

1998 Summer Quarter
EBUS 7010 Instructional Strategies for Information Processing
8:00 a.m. - 10:45 a.m. Daily - Room 62

Dr. M. N. Womble, Associate Professor
604-G Aderhold Hall

Office Hours: 11:00 a.m. -12 noon Daily
Telephone: 542-4091

SYLLABUS

Course Description

Teaching theory, psychological principles of skill building, materials development, and evaluation relating to the teaching of keyboarding, word processing, machine or manual transcription, and other types of information processing (*1997-1998 Graduate Bulletin page 202*). Prerequisite: EBE 503-703 or equivalent.

OVERVIEW

The role of information processing and instructional technology has emerged more recently with the arrival and production of graphical user interfaces, multimedia applications, and network connections made through the Internet or other commercial network services. Information processing workplace skills are infused into existing courses according to a plan and business educators must use creative teaching strategies that will support positive student outcomes. Now and in the future, business educators should be proficient at teaching technology *and* using technology as a teaching tool. This course is designed to provide students an opportunity to study instructional strategies, theories of learning, and philosophical constructs underlying instructional strategies. Transfer of theory to practice, textbook and instructional materials selection, planning tools, assessment strategies, classroom management, teacher-learner roles, and physical environment for learning as they relate to computer literacy and information processing are also examined.

Required Text and Materials

1. Course packet (*provided by professor*)
2. Portfolio file (*for use in developing a library of materials useful for information processing instruction*)
3. WebCT course web site (*password access is required*)

Objectives

Upon successful completion of this course students should be able to:

1. Identify differing approaches for delivery of information processing instruction and understand the implications of a chosen approach to instruction on appropriate teacher-learner roles.
2. Recognize the fundamental assumptions and related learning theories underlying various approaches to instruction of information processing.
3. Make textbook decisions and choose other instructional materials appropriate for a selected instructional approach.

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4. Use appropriate planning tools in preparation for information processing instruction (lesson plans, outlines, etc.)
5. Develop a system of assessment for use in information processing instruction.
6. Select classroom management techniques consistent with a selected approach to information processing instruction.
7. Plan an appropriate physical environment and classroom arrangement for information processing instruction.
8. Identify current research in the teaching of information processing.
 - ! Understand the implications of a chosen approach to instruction on appropriate teacher-learner roles.

Organization

Students are responsible for completing all reading assignments, participating in discussion of reading assignments, and completing specific exercises or projects as indicated on the attached *Tentative Schedule of Activities* (see WebCT web site). In addition to periodic assignments and selected learning activities, two quizzes are planned, an instructional strategies demonstration, and development of an instructional strategies portfolio. It is important that materials be completed and turned in on or before the due dates indicated or agreed upon. All written work should be prepared using appropriate word processor and printing technology and should be checked for correct spelling, punctuation, grammar, and usage. APA style is required.

PROJECTS

Instructional Strategies/Teaching Demonstration

Each student will design and deliver a teaching demonstration, using an appropriate instructional strategy, based on a selected information processing (business education) subject. Teaching demonstrations will take place during the last three days of class. Each student should prepare for a 50-minute demonstration and provide copies of the lesson plan, handouts, worksheets, or other related materials to class participants (*see attached presentation schedule*). Students should also provide an evaluation form to be used by class participants in assessing the instructional demonstration. A copy of the evaluation form to be used by the professor is available on the WebCT web course site.

Instructional Strategies Portfolio

Each student will develop a portfolio containing a collection of current readings and other materials useful for enhancing instruction in the content areas of information processing. Be sure that all items included are adequately categorized and labeled for APA referencing. Materials included should not be duplicates of materials provided in the reading-handout packet or other materials provided by the professor. A copy of the evaluation form to be used by the professor is available at the WebCT web course site.

EVALUATION

Quizzes (2 @ 15 percent) 30%
Instructional Strategies Demonstration 25%
Instructional Strategies Portfolio 25%
Graded Activities/Assignments (2@10 percent) 20%

Total 100%

Grading Scale:

A ----- 90-100
B ----- 80-89
C ----- 70-79
D ----- 60-69
F ----- 0-59

CLASS ATTENDANCE

Students are expected to attend classes regularly. More than one (1) absence during the short summer session is considered excessive. Assignments are still expected on the due date.

CLASSROOM PROCEDURES

1. In all probability, you will not be able to complete all assignments during the regular class periods on Monday through Friday. Therefore, you may need to spend extra time outside class to meet deadlines.
3. No **INCOMPLETES** will be given.
4. Please observe the *Tentative Schedule of Activities* for this course (see WebCT web site). Changes will be made as necessary and announced by way of the WebCT bulletin board.
5. Do not hesitate to ask questions. Remember, the professor is here to help in any way possible. Feel free to call or come by the office during office hours if you have any questions outside of class hours.

Summer Quarter 1998
Tentative Schedule of Activities
EBE 701 Instructional Strategies for Information Processing

(This syllabus is subject to change)

Wednesday, June 17, 1998

Getting to Know You, Review of Syllabus, Introduction to Course: Information Processing in Business Education-- What is It?; Assignment: Read from Overview of Teaching A-1, A-2, A-3, A-4, A-7, and A-8. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share with the class.

Thursday, June 18, 1998

Group discussion: Articles from Overview of Teaching A-1, A-2, A-3, A-4, A-7, and A-8; Students share items for Instructional Strategies Portfolio; Group assignment: develop a position statement, "This We Believe About Teaching Information Processing;" Assignment: Read from Overview of Teaching B-1, B-3, B-4, and B-6. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share with the class.

Friday, June 19, 1998

Group discussion: Articles from Overview of Teaching B-1, B-3, B-4, and B-6; Students share items for Instructional Strategies Portfolio; Individual assignment: Select those major learning theories which best reflect your personal teaching style. Write from three to four paragraphs to explain why the theories selected support your teaching style. Assignment: Read from Overview of Teaching C-1, C-2, D-1, D-2, D-3, and D-4. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share with the class. Be prepared to share at least three strategies you use or that can be used to motivate students in an information processing class.

Monday, June 22, 1998

Group discussion: Articles from Overview of Teaching C-1, C-2, D-1, D-2, D-3, and D-4; Students share items for Instructional Strategies Portfolio; Students share at least three strategies they use or that can be used to motivate students in an information processing class. Group assignment: Case Study "Judy is Technophobic" What Can Be Done? Assignment: Read from Curriculum and Instruction in Information Processing A-1, A-3, A4, and A-8. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share with the class. Identify at least one instructional strategy not discussed in the reading or class and be prepared to explain its use to the class.

Tuesday, June 23, 1998

Group discussion: Articles from Curriculum and Instruction in Information Processing A-1, A-3, A4, and A-8; Students share items for Instructional Strategies Portfolio; Students identify at least one instructional strategy not discussed in the reading or class and explain its use. Discussion and review for Quiz 1-Topics: The Role of Business Education in Information Processing, Principles of Learning, Student Characteristics, Motivational Tools, and Innovative Instructional Strategies. Assignment: Read from Curriculum and Instruction in Information Processing B-3, B-4, C-1, C-3, C-5, and D-1. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share it with the class. Identify at least one instructional strategy not discussed in the reading or class and be prepared to explain its use to the class. Identify the information processing application to be taught using the chosen strategy. Why is this strategy appropriate?

Wednesday, June 24, 1998

Quiz 1; Group discussion: Articles from Curriculum and Instruction in Information Processing; Students share items for Instructional Strategies Portfolio; Students identify and explain the use of an instructional strategy useful in an information processing applications class. Assignment: Read from Curriculum and Instruction in Information Processing E-1, E-3a, E-3b, E3-d, E3-e, E3-f, and E3-g. Be prepared to discuss each reading. Identify at least one item to include in your Instructional Strategies Portfolio and be prepared to share with the class. Be prepared to submit a typed first draft of your lesson plan for your Instructional Strategies Demonstration.

Thursday, June 25, 1998

Group discussion: Articles from Curriculum and Instruction in Information Processing E-1, E-3a, E-3b, E3-d, E3-e, E3-f, and E3-g. Students share items for Instructional Strategies Portfolio; Students submit a rough draft of the lesson plan for their Instructional Strategies Demonstration. Discussion: Suggestions on Choosing Methods, Developing Instructional Objectives, Developing Course Outlines, Developing Teacher and Students Lesson Plans. Assignment: Read from Evaluation: Assessment and Testing A-D. Be prepared to discuss each reading. Be prepared to submit your completed Instructional Strategies Portfolio and share its contents with the class. Revise lesson plan as necessary based on class discussions and materials provided.

Friday, June 26, 1998

Group discussion: Articles from Evaluation: Assessment and Testing A-D; Discussion: Defining Testing and Evaluation Assignment: Evaluate the Computer Software for Business Education (*packets will be distributed to each student*). Write a one page report describing your evaluation of the software and be prepared to discuss it in class. Students may work on this project in groups.

Monday, June 29, 1998

Midpoint of First Short Session; Present individual or group evaluation of the Computer Software for Business Education and submit report. Discussion and review for Quiz 2- Topics: Course Construction and Lesson Planning and Evaluation: Assessment and Testing. Assignment: Select a textbook published for use in one of the Information Processing content areas. Evaluate the textbook, prepare a one page, typed report and be prepared to discuss it in class. Students may work on this project in groups.

Tuesday, June 30, 1998

Quiz 2; Students share evaluation of textbook and submit one page report. Discussion: Hardware and software products for information processing instruction, physical environment, and classroom management. Discussion and final preparation for Instructional Strategies Demonstrations. Assignment: Students interview at least three experienced Business Education teachers to acquire teaching tips for information processing. Prepare a 1-2 page double-spaced, typed report based on the interview and be prepared to share your findings with the class.

Wednesday, July 1, 1998

Students submit report based on interviews of three experienced teachers and share findings with the class. Students submit completed Information Processing Portfolios and share contents with the class. Continue developing instructional demonstration. Return of all graded assignments and quizzes.

Thursday, July 2, 1998

Continue developing instructional demonstration.

Friday, July 3, 1998

Independence Day Holiday

Monday, July 6, 1998

Continue developing instructional demonstration.

Tuesday, July 7, 1998

Continue developing instructional demonstration

Wednesday, July 8, 1998

Instructional Demonstrations 3@50 minutes

Thursday, July 9, 1998

Instructional Demonstrations 3@50 minutes

Friday, July 10, 1998

Instructional Demonstrations 3@50 minutes