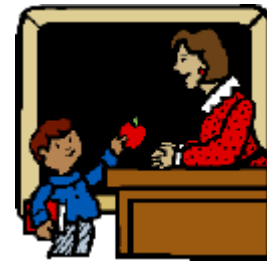


Welcome to EDIT 2000
Introduction to Computers for Teachers

Spring, 2003



Instructor: Greg Clinton

Course Website: <http://www.coe.uga.edu/~gclinton/2000series>

UGA College of Education
Department of Instructional Technology

Introduction to Computers for Teachers

EDIT 2000

Instructor: Greg Clinton
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(I will do my best to answer your email or phone
call within 24 hours.)

EDIT 2000A Tues-Thurs 9:30-10:45 AM
EDIT 2000B Tues-Thurs 11:00 AM – 12:15 PM
Spring Semester 2003
Aderhold Hall
Room 616

Course Website: <http://www.coe.uga.edu/~gclinton/2000series>

Course Description:

The computer and its educational applications for pre-service teachers. Computer-based educational applications in the areas of instruction, text and data processing, multimedia, and telecommunications. Emphasis on integrating computer tools into class instruction.

Purpose:

The purpose of this course is to prepare pre-service teachers to:

- Acquire a fearless attitude for exploring new devices and software.
- Realize the importance of integrating computer technology into class instruction.
- Operate and manage microcomputers, as well as develop skills needed for the appropriate application of microcomputers in K-12 educational settings.

Course Objectives:

1. List and explain how technology can benefit you and your students once you start teaching. (8 general areas)
2. List and explain three specific examples of how you will use specific computer applications in your classroom and describe how using these will benefit your students.
3. Understand the following computer applications and be able to create files in them that will be beneficial to you when you start teaching:
 - A. Word Processing
 - B. Draw and Paint Programs (Photoshop, etc.)
 - C. Data Base Programs
 - D. Spread Sheet Programs
 - E. Presentation Programs (PowerPoint, etc.)
 - F. Electronic Mail (email)
 - G. Web Design Programs (Dreamweaver, Netscape Composer, etc.)
 - H. Internet Search Engines
4. Become familiar with: a) the National Educational Technology Standards for students and teachers, b) the Georgia Technology Standards for teachers and the Georgia Technology integration QCC objectives for students, and c) the Georgia Learning Connections website.
5. Create a lesson plan that integrates all of the technologies you have learned in this class into the lesson.
6. Develop an exploratory, experimental approach to technology and be willing to try and become proficient in new applications that you have not used in the past.

Assignments:

Here are the basics on your assignments for this class. Note that these project guidelines may change. Changes will be announced both in class and via email. Normally you should be able to find the latest class information on the course website at <http://www.coe.uga.edu/~gclinton/2000series>. However, attending class and heeding your inbox will be the surest approach to staying on top of assignments.

Note: As a 21st century college student, YOU ARE EXPECTED TO CHECK YOUR EMAIL DAILY, especially the evening before (or morning before) class. I will not be emailing you every day, and I will try not to email you too close to class time (or if I do, I will try to avoid putting you at a disadvantage). But to be safe, plan to check your email regularly.

An approximate timeline for when the class will be working on each topic area can be found below in this syllabus.

If you would like to do something else for any of these assignments, please talk to me about it. I am very flexible and want you to be doing assignments that will be beneficial to you and your students.

Written assignments should include: (1) A professionally designed cover sheet with your Name, Email address, and any other information you deem appropriate. (2) A one-page explanation/reflection of how you envision this technology assisting you as a classroom teacher.

- **Web Search** (10 Points) Also includes word processing skills.

You should complete all of the following.

A. Find two articles in the ERIC database that were written by professor(s) from the UGA College of Education (COE). If you do not know any professors in the COE then you can look at <http://www.coe.uga.edu> for a list of faculty members.

You can access ERIC at the Georgia Learning Connections site at <http://www.glc.k12.ga.us>. Go to "Teacher Resource Center", then "Teacher Treasures". (You can also access ERIC through the UGA Libraries' GALILEO resource if you like.)

Copy and Paste the information about each article from ERIC into a new word processing file. You may lose some of the formatting when you do this, so clean up the file, deleting unwanted spaces, etc. You may also want to add titles and headings to clarify what you have found, and/or delete extraneous formatting "clutter". Do **not** print the **entire** article, only the information available in the ERIC database, which should include an "abstract" (summary) of the article.

B. Use all of the search engines Yahoo, iWon, Dogpile, WebCrawler, Google, and AltaVista (at least once each) to find the "official websites" for eight or more of the items below. In a word processing document create a table with three columns listing the item, the search engine you used to find it, and the complete URL for each site.

Example:

The White House	AltaVista	http://www.whitehouse.gov
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The Items:

N.A.S.A.	History Channel	Crayola	Coca-Cola
Atlanta Braves	Nickelodeon	Atlanta Symphony Orchestra	FedEx
Discover Magazine	Girl Scouts of America	McDonalds	Library of Congress
Sea World	Supreme Court	The Lord of the Rings	M&Ms

C. Pick three of the above sites that could be used in classroom teaching. Write at least one paragraph about each of the three sites detailing how it could be integrated into your classroom teaching. Mention skills, concepts, etc. that could be taught with the assistance of the content found on these sites. This should be completed in a word processing document.

Bonus Search (worth 3 extra points): Find a website that has good information about “evaluating Internet sites”. (There are a lot of site that have this information. Check out a couple before picking one.) Give the name of the site, who sponsors it, and the URL.

You will email to me, in one or more word processing documents: (1) your professionally designed cover sheet, (2) a copy of your ERIC information from Exercise A, (3) the table of URLs and related information for Exercise B, (4) your typed information from Exercise C, and (5) the results of the bonus search if you decide to include it. (NOTE: No additional explanation/reflection is required with this assignment, since you are already doing this kind of thing in Exercise C.)

- **Teaching Concepts** (10 Points)

1) The following four websites, on Constructivism and Instructional Design, provide the first reading assignments for the course. Timing of these assignments and due dates for responses will be provided in class. You will need to print these articles out to keep in your notebook.

Constructivism www.sedl.org/scimath/compass/v01n03/understand.html http://www.stemnet.nf.ca/~elmurphy/emurphy/cle.html
Instructional Design http://www.ed.gov/databases/ERIC_Digests/ed411778.html http://distance-ed.fullerton.edu/pages/faculty_staff/online_guide/guide24.htm

2) In pairs, research one of the following teaching concepts and report back to class the following: name of strategy or concept, summary, and at least 3 examples of how **technology** can assist you in implementing this strategy. You will probably want to do a search for additional resources on the topic. You must create at least one **PowerPoint** screen to assist your presentation (we will talk about PowerPoint in class), but the rest of your presentation can use either more PowerPoint, or a handout, or a quick activity. You will have approximately **3 minutes** in class to present your strategy (very short!). Be sure to include a “references” slide listing your sources.

Bloom's Taxonomy www.bena.com/ewinters/Bloom.html
Differentiated Instruction www.ascd.org/pdi/demo/diffinstr/differentiated1.html
Project-based Learning http://pblmm.k12.ca.us/topics_main.htm http://www.imsa.edu/team/cpbl/cpbl.html
Multiple Intelligences www.education-world.com/a_curr/curr054.shtml
Inquiry Learning www.thirteen.org/edonline/concept2class/month6/
Brain-based Learning www.funderstanding.com/brain_based_learning.cfm
(For Citations: www.noodletools.com/quickcite)

- **Draw & Paint** (10 Points)

Complete one of the following assignments using Photoshop or Appleworks Draw/Paint.

1. Imagine that you are a classroom teacher and you are sending home a flier to announce an upcoming School Open House. Create this announcement. Include at least 2 images, text with information about the Open House, and a background. View some examples of [Open House announcements](#) created by previous students (see course website for hyperlinks).
2. Create an instructional graphic, that is, a diagram or set of shapes and text that represents a concept you will need to teach to your students. Be creative with this. Science concepts, numerical or geometric concepts, or graphic representations of demographics, etc. are just a few of the possibilities. Browse in the Curriculum Materials Center for ideas if you like.
3. Create a diagram of your future classroom. You can view example [classroom floor plans](#) created by other students. Your diagram should include **all** of the following elements (see course website for hyperlinks).
 - * Classroom door
 - * The chalkboard(s) and/or dry erase boards
 - * Bulletin board
 - * Seating for 24 students
 - * Teacher work area - Desk, shelves, filing cabinet, filing drawers, etc. - Customize this area to your individual needs and preferences.
 - * Rack(s) for hanging coats and bags
 - * Computer center
 - * A table and shelf (shelves) for "Reading Center"
 - * Activity center (Math, Science, Social Studies, Games, etc. - Use this center as you wish, but it must be included in your plan.

Once you have completed one of the above assignment, normally it should be shown to Mr. Clinton on your computer's monitor. Only a cover sheet and one page reflection will be required to be handed in. I do not need a printed copy of your creation. The lab printers do not print in color,

therefore I will grade this assignment while it is displayed on your monitor. HOWEVER, it would be a good idea to print a copy of your work to include in your portfolio. This will be handy in future job interviews. (If you have access to a color printer elsewhere and the draw/paint software, you may wish to print a color version for your portfolio.)

- **Website** (20 Points)

Overview:

In this assignment, you will create a basic website for yourself. The University has provided you with an account on a web server, making it possible for you to post the site and have it accessible through the web. As you map out your site, design the images, and create content, remember your goal is to offer the viewer a site that will provide information/interactivity, communication (i.e. email or guest logs), and entertainment - all in a site that flows easily with good navigation and quickly with small file sizes. As a guide, limit the wordiness on the homepage. The viewer will want to quickly and clearly see the options available within the site. Begin with general concepts and as they move deeper into the site, the information can become more detailed.

Requirements

The Homepage:

- Title and Introduction
- At least one original graphic (logo, illustration, photo, etc.) that you have created.
- Navigation for the entire site
- An email link to your email address
- Save this page as "index.htm" or "index.html"

"Whatever" Page:

- This page may be designed as you wish
- Ideas - Biography, Photos, Family, Friends, etc.

Lesson Page:

- Grade Level - For what grade level(s) is the lesson designed?
- Lesson Objective-What will the students learn?
- Background information/Introduce material/Purpose for this lesson
- Materials Needed (Resource Materials, Supplies, at least 2 Weblinks, etc.)
- Lesson - Include the following:
 - Provide the actual lesson plan of how the teacher will "carry out" the instruction
 - The actual "teaching" - might be teacher lecture, small groups using "discovery learning", or web-based instruction
 - Directions
 - Activity - In some cases, this may have been included in the "Lesson" (see above) and may be omitted with Mr. Clinton's approval.
 - Conclusion - How will you conclude this lesson?
 - Make sure you restate the learning objective
 - The conclusion should "wrap up all the loose ends" of the entire lesson.
 - Evaluation - How will you assess what the students learned in this lesson?

Links Page:

- Include at least 5 educational links
- At least 2 of these should be related to your lesson
- Include at least 5 of your personal favorite weblinks
- Include a link to the UGA website
- A minimum of 3 of the above links should include icons

Other Requirements:

- Use of a table
- A Navigation line/bar on all pages other than the Homepage
- At least one original graphic that you have created in Photoshop or Appleworks (or similar software).
- Images saved as GIF or JPG as appropriate (72 dpi, interlaced)
- All images saved into a single folder. Save yourself a headache and start doing this from the beginning!

- **Spreadsheet/Database** (10 Points)

The spreadsheet/database assignment will be primarily a written overview that you will turn in. Details will be provided in class.

- **I-Movie** (5 Points)

We will use I-Movie on the Mac to get a taste of simple video editing for instructional use. A workshop on I-Movie will be given in class by an expert, and from this workshop you will create a brief Quicktime movie. Details will be provided in class.

- **Presentation with PowerPoint and I-Movie** (15 Points)

1. Prepare a presentation for parents to view when they visit your classroom during your future school's Open House. You may choose to make this presentation about you, your classroom, the school, the community, the city, or it might display student works (You'll have to create those). It might also present your discipline plan, demonstrate how you use technology in your classroom, or be thematic (November, Thanksgiving, Fall, Fractions, Jogging, based on a novel, etc.). Your presentation should have a minimum of 6 slides. It should contain a variety of graphics. Finally, you will be required to create a brief Quicktime movie to show as part of your presentation, and you will link to this video from one of your PowerPoint slides.

- **Software Evaluation** (20 Points)

You will participate in a group learning activity in the form of a WebQuest about evaluation of educational software. Details will be provided in class.

- **Final Project: WebQuest** (30 points)

For this assignment you may choose to work individually or in groups of 2 or 3. Your primary task is to create an original WebQuest designed to teach critical thinking about a concept of your team's choice.

Much more information about this assignment will be provided later in the course, and will be posted on the course website.

- **Notebook** (10 Points)

You will maintain a notebook of all handouts, assignments, hard copies of assignment (those that required a hard copy), and email correspondence carried out in this class. These notebooks will be collected and graded at the end of the semester and will be returned to you. Your notebook should be organized according to your tastes with clearly labeled dividers.

This serves two important purposes:

1. It will serve as a reference guide for you in your future career. There will be countless tips and ideas that will be priceless to those of you that go on to teach.
2. You will also have a nice portfolio of your work to show employers when you go for job interviews. It is impressive when you can show the interviewer actual hard copies of your abilities in technology...you'll be glad you have it!

- **Readings** (10 Points)

Throughout the semester you will react, in writing, to readings that deal with instruction and technology. Many of these readings will be available to you online. Reactions should be emailed to me, either in the body of the email message or as an attachment. The length is unspecified but you need to convince me that you read the material.

If you are not sure what to write, ask yourself "What did I learn?" and "Do I agree or disagree?" You may also feel free to tell me whether you thought a particular piece was a) over your head or b) too easy or boring. Be sure to include your "real name" in the email.

- **Reflections**

Many of the projects will require you to write a reflection/integration statement before turning in the assignment. These reflections are to help you begin thinking as a teacher out in the "real world". These exercises will prove beneficial to you. Please do a thorough job in completing them. Your grade for each assignment will be determined in part by the quality of your integration statement.

Be sure you understand the distinction between your integration statements and your reading reactions. While your reading reactions are graded very loosely and may take the form of simply an email message, your integration statements need to be word processing documents and are graded carefully to see if you are giving specific ideas about your future teaching.

Approximate Timeline for Topics/Assignments:

January 9, 14, 16 – Introductory items (including tours of resource facilities), Web Search
January 21, 23 – Teaching Concepts
January 28, 30, February 4 – Draw & Paint
February 6, 11, 13, 18, 20 – Website
February 25, 27 – Catch-up days
March 4, 6 – Database/Spreadsheet
March 11, 13 – I-Movie
March 25, 27, April 1 – Presentation using PowerPoint and I-Movie
April 3, 8, 10 – Software Evaluation WebQuest
April 15, 17, 22, 24, – Final Project (Creating an Original WebQuest)
Exam Day - See Below

Additional Class Schedule Notes

Tues.	Jan. 9	Class Begins
Tues.	March 4	Semester Midpoint
Fri.	March 7	Withdrawal Deadline
Fri.	Oct. 18	No Class
Thurs.	March 13	Last Class Day before Spring Break
Mon.-Fri.	March 17-21	Spring Break
Mon.	March 24	Classes Resume
Tues.	April 29	Final Regular Class Meeting
Thurs.	May 1	(MWF Classes End on a Thursday)
Wed.	May 7, 8:00-11:00 AM	Final Exam Time Slot for EDIT 2000B – **MORNING** - Attendance required but no exam (final project showcase)
Thurs.	May 8, 7:00–10:00 PM	Final Exam Time Slot for EDIT 2000A – **EVENING** - Attendance required but no exam (final project showcase)

Grading:

Throughout the semester we will discuss your progress in the class. This may be achieved through email, office appointments, and during class times.

Participation plays a vital role in this course. Please involve yourself in both class discussions and any cyber-discussions. Helping neighbors and friends understand new computer programs is encouraged. Make sure all “work” is done individually, though. Make sure you are an active participant in all group assignments, as well.

LATE WORK IS NOT ACCEPTED. You are a professional in training. Please conduct yourself as such. Let me make that very clear...I do not accept late work. As one other instructor put it, this is for your sanity and mine.

As your instructor in a lab class, I will spend most of my time in class helping you complete your assignments. Typically an assignment can be emailed to me and I will allow you until midnight of the due date. **If you are not yet finished at that time, you will need to turn in what you have done.**

Readings, the final project (especially) and some other items will require time outside of class to complete. Some assignments will be due by the end of class on the due date.

The bottom line: attendance is critical to this class. It does account for much of your participation grade. It also affects your ability to get projects completed and turned in on time. Let me remind you...I do not accept late work.

Points

<u>Assignment</u>	<u>Point Value</u>
WebSearch/WordProcessing	10
Teaching Concepts	10
Draw & Paint	10
Website	20
Spreadsheet/Database	10
I-Movie	5
Presentation	15
Software Evaluation	20
Webquest Creation (Final Project)	30
Notebook	10
Readings	10
Attendance/Participation	50
Total	200

Attendance/Participation

Attendance is critical to this class. It does account for much of your participation grade. It also affects your ability to get projects completed and turned in on time. Excessive absences will affect your grade. It is your responsibility as an adult to inform me of your absences and get any make-up work.

I will allow two unexcused absences. Further unexcused absences will result in a 10 point reduction in your final grade for each additional absence. This can add up fast. An excused absence is occasioned by one of two things: a death in the immediate family or a doctor's appointment. Some documentation is required for each, and work must still be made up.

I cannot stress enough how important it is to attend this class. Although there are a variety of projects and assignments you will do in this class that are important, these assignments are only a part of what I hope you will take from this experience:

You will hopefully come to understand that process is as important as the finished product.

We will stress the importance of building a class community. As future teachers, you will need to establish a sense of community among your students.

We will stress the importance of reflection and evaluation in the learning process.

Academic Honesty Policy

All Students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The full version of “A Culture of Honesty: Politics and Procedures” detailing UGA’s policies on this matter can be found on the internet at: <http://www.uga.edu/~vpaa/polpro.htm>

Labs:

You will be expected to comply with all computer lab procedures and policies established and maintained by the Office of Information Technology while working in any of the available labs. Besides our class/lab (Aderhold 616), there are other labs in the building that you may use. A schedule appears outside each lab, or you may check <http://www.coe.uga.edu/oit/labs/schedules.html> for lab hours.

- There is another Macintosh lab in Aderhold 228.
- Windows labs are located in Aderhold 233, 227, and 618.
- Our lab, Aderhold 616, is a split lab with both Mac and Windows units.

Materials

1. You will need a 3-ring binder in which you can keep all handouts and assignments, and you will need tabbed dividers to organize it.
2. You will need at least 2 zip disks on which you can save your work. These may be purchased in O.I.T., at Target, Wal-Mart, Office Max, etc. Make sure you purchase Zip 100 diskettes. Do not buy Zip 250 diskettes. Buying Mac formatted Zip disks is ok only because they can be reformatted. Save the trouble – buy PC Zip disks that can be used on both platforms.
3. No textbook is required for this course. Thus, the reason the notebook is so important. It will be an invaluable tool to you in this course, and likely in your career as well.
4. You will need an Arches email account for this class so that you may participate in in-class email activities and also host your website on the Arches server. If you do not have an Arches account, simply go to the Arches webpage at <http://www.arches.uga.edu/> and select "Create Account" from the left-hand menu. For practical reasons, you may not use email from other providers (Earthlink, Hotmail, AOL, etc.) for class activities.
 - If you have **forgotten your LogIn ID or Password** then you may visit <https://www.arches.uga.edu/myid/cp-form.html> for assistance. If further assistance is required, you will need to contact the EITS Help Desk at 542-3106 or visit the EITS webpage. You may also visit the OIT Help Desk in Aderhold 231 or call them at 542-HELP.
 - For **assistance** with Arches e-mail accounts, first visit <http://www.arches.uga.edu/manage.html>. If further assistance is required you should contact

the EITS Help Desk at 542-3106 or visit the EITS webpage. You may also visit the OIT Help Desk in Aderhold 231 or call them at 542-HELP.

- If you are an **AOL** user and you wish to access your Arches account while connected to the Internet via AOL (outside of class), it is your responsibility to contact the EITS Help Desk at 542-3106 (or visit the EITS webpage) for assistance. Although you must go through some extra steps to access the account, it can be done.

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