

**Chaminade University of Honolulu**  
**Course ED 470 Technology for Teachers**  
**Saturdays 8 AM to 12 Noon Henry 37**  
**Instructor: Gale Warshawsky**

**Fall 2005**  
**(3 Credits)**

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**Office hours: By appointment.**

### **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. HTSB 10 C. and E
2. Demonstrate knowledge of how to communicate with peers online. HTSB 4 A, B, C, D, G, H.
3. Demonstrate knowledge of how to conduct Internet research to create webliographies. HTSB 5 A, B, C, D, E.
4. Demonstrate knowledge of how to conduct research for a paper about educational technologies. HTSB 5 A, B, C, D, E.

### **STUDENT OUTCOMES**

1. Students will demonstrate how educational technology may be used in today's classrooms by participating in class discussions based on the text readings, and by participating in hands-on active learning experiences with using educational technology in a computer laboratory classroom setting.
2. Students will demonstrate knowledge of communicating with peers online by responding to class members' work posted to WebCT.
3. Students will research and write three webliographies. One will be on Children's Literature, one will be on Electronic Portfolios, and one will be on WebQuests.
4. Students will research and write one substantial research paper about educational technologies. (6-8 pages long APA format). Students will present their research to their peers in an on ground class session (Refer to the end of this syllabus).

## 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.

### **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  
Email communications via WebCT email  
On ground presentations

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

- Posting Reflection Papers to chapter readings and Response to Group papers in response to group members' reflection papers in the WebCT Discussions Area
- Submitting three webliographies by WebCT email to the professor
- Submitting one Research paper by WebCT email to the professor
- Creation of an E-portfolio or Web Quest in the Presentations Area of WebCT

### **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**

TWO textbooks are required for the course. Students may buy them 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

The following book is strongly recommended to students:

- *Publication Manual of the American Psychological Association (APA) 5<sup>th</sup> Edition*. American Psychological Association. ISBN 1-55798-791-2

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

- A. Participation in class discussions (On ground and online in the WebCT Discussions Area. Students will post their Reflection Paper based on chapter readings to their assigned group in WebCT. Students will also post their Response to Group Paper to their assigned group in WebCT. **Refer to the WebCT Discussions Area information later in this syllabus.**)
- B. APA Research Paper emailed to professor in WebCT email and a presentation using PowerPoint, for the class (on ground). Each paper must reference **at least 6 sources. Only ONE source may be from a textbook.** The other sources may be from online Internet references, professional journals, or newspapers.
- C. Three webliographies (online). **These papers are NOT expected to be in APA format.**
  - Each student will conduct online research to create the three separate webliographies. One webliography paper will be on Children's Literature, one will be on Electronic Portfolios, and one will be on WebQuests. Check the schedule for due dates.
  - Each of the three webliographies is to contain the following:
  - Each student is to select **THREE (3)** web sites to review (per webliography)
  - 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 web site being reviewed
    - URL to the web site
    - What did the student like or dislike about the web site?
    - How would the student use the selected web site with students in a grade they teach or want to teach? <<<<**IF THIS PART IS NOT INCLUDED, THEN ZERO POINTS WILL BE AWARDED.**>>>>
    - Students will email their webliography web site review paper to the professor via WebCT email. Refer to the schedule for due dates.

**3. Selected Learning Experience – choose ONE:**

Developing and creating (a work in progress) an electronic portfolio. This work will be uploaded to WebCT and also be provided to the professor on a disk or CD-ROM.

Developing and creating (a work in progress) a WebQuest (THIS MUST BE THE STUDENT'S OWN WORK, NOT SOMETHING THAT WAS TAKEN OFF OF THE INTERNET.) This work will be uploaded to WebCT and also be provided to the professor on a disk or CD-ROM.

## **WebCT Discussions Area**

Students will be divided into Learning Groups for the online WebCT discussions part of the course.

Groups may range in size from 4 to 8 students. Each student will post his or her reflection paper for the assigned readings, to their group in the Discussions Area of WebCT. Students will also post his or her Response to Group paper in the Discussions Area of WebCT. ***These Discussion Area papers are expected to be ROBUST. Writing a skimpy paragraph will earn the student ZERO POINTS.***

***Should a group member post his or her reflection paper late, then the other group members do not have to respond to that person, AND the person who posts late receives ZERO Points for that assignment.***

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 papers 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:xxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx  
xxxxxxxxxxxxxxxxxxxx.xxxx. xxxxxxxxxxxxxxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx

Student B:xxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx  
xxxxxxxxxxxxxxxxxxxx.xxxx. xxxxxxxxxxxxxxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx

Student C:xxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx  
xxxxxxxxxxxxxxxxxxxx.xxxx. xxxxxxxxxxxxxxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx

Student D:xxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx  
xxxxxxxxxxxxxxxxxxxx.xxxx. xxxxxxxxxxxxxxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx.  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx  
xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx. xxxxxxxx.Xxxxxxxx xxxxxxxxx.xxxx

### 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. It is expected that **each** response to the group members will contain **ROBUST** paragraphs. Skimpy submissions will receive ZERO Points.

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 Smart response Wk 2 grp 1

#### **4. Written Exam. The written exam is *NOT expected to be in APA format.***

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 date.

#### **5. Grading**

Participation in class on ground (1 point per week)	10 points
Online Reflection Papers	10 points
Online Response to Group Papers	10 points
Three webliographies (5 points each)	15 points
Research paper on educational technology	15 points
On ground oral presentation that includes a PowerPoint presentation About the research paper	5 points
Creation of a work in progress electronic portfolio OR of a WebQuest	15 points
Oral Presentation about the electronic portfolio OR WebQuest	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 conducting searches:

- Copernic <http://www.copernic.com/en/index.html>
- ERIC <http://www.askeric.org/Eric/>
- Yahooligans [www.yahooligans.com](http://www.yahooligans.com)
- Google [www.google.com](http://www.google.com)
- Ask Jeeves [www.ask.com](http://www.ask.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](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 **zero** 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 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.
- 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.

Chaminade University of Honolulu

AUP 10 week Fall Term 2005

## **Schedule**

### **ED 470 Technology for Teachers**

#### **Week 1**

**Oct 8, 2005 on ground**

- Course Organization (on ground and online WebCT)
- Preview Course Requirements
- Preview Course Syllabus
- Preview Textbooks
- Discussions about attendance/participation
- Discussions about establishing the Learning Groups for WebCT
- Discussions about submitting work late. (ZERO points).
- Discussion about the 3 Webliographies (WebCT)
- Discussions about the Research Paper on Educational Technology APA Format (WebCT)
- Discussions on the electronic portfolio work in progress
- Discussion on the WebQuest work in progress
- 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. Students write it at home and email it to the Professor via WebCT email.

In class:

- **Introduction to WebCT**
  - Posting papers to WebCT Discussion Area
  - Communicating via email in WebCT
  - Course Contents Area in WebCT
  - Presentations Area in WebCT
- **Microsoft Word – word processing software**
  - How to insert page numbers, running head, TOC, formatting for fonts, size of font, and double spacing of paragraphs.
- **APA formatted papers**
  - Citations, References, NO personal pronouns (Can't use "I". Instead use "this researcher, or this writer, or this student.)

(Continued on the next page.)

### Assignments

Read:

*The Digital Teaching Portfolio Workbook* – Chapters 1-4

*Technology for Literacy Teaching and Learning* – Chapters 1-2

Reflection paper to this reading due Tues 10/11/05 by 11 PM  
Hawaii time.

**AND**

Response to Group paper to this reading due Thurs 10/13/05 by 11  
PM Hawaii time.

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## Week 2

### October 15, 2005 on ground

In class

#### **Conducting research on the Internet:**

Copernic <http://www.copernic.com/en/index.html>

ERIC <http://www.askeric.org/Eric/>

Yahooligans [www.yahooligans.com](http://www.yahooligans.com)

Google [www.google.com](http://www.google.com)

Ask Jeeves [www.ask.com](http://www.ask.com)

#### **Excel Spread Sheets and Databases**

Some of the many uses for Excel software will be shared. Students need to bring the disk that the professor handed out as it has files with examples of what teachers can use Excel for. Whenever you need to do something that involves rows and columns – think about using Excel.

### Assignments

Read:

*The Digital Teaching Portfolio Workbook* – Chapters 5-7

*Technology for Literacy Teaching and Learning* – Chapters 3-4

Reflection paper to this reading due Tues 10/18/05/05 by 11 PM  
Hawaii time.

**AND**

Response to Group paper to this reading due Thurs 10/20/05 by 11 PM Hawaii time.

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**Week 3**

**October 22, 2005**

**AT HOME. DO NOT COME TO THE ON GROUND CLASSROOM.**

Assignments:

*The Digital Teaching Portfolio Workbook* – Chapters 8-10

*Technology for Literacy Teaching and Learning* – Chapters 5-6

Reflection paper to this reading due Tues 10/25/05 by 11 PM Hawaii time.

**AND**

Children's Literature Webliography submitted to the professor by WebCT email due Tues 10/25/05 by 11 PM Hawaii time.

**AND**

Response to Group paper to this reading due Thurs 10/27/05 by 11 PM Hawaii time.

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**Week 4**

**October 29, 2005 on ground**

In class

**PowerPoint presentation software**

- PowerPoint for presentations (and handouts for them)
- PowerPoint for a newsletter
- PowerPoint for a room layout
- PowerPoint for a certificate
- Using PowerPoint to launch an e-portfolio or a WebQuest

**What this all means:**

Homepage begins with index.htm

.htm .pdf .ppt .pps .jpg .gif

mailto

hyperlinks

Parents' page

newsletter

photos (protect the children)

educational philosophy  
web sites for kids  
lesson plans and rubrics for teachers  
Acceptable Use Policies (AUP)

**Guest Speaker if possible from the Hawaii Internet Crimes  
Against Children Task Force [www.hicac.com](http://www.hicac.com)**

Assignments

Read:

*Technology for Literacy Teaching and Learning* – Chapters 7-9

Reflection paper to this reading due Tues 11/1/05 by 11 PM Hawaii time.

Response to Group paper to this reading due Thurs 11/3/05 by 11 PM Hawaii time.

Begin to work on your research paper. It is due on Thurs 11/10/05

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**Week 5**

**November 5, 2005**

**AT HOME. DO NOT COME TO THE ON GROUND CLASSROOM.**

Assignments:

*Technology for Literacy Teaching and Learning* – Chapters 10-  
Epilogue

Reflection paper to this reading due Tues 11/8/05 by 11 PM Hawaii time.

**AND**

Response to Group paper to this reading due Thurs 11/10/05 by 11 PM Hawaii time.

**AND**

Research paper submitted by WebCT email to the professor due Thurs 11/10/05 by 11 PM Hawaii time.

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**Week 6**                      **November 12, 2004 on ground**

In class Presentation of APA Research Papers. Includes a PowerPoint presentation.

Assignments

Electronic Portfolio Webliography submitted by WebCT email to the professor due on Tues 11/15/05 by 11 PM Hawaii time.

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**Week 7**                      **November 19, 2005 on ground**

In class:  
Work on your electronic portfolio or your WebQuest in class.

Assignments

WebQuest Webliography submitted by WebCT email to the professor due on Tues 11/22/05 by 11 PM Hawaii time.

On Sat 11/19/05 the written exam will be posted to the Course Contents Area in WebCT. DUE on Tues night 11/29/05 by 11 PM Hawaii time.

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**Week 8**                      **November 26, 2005**  
**AT HOME. DO NOT COME TO THE ON GROUND CLASSROOM**

Assignments

The written exam is to be submitted by webct email to the professor. DUE Tues 11/29/05 by 11 PM Hawaii time.

Work on your e-portfolios or WebQuest for the selected learning experience.

**SAVE YOUR FILES TO A DISK SO YOU CAN WORK ON THEM IN CLASS NEXT TIME.**

Please bring you electronic portfolio disk or your WebQuest disk to class next time.

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**Week 9**                      **December 3, 2005 on ground**

In class:

Work on your electronic portfolio or your WebQuest in class.

Assignments:

E-Portfolio folders and files OR WebQuest  
are to be posted to the Presentations Area of WebCT for grading.  
DUE Thurs 12/8/05 by 11 PM Hawaii time.

WORK SUBMITTED LATE WILL RECEIVE ZERO POINTS AND  
THE STUDENT WILL NOT MEET THE REQUIRMENTS FOR  
PASSING THIS COURSE.

Please be professional and submit your work on time.

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**Week 10**                      **December 10, 2005 on ground**

Course Evaluation

Celebrating E-Portfolios and WebQuests in class on ground  
presentations :

Students will log into WebCT to share their work and lessons  
learned.

Students will ALSO submit their E-Portfolio or WebQuest on a disk  
or CD and give it to the professor.

This ensures that students gained an understanding of how to  
upload files to WebCT's Presentations Area AND that they also  
understand how to copy their files to an external storage media  
such as a disk or a CD.

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

### Questions for APA research papers

**Select ONE topic from the list below for your APA research paper.**

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 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 6 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. Find at least 6 web quests on the Internet and review them for their content and ease of use. Share how you might use them in your own classroom.
7. Adaptive technologies – How is Educational Technology software being used with special needs populations?
8. Digital images/photography (on land and underwater)-research the hardware and software involved and how educators use digital images/photography in their classrooms.
9. Responsible Usage Issues to include protecting the children – Internet safety.

10. Information retrieval. What sources are available? How to conduct online information retrieval: queries, key words etc. What are the differences between the following search engines?
  - a. Internet Libraries
  - b. Copernic <http://www.copernic.com/en/index.html>
  - c. ERIC <http://www.askeric.org/Eric/>
  - d. Yahooligans [www.yahooligans.com](http://www.yahooligans.com)
  - e. Google [www.google.com](http://www.google.com)
11. Storage media (disks, CD-R/CD-RW, DVD, Flash Drives, External versus Internal Drives, Backup Tapes, etc.)
12. Thematic Units –what is available for teachers use online? Locate at least 6 web sites that have thematic units for teachers use. Share how the educators are using technology to help them to create and thematic units in a grade level you teach or want to teach.

### Research Papers in APA Format

Students are strongly urged to use the *Publication Manual of the American Psychological Association (APA) 5<sup>th</sup> Edition*. American Psychological Association. ISBN 1-55798-791-2. This reference book contains all the APA rules for writing an APA paper.

- Each student will choose an area of educational technology that is of interest to him or her.
- Each student will write a paper based on the area of educational technology he or she selected.
- Each student will email his or her research paper to the professor via WebCT email. (Refer to the schedule in the syllabus for due date.)
- Each student will do a class PowerPoint presentation based on his or her paper.
- All materials related to these papers will be turned in when the presentation is given.

### Rubric for APA Research Paper

The following rubric was adapted from <http://classes.hd.wsu.edu/hd302/HD302ResearchPaperRubric.pdf> retrieved on June 10, 2005. (Five points each is possible for Content, References, and Format of the paper.)

#### Content (5 points)

- The student covered the topic in great detail.
- The student summarized the research findings in a clear and understandable way.
- Paper is well organized.
- Main points are clear and the discussion is clear. The paper is divided into logical topics of discussion.
- Ideas flow well in a logical sequence

#### References (5 points)

- Student references at least 6 sources.
- Any citation in the body of the paper must also appear on the Reference Pages.
- Only one reference may be from the textbooks used for this course.
- The other references must come from professional journals and may also come from online Internet sources.
- All citations adhere to APA format, including citations from online sources.

(Continued on the next page.)

**Format (5 points)**

- The paper is 6-8 pages long and includes a title/cover page, introduction, review of the literature with discussion, and a separate reference page.
- The paper includes a running head and the page number in the top right corner in the header of the document.
- The text is double spaced.
- Grammatically correct, no typos, no spelling errors, and proof read carefully.
- Paper is written in the professional voice. (No personal pronouns such as "I.")

**Scoring:**

**Excellent work 14-15 points**

Excellent coverage of the research topic. Ideas flow extremely well. Citations and References done correctly. Excellent APA format.

**Very good work 12-13 points**

Very good coverage of the research topic. Most of the ideas flow well. Most citations and references are done correctly. A few APA formatting problems.

**Needs improvement 11 or fewer points**

Some coverage of the research topic. Some ideas flow well. Some citations and references are done correctly. Many APA formatting problems.