

Syllabus • Fall 2009

240:020, Secondary Educational Technology & Design

www.uni.edu/elearning

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Vision Statement of the College of Education

We seek to find and develop candidates who will become practitioners characterized as reflective responsible decision makers in a global and diverse democratic society.

The Course

Secondary Educational Technology & Design is a basic course involving the selection and use of various educational technologies within an instructional design framework. Course activities include the planning, design and production of media and the operation of hardware and software for educational use in grades 5-12. Students will be exposed to various ways of thinking about educational media and the messages they deliver. The course provides students with experiences that enable them to integrate technology resources to support clearly defined learning objectives.

Course Outcomes (INTASC+1 Standard Number, K = knowledge; P = performance; D = disposition)

The student will:

- explore various ways of thinking about media and the messages they convey (6, P)
- demonstrate how to use a variety of multimedia tools to enrich learning opportunities. (6, P)
- identify guiding principles to promote students' safe and ethical use of the Internet. (1, P)
- apply copyright law, fair use guidelines, and creative commons regulations to the ethical development of electronic multimedia to support learning. (10, P)
- use the ASSURE model to plan the integration of technology into a unit of instruction (4, P)
- write behavioral learning objectives to support instructional goals. (4, P)
- identify appropriate teaching methods and electronic media to support objective-based lessons. (5, P)
- design learning experiences that engage students in individual and collaborative learning activities (5, P)
- create electronic multimedia to support specific learning objectives. (4, P)
- apply principles of visual design to the development of electronic multimedia to support learning. (9, K)
- use graphic organizers to represent topics or concepts in a static or interactive format. (1, P)
- develop an online collaborative inquiry-based learning activity to support a thematic unit of instruction. (7, P)
- develop an assessment strategy to evaluate student work within a collaborative inquiry-based learning activity (6, P)
- design and develop a digital video to support an objective-based lesson. (4, P)
- create a web-based resource center to support an objective-based lesson. (4, P)
- reflectively evaluate how projects align with INTASC+1 standards. (8, P)
- collaborate with a peer to create an effective multimedia presentation. (11, P)
- organize and present class projects in a portfolio format. (8, P)

Expectations

1. **Class attendance is required.** Assignments are introduced in lecture, along with other relevant topics. The skills necessary to complete class projects will be taught in lab. Labs are designed to get you started on most assignments. Points will be deducted for nonattendance, partial attendance, or recurring tardiness.
2. **All excused absences require written documentation. There are no exceptions.** Excused absences include: UNI sponsored functions, doctor's excuse, or a death in the family. Assistance during consulting hours is available for those with an excused absence.
3. **Late assignments will not receive full credit except in the event of a documented excused absence. Assignments submitted electronically (via eLearning) are due by 10:00pm on the due date.** Assignments submitted in print are due at the beginning of class on the due date. Students are expected to follow all submission directions precisely. Late assignments (excluding quizzes) will lose 20% of points possible per day. Quizzes may not be submitted late.
4. **Students are expected to remain on-task during lectures and labs.** Off-task behaviors such as using a cell phone, sleeping, checking email or surfing the web can result in the student being asked to leave and being marked as absent.
5. **Students are expected to complete the assigned Readings, Watchings, Listenings, and Doings (RWLD) before arriving for lecture each week.** Additionally, lecture and lab handouts are accessible on the Resources page in eLearning. Students are encouraged to print these handouts and bring them to class.

6. **Students are expected to be familiar with the content of the course eLearning site and regularly access it throughout each week.** eLearning is a vital communication tool and reference for all assignments.
7. **Computers will be used extensively in class and outside of class to complete assignments.** Individual support is provided during regularly scheduled consulting hours in SEC 405. All course software is available in SEC 127, 206 and 405, and most software is also available online. See the Resources page in eLearning for more information.
8. **Many assignments will require a broadband (fast) internet connection.** Students may complete these activities from off-campus. However, in the event that students do not have sufficient access at home, they will be expected to use the resources that are provided on-campus or alternative locations (e.g., public library, friend or family).
9. **Students are expected to regularly backup their work and always maintain at least two copies of their computer files in at least two separate locations** (e.g., USB Flash drive, eLearning My Files, external hard drive, network folder, personal computer, etc.) in order to avoid data loss in the event of hardware failure or user error. Students are also expected to record the usernames and passwords they create for various services used in the class. Lost work or failure to remember passwords are not sufficient excuses for failing to meet a due date.
10. **Plagiarism will not be tolerated.** Evidence of plagiarism will result in no points for the assignment. Students are required to submit some assignments via an anti-plagiarism system.
11. **All assignments and correspondence should include your name, eLearning username, and section number.** (For example: John Doe, jdoe, 020-01)

Theme

Each student will select a topic upon which to base a thematic unit of instruction. Using the knowledge and skills obtained during the course, they will effectively integrate existing and newly created media into the unit. **Students will use this same thematic unit throughout the semester as the anchor for all their class projects.**

Required Text:

There is no required textbook. Students, however, will be required to complete *Readings, Watchings, Listeners, and Doings* (RWLD). Comprehension of these materials along with related class lectures will be assessed via online quizzes throughout the course. All RWLD, quizzes and due dates are clearly defined on the course eLearning site. Teacher education majors will be provided access to Iowa AEA Online and these resources are required for some class projects.

Assignments	Points	Note
Quizzes (6)	6x20	Complete via eLearning Assessments
Thematic Unit Description	100	Submit 2 copies: One in print at beginning of lecture, one to <i>Turnitin</i>
Inspiration	30	Submit to eLearning Assignments
WebQuest Organizer	10	Submit in print (word-processed) at beginning of lab
WebQuest	140	Submit URL to eLearning Assignments
Spreadsheet	80	Submit to eLearning Assignments
Video Project Storyboard	10	Submit in print at beginning of lab
Video Project	100	Submit to eLearning Assignments
Extra Credit	(20)	Submit to eLearning Assignments
PowerPoint	40	Submit to eLearning Assignments
Presentation	90	Present in class
Attendance	80	One unexcused absence (-20); Two unexcused absences (-40); Three + unexcused absences (-80).
Total	800	

Grading

Percent	Grade
96% - 100%	A
93% - 95%	A-
90% - 92%	B+
87% - 89%	B

Percent	Grade
84% - 86%	B-
81% - 83%	C+
78% - 80%	C
75% - 77%	C-

Percent	Grade
72% - 74%	D+
69% - 71%	D
66% - 68%	D-
<65%	F

Week/Date	Time block	Due (10:00 pm)	Topic
1/Aug 24	Lecture		Class Introduction
Aug 26	Lab W		eLearning site; Delicious
2/Aug 31	Lecture		Systematic Instructional Design
Sept 2	Lab W	Quiz 1	Internet searching; Thematic unit elements
3/Sept 7	Lecture		HOLIDAY – NO CLASS
Sept 9	Lab W	Thematic Unit	Inspiration/ reflections
4/Sept 14	Lecture	Quiz 2	Visual Literacy
Sept 16	Lab W		Intro to Google sites - WebQuest
5/Sept 21	Lecture	Inspiration	Media Evaluation
Sept 23	Lab W	Google Apps for UNI account	WebQuest
6/Sept 28	Lecture	Quiz 3	Copyright, Fair Use & Creative Commons
Sept 30	Lab W	WebQuest Organizer Worksheet	Spreadsheets
7/Oct 5	Lecture	WebQuest	Diversity in Media and the Classroom
Oct 7	Lab W		Spreadsheets
8/Oct 12	Lecture	Quiz 4	Mobile & 1-to-1 Learning
Oct 14	Lab W		Digital Imaging
9/Oct 19	Lecture		Cyber Citizenry
Oct 21	Lab W		Video Editing
10/Oct 26	Lecture	Quiz 5 / Spreadsheet	Web 2.0 & Digital Natives
Oct 28	Lab W	Video Project Storyboard	Video Editing
11/Nov 2	Lecture		Assistive Technology
Nov 4	Lab W		Video Editing
12/Nov 9	Lecture	Quiz 6	Preparing for PP
Nov 11	Lab W		Power Point
13/Nov 16	Lecture	Video Project	Technology Trends
Nov 18	Lab W		Collaborate with presentation partner
14/Nov 23	Lecture		THANKSGIVING BREAK -NO CLASS
Nov 25	Lab		NO LAB
15/Nov 30– Dec 2	Lecture/Lab	Extra Credit (due Nov 30) PowerPoint	Final Presentations
16/Dec 7–9	Lecture/Lab	PowerPoint	Final Presentations
17/Dec 14	No class	Finals Week: Optional meeting with instructor per student request	

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations through the Office of Disability Services (ODS). The ODS is located at 213 Student Services Center, and the telephone number is 273-2676.

Students are encouraged to use the Academic Learning Center's free assistance with writing, math, reading, and learning strategies. UNI's Academic Learning Center is located in 008 ITTC. Visit the website at <http://www.uni.edu/unialc> or phone 319-273-2361 for more information.