

Boyce College
Department of Teacher Education

EDU 210: Computers and Media in Schools, 3 credit hours

Semester: Offered Every Semester **Time:** ?? **Location:** ??

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Course Description: Prerequisite: EN 101. This course begins with an introduction to basic computer hardware, operating systems, and software programs suitable for use in schools. The major focus will be on the use of the technology of software programs for the improvement of classroom instruction and communication with parents. Students will develop authentic computer projects as applied to the use of the computer in schools. These projects are required as artifacts for the electronic portfolio necessary for application to the TEP (Teacher Education Program). Successful completion of this course is required as a prerequisite for being admitted to the Teacher Education Program. Students are recommended to take ED 210 during the same semester as ED 200 *Introduction to Education*, because both courses are prerequisites for being admitted to the TEP.

Instructional Materials

Text: No text book is required. Students should learn how to use the tutorials on the Microsoft website.

Supplies: 1) Electronic storage device: JumpDrive or CD; 2) Ring binder notebook for hard copy portfolio of all required projects, 3) Dividers for ring binder notebook to be used with the hard copy portfolio.

The Boyce Teacher Education Program Mission and Theme: The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching under the theme of *teachers as leaders*. The goal of the TEP for each teacher candidate is to develop the knowledge, the skills, the dispositions, and the intent to serve as a professional Christian educator. This goal is depicted in the conceptual framework logo below:

Insert Boyce TEP logo here

Methods of Instruction:

In view of the need for both knowledge and skills in the use of computers and media for the classroom, this course will focus on student involvement in using computers for various tasks related to teacher needs. Class sessions will present and guide students in the preparation of useful classroom related uses of the computer and other media. Teaching and learning strategies will include: regular use of the computer to complete education related projects of this course, lecture, discussion, observation, interview, individual sessions, as well as library and internet research, and presentation. Students are required to keep a portfolio of completed course assignments, including:

1. Course projects,
2. Reflections on the benefits of course assignments.

Learning Outcomes:

Each of the objectives and learning activities of this course are aligned with the technology standard (#6) of the 10 Kentucky Teacher Standards, Standard 6 states: “The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.”

Consistent with this standard, the course is designed to enhance students’ ability to use technology in teaching and learning in P – 12 settings. In addition, students will learn to use technology for research, communication, record keeping, and administrative tasks. The course also seeks to familiarize students with issues in equitable, ethical, and legal use of technology. Activities designed in pursuit of the course learning outcomes will lead students to acquire knowledge and skills to perform, at the indicated levels, the Kentucky Teacher Standards in the table below:

Standard	1 Content Knowledge	2 Designs Instruction	3 Climate	5 Assess.	6 Implements Technology	7 Reflects	8 Collab.
Level	K	S	K	K	S	A	S

KEY: K = Knowledge Level

A = Application Level

S = Simulation Level

The student in EDU 203 will...

1. know and apply basic word processing toolbar use and use of pulldown menus
2. know the uses of mail merge for classroom teachers and develop a mail merge simulation.
3. create tables and charts for use by classroom teachers.
4. develop a brochure simulation for communication with parents.
5. develop a power point presentation as part of a lesson simulation
6. learn the use of WebQuest for developing activities for classroom learning.
7. learn to develop a grade book through Microsoft Excel
8. learn the uses of email as applied to school settings
9. create a web page for the classroom teacher
10. learn various uses of word processing on the PC/laptop
11. write reflections on each of the portfolio technology assignments
12. learn ways to collaborate with colleagues and teachers in the use of technology

Course Requirements:

1. Class Attendance: (200 points) Class attendance and punctuality are not just expected but required to pass this course. Each class session students will receive 15 points, or 30 points for block classes, for attendance. All unexcused absence will result in forfeiture of the points for class attendance.

2. Participation: (100 points) - Students who fail to complete the assigned tasks on time will lose 10 participation points for each late assignment. All assignments must be submitted electronically through email attachment to the course instructor. The heading for each emailed assignment should include the following:

Assignment Due Date	Last name, First name	Assignment Title
Example: April 3	Jones, Melissa	Mail Merge

3. Independent Assignments: (200 points)

Students must complete the following independent assignments:

1. Compile a list of media that may be used for classroom instruction. For each one explain how that media may be used effectively in classroom teaching. (50 points)
2. **Create a file of 10 websites** for your teaching area + a word processed reflection on how **each** website is valuable for use in teaching for your teaching area. **For each website a printed copy must be included of the first page from the site.** (50 points)
3. Perform an observation of any technology being used in real-life and then write a word processed reflection discussing the technology and how the technology was used and how it may be applied to classroom teaching. In your reflection tell where the observation was performed. (50 points)
4. Visit a computer store to research recent technology advances and then write word processed reflection on any software or hardware classified as technological. A minimum of 3 examples of technological advances must be included in the reflection. (50 points)

For each of the 4 activities above a complete word processed reflection must be written with evidence of the **results** of the activity, e.g. a list of the 20 websites for #2.

4. Portfolio: (300 points) Your hard bound portfolio of assignments for this course must be submitted in bound form (3 ring binder) with dividers for each of the 3 sections of the portfolio. The 3 sections must be clearly labeled and divided by tabbed dividers. **You must not use plastic pocket folders for each sheet of your portfolio. They make your portfolio too thick and I cannot write on the plastic sheets when I need to do so!!** The 3 sections of your binder will be as follows:

1. The 9 Computer Assignments (See below for list of assignments)
2. Reflections on the benefits of each of the assignments.
3. Independent Assignments – Evidence of the completion of the 4 activities appropriately labeled 1,2,3,4.

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5. Computer Assignments: (1700 points) The point values for each assignment appears in the parentheses below. Some count more points because of the greater time and effort required to complete them. All 9 of these assignments are computer-related. Five (5) of the assignments must be loaded into an electronic portfolio. These are marked with an “EP”. The first 8 must be stored electronically **on more than one storage unit in case one of the storage units is lost or becomes inaccessible.** Assignment 9 – Electronic Portfolio, is

a required assignment that will be conducted under the direction of the instructor in the classroom. The five (5) assignments labeled “EP” must be transferred to your personal electronic portfolio by the end of this semester. The following is the comprehensive list of required assignments for this course that must be included in your **bound portfolio** (see #5 above) for this course:

Assignment 1: Basic Word Processing Activity (100 points) – This is an activity page that the student will complete and through email deliver to the instructor. A reflection on the how this assignment helped you become more familiar with the computer word processing function.

Assignment 2: Tables and Graphs (100 points)– Including:

1. Reflection on tables and graphs
2. Table inserted into a document (minimum 4 columns and 4 rows)
3. Data table of student scores on a test measure (minimum 15 student scores for 3 learning objectives).
4. Graph (Chart) visually depicting the scores of #3 above.

Assignment 3: Mail Merge (300 points) (EP Standard 5)– Including:

1. Reflection on mail merge
2. Excel data (List of names for mailing),
3. Letter with merge fields showing
4. Letter to parents w/o merge fields showing

Assignment 4: Class Brochure (200 points) (EP Standard 8) - Including:

1. Reflection on the brochure
2. Inside of the brochure
3. Outside of the brochure

Assignment 5: Power Point (200 points) (EP Standard 2) – Including:

1. Diskette or CD of the Power Point set of slides.
2. Reflection of Power Point presentation.
3. Printed copy of the Power Point presentation notes sheets.

Assignment 6: Web Quest (200 points) (EP Standard 1)– Including:

1. Reflection on Web Quest
2. Lesson Plan for WebQuest
3. Printed copies of Web Quest pages

Assignment 7: Grade Book with Excel (100 points) (EP Standard 6) – Including

1. Reflection on Grade Book
2. Excel Grade Book using Points
3. Excel Grade Book using Averages

Assignment 8: Web Page for Teachers (200 points)

1. Printout of the webpage
2. Explanation of your webpage and its different parts and the links.

Assignment 9: Electronic Portfolio (200 points) – Each student will be given an electronic portfolio account and will be required to upload each of the assignments labeled “EP” above to a personal electronic portfolio. Before a student can apply for the TEP, the required electronic portfolio artifacts from ED 200

and ED 210 must be completed and uploaded to the student's personal electronic portfolio. A student may not be admitted to the TEP if all required artifacts for these 2 courses are not uploaded to the electronic portfolio.

Evaluation The letter grade assigned to each of the point categories is converted into quality points toward your GPA. The "A" is 4 QP; the "B" is 3 QP; and the "C" is 2 QP. Each of the QP's is multiplied times 3 in this 3 hour credit course.

Summary of Course Evaluation

Attendance	200 points
Participation	100 points
Independent Assignments	200 points
Hard Copy Portfolio	300 points
Computer Assignments	1700 points

Total 2500 points

<u>Grade</u>	<u>Point Scale</u>
A	2500 - 2200
B	2199 - 2000
C	1999 - 1750
D	1749 - 1600
F	Below 1600

Special Policies

1. Classroom policies – In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test taking needs) is strongly encouraged to contact the professor at the beginning of this course.

Male students are not to wear hats or facial jewelry in class.

No food or drinks are allowed in class, except water. Given the technological classroom, only fully-closeable containers of water are permitted.

2. E-campus - There will be other resources available for this class on e-campus. All grades will be recorded through e-campus so you may check your grades (and attendance) throughout the semester.