

Syllabus • Fall 2009

240:031, 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

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 Pre-K-8 educational use. 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, 031-04)

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 / Kidspiration | 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 |
| Digital Portfolio | 60 | Submit URL to eLearning Assignments |
| Blog | 40 | Submit URL 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 | 900 | |

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 |
| Aug 28 | Lab F | | Internet searching; DM/Pella Curriculum |
| 2/Aug 31 | Lecture | | Systematic Instructional Design |
| Sept 2 | Lab W | | Thematic unit elements |
| Sept 4 | Lab F | Quiz 1 | Thematic unit elements |
| 3/Sept 7 | Lecture | | HOLIDAY – NO CLASS |
| Sept 9 | Lab W | Thematic Unit / Blogger account | Blog |
| Sept 11 | Lab F | | Inspiration / Kidspiration / reflections |
| 4/Sept 14 | Lecture | Quiz 2 | Visual Literacy |
| Sept 16 | Lab W | | Inspiration/ Kidspiration |
| Sept 18 | Lab F | Google Apps for UNI account | Intro to Google sites - WebQuest |
| 5/Sept 21 | Lecture | Inspiration / Kidspiration | Media Evaluation |
| Sept 23 | Lab W | | WebQuest |
| Sept 25 | Lab F | WebQuest Organizer Worksheet | WebQuest |
| 6/Sept 28 | Lecture | Quiz 3 | Copyright, Fair Use & Creative Commons |
| Sept 30 | Lab W | | WebQuest |
| Oct 2 | Lab F | | WebQuest |
| 7/Oct 5 | Lecture | WebQuest | Diversity in Media and the Classroom |
| Oct 7 | Lab W | | Portfolio |
| Oct 9 | Lab F | | Portfolio |
| 8/Oct 12 | Lecture | Quiz 4 | Mobile & 1-to-1 Learning |
| Oct 14 | Lab W | | Spreadsheets |
| Oct 16 | Lab F | | Spreadsheets |
| 9/Oct 19 | Lecture | | Cyber Citizenry |
| Oct 21 | Lab W | | Digital Imaging |
| Oct 23 | Lab F | | Video Editing |
| 10/Oct 26 | Lecture | Quiz 5 / Spreadsheet | Web 2.0 & Digital Natives |
| Oct 28 | Lab W | | Video Editing |
| Oct 30 | Lab F | Video Project Storyboard | Video Editing |
| 11/Nov 2 | Lecture | | Assistive Technology |
| Nov 4 | Lab W | | Video Editing |
| Nov 6 | Lab F | | Video Editing |
| 12/Nov 9 | Lecture | Quiz 6 / Video Project | Preparing for PP |
| Nov 11 | Lab W | | Power Point |
| Nov 13 | Lab F | | Portfolio working time |
| 13/Nov 16 | Lecture | Digital Portfolio | Technology Trends |
| Nov 18 | Lab W | | Blog working time |
| Nov 20 | Lab F | | Collaborate with presentation partner |
| 14/Nov 23 | Lecture/Labs | | THANKSGIVING BREAK -NO CLASS |
| 15/Nov 30– Dec 4 | Lecture/Labs | Blog & Extra Credit (due Nov 30) PowerPoint | Final Presentations |
| 16/Dec 7–11 | Lecture/Labs | PowerPoint | Final Presentations |
| 17/Dec 14–18 | 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/uniale> or phone 319-273-2361 for more information.