn. Participation in class discussions, weekly presentations, and **demonstrating** understandings of educational technology are *major* factors in determining success in this course. Note, because we will be in a room with computers, do not bring food or drinks into the classroom. Thank you.

7. Additional sources of information students may find useful:

For conduction searches:

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

- **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/>

- **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.

8. Computer Requirements:

- Everyone will need to be able to access the Internet from a Chaminade computer. Therefore, if the student does not have a user-id and password, the student must fill out paperwork the first night of class to turn that paperwork into the Chaminade Computer Lab to request an account be established.
- Everyone will need an email account.
 - All students in this course will have a WebCT account for this course. That will be in effect the very first night of the class. Students can use the WebCT email for this course. After the course ends, it will be taken off line so the WebCT emails and Discussions will only be in effect for the duration of this course.

Administrative Requirements

9. Attendance/Participation:

University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the instructor should be informed.

Late Submittals:

In fairness to students who submit their work on time, work submitted late will receive reduced grade points. Refer to the Schedule in the Syllabus for all due dates for all assignments.

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 contact.

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.
- 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 Department (Please refer to the Student Handbook).

Essential Points:

- Turn off beepers and phones during class or put on an alternative mode
- Smoking and alcoholic beverages are prohibited in all classrooms.
- Personal audiovisual equipment not relevant to the class is not permitted during class sessions.
- Dress code requires shoes and shirts.

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.

10. Hawaii Teachers' Standard Board (HTSB) Addressed in ED 470

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.

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.
- 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.

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Spring 2005

Schedule

ED 470 Technology for Teachers

Week 1 April 4, 2005

- Course Organization
- Preview Course Requirements
- Preview Course Syllabus
- Preview Textbooks
- Discussions about attendance
- Discussions about establishing the Learning Groups for WebCT
- Discussions and signing up as Chapter Leader Discussion Facilitators for our on ground sessions
- Discussion about the 3 mini-papers (WebCT)
- Discussion about the Children's Literature webliography (WebCT)
- Discussions about the electronic-portfolio (WebCT)
- Discussions about communication in Learning Groups in the Discussion Area of WebCT and by email in WebCT
- Discussions about the written exam (Posted to WebCT in the Course Contents Area on week 7. Students write it at home and email it to the Professor via WebCT email. Due week 9)
- **If you do NOT have a Chaminade NOVEL Network userid and Password, you must go to the Computer Lab with a photo ID to request one. This can take 2 or more weeks!**

In class on computers:

- Posting papers to WebCT Discussion Area for the mini-papers
- How to upload files to the Presentations Area in WebCT for the electronic-portfolio files
- Communicating via email in WebCT

Continued on next page.

- Using PowerPoint for presentations
- Using PowerPoint for an electronic-portfolio
 - Hyperlinks how to
 - jpg files how to
 - text editors (getting to know and use Notepad)
 - index.htm files how to
 - Microsoft Word for .htm files
 - Other html editors such as Front Page
- Mini-Papers
 - APA format
 - Response to Group format

Assignments

- Reading for next week Valmont book Chapters 1 and 2 and Kilbane and Miman book Chapters 1 and 2.
 - **Write your first mini paper and post it to WebCT.**
 - **Due Wk 2 Monday, April 11, 2005 by 11 PM.**
 - **Response to Group posted to WebCT**
 - **Due Wk 2 Thursday, April 14, 2005, by 11 PM.**
-

Week 2 April 11, 2005

WebCT:

- **First mini paper posted to WebCT.**
- **Due posted TONIGHT April 11, 2005 by 11 PM.**
- **Response to Group posted to WebCT**
- **Due Wk 2 Thursday, April 14, 2005, by 11 PM.**

(Note to class – the professor will read and grade your WebCT work on Sunday, April 17, 2005, when she returns from a trip to the mainland).

In class:

Chapter Leaders discuss:

Valmont book Chapter 1 and 2 and

Kilbane and Miman book Chapters 1 and 2

In class computer work:

Conducting research

Information retrieval

Assignments

- Reading for next week Valmont book Chapters 3 and 4 and Kilbane and Miman book Chapters 3 and 4
 - **Begin to work on your electronic-portfolio**
-

Week 3 April 18, 2005

In class

Chapter Leaders discuss

Valmont book Chapters 3 and 4 and

Kilbane and Miman book Chapters 3 and 4

In class on computers:

- Digital cameras and camera reader technology
- How to import digital images into PowerPoint files and create books your class can publish in hard copy format
- How to import digital images into PowerPoint for your electronic portfolio

Assignments

- Reading for next week Valmont book Chapters 5 and 6 and Kilbane and Miman book Chapters 5 and 6
 - **Write your second mini paper and post it to WebCT.**
 - **Due Wk 4 Monday, April 25, 2005 by 11 PM.**
 - **Response to Group posted to WebCT**
 - **Due Wk 4 Thursday, April 28, 2005 by 11 PM.**
 - **Work on your electronic-portfolio**
-

Week 4 April 25, 2005

WebCT

- **Second mini paper posted to WebCT.**
 - **Due posted tonight, April 25, 2005 by 11 PM.**
- **Response to Group posted to WebCT**
 - **Due Wk 4 Thursday, April 28, 2005 by 11 PM.**

In class

Chapter Leaders discuss

Valmont book Chapters 5 and 6 and

Kilbane and Miman book Chapters 5 and 6

In class on computers:

EXCEL

Spreadsheets

Databases

Assignments

- Reading for next week: Valmont book Chapters 7 and 8 and
Kilbane and Miman book Chapters 7 and 8
 - **Work on your electronic-portfolio**
-

Week 5 May 2, 2005

In class
Chapter Leaders discuss
Valmont book Chapters 7 and 8 and
Kilbane and Miman book Chapters 7 and 8

In class on computers:
Multimedia
Clip Art Libraries
Draw and paint software
Kidpix on-line: try it out! http://www.kidpix.com/kid_paint.html#

Creating classroom web sites (what this all means):
.htm .pdf .ppt .jpg .gif
mailto
hyperlinks
homepage
Parents' page
newsletter
photos (protect the children)
educational philosophy
web sites for kids
lesson plans for teachers
rubrics for teachers
Electronic-portfolios (for yourself as a teacher/for your students)

Assignments for next week

- **Write your third mini paper and post it to WebCT.**
 - **Due Wk 6 Monday, May 9, 2005 by 11 PM.**
- **Response to Group paper posted to WebCT.**
 - **Due Wk 6 Thursday, May 12, 2005 by 11 PM.**

AND

- **Children's Literature webliography Web Sites review paper. Due via WebCT email to the professor for Wk 6 Thursday, May 12, 2005 by 11 PM.**
- **Work on your electronic-portfolio – You will be at home on week 6, not in our on ground classroom.**

Week 6 May 9, 2005

Online WebCT assignments.

DO THIS AT HOME DO NOT COME TO OUR ON GROUND CLASS on Monday, May 9, 2005

PART 1 for this week:

- Mini papers and Response to Group papers are posted to your Learning Group in the Discussions Area of WebCT:
- **Your third mini paper is posted to WebCT tonight, May 9, 2005 by 11 PM.**
- **Your Response to Group paper is posted to WebCT on Thursday, May 12, 2005 by 11 PM.**

AND

PART 2 for this week:

Children's Literature web site review webliography

- Each student will conduct online research in preparation for the Children's Literature chapter reading in our textbook. This webliography is to contain the following:
 - Each student is to select **THREE (3)** Children's Literature web sites from chapter 9 in the *Technology for Literacy Teaching and Learning* text book by Valmont
 - Each student is to review their **THREE (3)** selected web sites and write **ONE webliography web site review paper** that includes the following for each of the three web sites being reviewed:
 - Name of the Children's Literature web site being reviewed
 - URL to the web site
 - What did the student like or dislike about the Children's Literature web site?
 - How would the student use the selected web site with students in a grade they teach or want to teach?
 - Students will **email their webliography web site review paper to the professor via WebCT email. It is due Thursday, May 12, 2005 by 11 PM.**

Assignments for next week continued on next page

Assignments for next week

- Reading
Valmont book Chapters 9 and 10 and
Kilbane and Miman book Chapters 9 and 10
- **Work on your electronic-portfolio**

Week 7 May 16, 2005

In class

Chapter Leaders discuss:

- Valmont book Chapters 9 and 10 and
- Kilbane and Miman book Chapters 9 and 10

In class on computers:

Go over anything that students need help on with their electronic-portfolio

Assignments:

- Reading for next week Valmont book Chapter Epilog
 - **The written exam will be posted to WebCT in the Course Contents Area.**
 - **Students are to download the written exam file from WebCT to their own computer. Then they are open that file, and create their own word processing file and type their answers to the exam.**
 - **The completed exam is to be emailed by WebCT email to the professor of the course. It is due on Week 9, Monday night May 30, 2005 by 11 PM**
 - **Work on your electronic-portfolio**
-

Week 8 May 23, 2005

Chapter Leaders discuss:

- Valmont book Chapter Epilog

In class:

Go over anything that students need help on with their electronic-portfolio

Assignments:

- **Written exams are to be emailed via WebCT email to the instructor by Week 9, Monday, May 30, 2005 11PM.**
 - **If your work is posted late, grade points will be deducted at -1 point per evening late.**
 - **Students' electronic-portfolio files must all be uploaded to the Presentations Area of WebCT by Week 9, Monday, May 30, 2005 by 11 PM.**
 - **If your work is posted late, grade points will be deducted at -1 point per evening late.**
-

Week 9 May 30, 2005

DO THIS AT HOME

DO NOT COME TO OUR ON GROUND CLASS ON MONDAY, MAY 30, 2005.

This is Memorial Day. The University will be closed. Stay home and post your work to WebCT by 11 PM tonight:

- **Students' Electronic-portfolios posted to WebCT in the Presentations Area. Due Monday, May 30, 2005 by 11 PM.**
- **Students' Written Exam emailed to the instructor via WebCT email. Due Monday, May 30, 2005 by 11 PM.**
 - **Note the professor plans to provide written feedback on the Electronic Portfolios to the students via WebCT email.**
 - **Note the professor plans to provide written feedback on the written exam to the students via WebCT email.**

Week 10 June 6, 2005 LAST CLASS MEETING IN OUR ON GROUND CLASSROOM

All students will share on ground in the classroom, his or her Electronic-portfolio that the student placed on WebCT in the Presentations Area.

Students will share what they did, why they did it, and lessons learned.

Course Evaluation

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

READING ASSIGNMENTS

WEEK 2 APRIL 11, 2005:

Valmont Chapters

- 1 Contexts for Literacy & Technology Interactions in Your Classroom
- 2 Putting Technology to Use in Your Classroom

Kilbane and Milman Chapters

- 1 Digital Teaching Portfolios
- 2 Digital Teaching Portfolios Development Process

WEEK 3 APRIL 18, 2005:

Valmont Chapters

- 3 Managing Technology in Your Classroom
- 4 Using Technology to Develop Reading and Thinking Strategies

Kilbane and Milman Chapters

- 3 Planning Your Digital Teaching Portfolio
- 4 Contents: Artifacts and Supporting Documentation

WEEK 4 APRIL 25, 2005:

Valmont Chapters

- 5 Using Technology to Develop Word Recognition, Vocabulary, Reference, and Study Skills
- 6 Using Technology to Develop Writing Abilities

Kilbane and Milman Chapters

- 5 Digital Teaching Portfolio Content
- 6 Design Tool Options for Digital Teaching Portfolios

WEEK 5 MAY 2, 2005:

Valmont Chapters

- 7 Using Technology to Develop Listening and Speaking Abilities
- 8 Using Technology to Develop Graphic and Visual Literacy

Kilbane and Milman Chapters

- 7 Preparing Materials for web-based Digital Teaching Portfolios
- 8 Designing Your Digital Teaching Portfolio

WEEK 6 MAY 9, 2005:

Do NOT come to the on ground class. Work at home: Children's Literature web site webliography paper assignment (You will need to read Valmont chapter 9 for this writing assignment.)

WEEK7 MAY 16, 2005

Valmont Chapters

9 and 10 Assessment of Student Learning and Achievement

Kilbane and Milman Chapters

9 and 10 Publishing Your Digital Teaching Portfolio

WEEK 8 MAY 23, 2005

Valmont Chapter - Epilogue

Questions for mini papers

Select any 3 topics for your 3 mini-papers (one topic per mini-paper).

One mini-paper is due on Monday night of week 2, one mini-paper is due on Monday night of week 4, and one mini-paper is due on Monday night of week 6. Papers are due to be posted to the WebCT Discussions area for the students Learning Group by 11 PM on the Monday night the assignment is due. Papers posted after 11 PM are considered LATE and grade points will be deducted.

Response to Group Papers are due to be posted to WebCT Discussions area for the students Learning Group by 11 PM on Thursday nights following the Monday night that a mini-paper is due. Papers posted after 11 PM are considered LATE and grade points will be deducted.

1. Research and examine our state's initiatives in distance education at the K-12 and postsecondary levels. Prepare a summary of the programs that are available or underway (include all the URLs you find) and analyze the pros and cons of each. Be sure to visit E-School in Hawaii at <http://www.eschool.k12.hi.us/> and include it as part of the research for this mini paper.
2. Research Acceptable Use Policies (AUP). There are many examples available on the Internet. Discuss how well these AUPs address ethical and responsible use of information systems. Write an AUP that you believe would be useful for your own classroom community for the grade level you would like to teach or are teaching.
3. Find at least 4 classroom web sites on the Internet and review them for their content and ease of use. Share how you would set up your own classroom web site and how you would use it. Include how you will protect your student's personal information on your classroom web site.
4. Research computer viruses and other malicious software. Provide advice on how computer users can be pro-active against this type of malicious software
5. Research travel buddy projects, such as Flat Stanley, Looney Lobsters, etc. Share how you would integrate a travel buddy project using multi media in your classroom.
6. Research Web quests and design one for the grade you teach or want to teach.