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UNIVERSITY OF WISCONSIN - RIVER FALLS

COLLEGE of EDUCATION and PROFESSIONAL STUDIES

TEACHER EDUCATION DEPARTMENT

(TED)

SPRING SEMESTER 2007

COURSE SYLLABUS



Course Title:	Introduction to Education and Instructional Technology
Course Number:	TED 120
Course Credits:	3 Credits (includes lab)
Course Schedule:	Tues. & Thurs. Sec. 1 (8025) 9:35-11:00 AM, Room 114 WEB & Tues. & Thurs. Sec. 2 (8026) 11:15-12:40 PM, Room 114 WEB
Course Instructor:	Professor LeLand L. Lueck
Office Hours:	All Times by Appointment
Office and Telephone:	WEB / ETC Lab, (715) 425-3837 or Home (715) 425-9413
E-Mail Address:	leland.lueck@uwrf.edu
Fax Number:	(715) 425-3696
Building and Room:	WEB 114 (classroom) and WEB ETC (computer lab)

PURPOSE OF COURSE

The purpose of this course is to serve as an orientation to middle and secondary education and instructional technology. The course provides an overview of middle and secondary education with an emphasis on the integration of learning technologies. Specific topics such as various components of the teaching profession, purpose of schools, school administration and governance, curriculum, standards

and lesson plans will be introduced. Students will gain a working knowledge of instructional technology tools used in support of project-based learning. **Field experience required (7 hours).**

COURSE OBJECTIVES

Students will:

1. Gain an understanding of the expectations and requirements for admission to secondary and middle level teacher education at UW-River Falls.
2. Examine and experience current trends, issues and approaches related to education.
3. Develop an understanding of diversity related to school and students.
4. Study the relationship of pupil services programs to other aspects of the total school program.
5. Study the organization, operation, and administration of schools and educational programs in the United States, Wisconsin, and Minnesota.
6. Study the educational profession, including the roles and responsibilities of the school board, the school superintendent, principals and teachers.
7. Study the basic elements of a lesson plan and various teaching strategies.
8. Demonstrate the operation and simple maintenance of computers and multimedia equipment commonly used in the learning environment and is able to discuss the classroom application of breaking technologies.
9. Demonstrate the basic principles of visual design, as well as those graphic skills required to produce "readable" instructional materials, such as overhead transparencies, instructional handouts, newsletters, slide, video, computer and Web presentations.
10. Select, apply and evaluate instructional materials—including computer software. They will be able to determine the appropriate use of instructional technology throughout the curriculum and with diverse student populations.

REQUIRED TEXTBOOKS

- Farris, P. J. Teaching, Bearing the Torch. Chicago: Brown and Benchmark
- Morrison, Gary, R., Lowther, D. L., and DeMeulle, L. Integrating Computer Technology into the Classroom

REQUIRED MATERIALS

- Purchase a 250 MB zip disk (roughly \$13.) or SanDisk flash drive
(SanDisk Cruzer Mini 256 MB portable USB 2.0 flash drive- roughly \$29.95)
(SanDisk Cruzer Mini 512 MB portable USB 2.0 flash drive- roughly \$49.95)
- Purchase Chalk and Wire account at UW-RF bookstore (roughly \$80.)

- CD and CD label (roughly \$1.40)
- Negligible monetary cost in supplies (paper, printing, etc.)

COURSE REQUIREMENTS

Adobe Photoshop: You will create either a content area or biographical collage using Adobe CS2. Creativity and application to your content area and life will determine your grade. Adobe Photoshop will also be used to create a Web Photo Gallery and edit photos throughout the semester.

Autobiography: An autobiography is a history of a person's life written or told by that person. The purpose of writing an autobiography for this class is to start thinking about who you are and the type of teacher you would like to become. Include philosophy of education, why you want to become a teacher, interests, hobbies, a paragraph about your family, work experiences, field experiences and any other related experiences. Include information a resident teacher or principal would benefit knowing about you. This is a required task when you apply for your student teaching field experience. This will be done on Word with the text wrapped around your digitally taken photo. (Example will be provided.)

Class Participation: Class discussion and participation is **extremely important** given the nature of this course. You are required to assume an active role in this course.

Chalk and Wire: You will learn and then create your certification electronic portfolio for your teacher licensure certificate using this software package. This company (Chalk and Wire Professional Development Service) will also host your e-portfolio for eight years after you have been official enrolled during this course.

Desire to Learn (D2L): One of the first items you will work on/with is D2L and D2L will be used as a communication interactive instrument thereafter.

Discussion Board Questions: You will be required to respond to questions posted in “Discussions” on the navigation bar of D2L. This will be explained in more detail on the first day of class.

Dreamweaver: You will work in a cooperative group to develop a Web Quest with your content area using Dreamweaver as the software for its development. This WebQuest must follow the basic guiding principles developed by Bernie Dodge and Tom March.

Another possible choice utilizing Dreamweaver will be to develop a homepage as if you were actually teaching in a school where you would display assignment, inform parents, allow students to see assignments, download documents, etc.

E-Portfolio: At the end of this semester you will present your electronic portfolio, with all the requirements of this course included, via Internet, Chalk-n-Wire as part of your final. You will also need to hand in a burned and labeled CD with all of your TED 120 materials. (additional information and open houses will be provided by the TLC.)

Exams: A midterm exam and several quizzes **may be** used to monitor your understanding of the material from the required textbooks, lab work, guest speakers, and lecture material covered in class. There **will be** a written final exam during finals week.

Excel Graph: Students will develop an Excel graph dealing with some statistical aspect of their content area, using Excel as a grade-recording instrument, or the educational profession in general. A background image relating to the graph and a brief oral explanation of the data will be given to your class peers or placed on D2L. You will need to also develop a similar graph from an Internet website.

EZedia: You will work with eZedia and compare it's multimedia-publishing (html, Quicktime, and webpage) capabilities to that of other software programs. You will also work with **Photo Vista** to develop your own virtual reality tours that can be displayed using eZedia.

Field Experience Written Assignments: You will complete seven hours of field experience at Battle Creek Middle School, Highland MS, Central High School, or Johnson HS in St. Paul. In addition to the school visit, you will complete a field experience written assignment on the Discussion Board of D2L. (Supplementary TED PDF form provided and required.)

Garageband: This is a software application (iLife) that will be used by the student to create an educational Podcast. It was developed by Apple Computer for the Mac OS. The application is not aimed at professional musicians, but it is intended to help amateurs produce music and create Podcasts easily. A team of students will create a Podcast and submit it to iTunes for downloading internationally.

Hyperstudio: Each student will develop a stack of cards that can be used to teach a concept within your area and get your students interactively involved. The stack must include some graphics (pics, sound, video, scrolled text, action buttons, gifs, etc.) and will be presented to your peers or placed on D2L.

ImageReady: You will explore and experiment with of the possibilities of this program in helping you to develop and alter animated gifs to use in Webquests, Power Points, Inspiration presentations, etc.

Inspiration: This program will be used to create a digital concept map either within your content area or to outline a presentation of one of our many guest presenters. You will then export that map to Word and explain its contents and reflect on the potential value of the software program within your content area.

iMovie, Publisher, and/or PageMaker: You will present a lesson, tutorial, or published document infusing one or more of these technological aids.

Lesson Plan: You will design an integrated lesson plan for your area, site the Wisconsin State Standards and content standards met, develop an assessment rubric, and follow the NTeQ guidelines from Chapter #2 & 3 in Morrison. The infusion of technology will be the main component of this plan.

Resumé: A brief written account of personal, educational, and professional qualifications and experience, as that prepared by a job applicant. Each resume takes on the character of the writer and therefore will be unique in each case. A cover letter will also needed to be submitted. (Additional information will be provided via a presenter from Career Services.)

Plan & Program Sheet: Meet with your advisor to complete a Plan Sheet, then meet with a member of the Dean's Office staff (Bev Eloranta) to look over your Program, and return both signed / dated by her and your instructor before being turned into Professor Lueck.

PowerPoint, Overhead Transparency & Storyboard: Each student will prepare a 5-6 slide sequence PowerPoint presentation that could be used to teach an idea or concept with your area (major/minor). One of the slides must then be transformed into a single instructional overhead transparency. A Storyboard must be submitted before work can begin. This PPT will be orally presented to your peers via a DVD or placed on D2L.

Publisher: Each student will learn how to create a six-panel brochure using both the Microsoft Publisher or Word programs. This brochure must address /inform the reader of some issue pertaining to education.

BASIS OF STUDENT EVALUATION

Assignment of Point Values (tentative):

Method of Assessment	Points
Adobe Photoshop	35
Animated Gif	35
Autobiography/Word/Digital/Wrapped Pic.	35
Class Participation/Attendance	35
CD Burn/Emblem	20
Desire to Learn (D2L) Profile Page	35
Excel Spread Sheet/Graph	35
Field Experience Assignment	35
File Folder Assignment	45
Inspiration	35
Lesson Plan	35
Mid Term Exam (written test/lab practicum)	65
Overhead Transparency & Storyboard	10
Plan /Program forms	20
Power Point	35
Publisher	35
Chalk-n-Wire/CD	65
Responses to Discussion Questions	15

Resumé	35
Web Photo Gallery	35
Website via Dreamweaver	35
Final	100

Tentative Total Possible Points

735

The final letter grade equivalents are as follows:

Letter Grade: **A** (95-100%), **A-** (90-94.9%), **B+** (87-89.9%), **B** (83-86.9%), **B-** (80-82.9%), **C+** (77-79.9%), **C** (73-76.9%), **C-** (70-72.9%), **D+** (67-69.9%), **D** (63-66.9%), **D-** (60-62.9%), & **F** (-60%)

Final Grades:

I will work with you to insure a fair grade that represents your work throughout the semester. It is your responsibility to keep tabs of your grade via D2L and inform me of any discrepancies in a very prompt manner.

Policy for make-up exams, late papers and other assignments:

The only reason you should miss an exam, an assignment, or class would be because you were extremely ill, had an emergency, or are away from campus representing the university on the day of the assignment and/or exam. There will be **NO** make-up exams administered unless I hear from you **before** the exam begins for the above mentioned reasons except for emergencies in which you are unable to contact me. The same will be true for all other requirements. If I hear from you in advance you may hand in the assignment late during a **ONE-WEEK GRACE PERIOD**, but there will be a 2-point penalty for each day it is late. I **will not** accept anything after the grace period is over. It is to your advantage to be on time or to hand it in early.


Receiving Final Grades:

The final grades are **not** posted. However, you will be able to track the status of your points for TED120 through the online grade book in Desire to Learn (D2L).


* Speaker Confirmed

Tentative Course Outline: ■ Technology ■ Guest Speaker ■ Assignment Due
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Date	Topics	Readings	Assignments Due
Tuesday, January 23rd	<ul style="list-style-type: none"> -Introduction to course /syllabus/Desire to Learn -List students, area, & level -Explain Plan Program Planning Worksheet -Post profile on D2L -Type an autobiography using Word, insert wrapped digital photo, and hand in as a colored hardcopy -Introduction to TED 120 via PPT 	<p>Read the entire class syllabus</p> <p>Read Farris, Chapter #1 "The Teaching Profession"</p>	Pickup Farris and Morrison (texts)
Thursday, January 25th	<ul style="list-style-type: none"> -Explain e-portfolio using Chalk & Wire (contact, prof. info., person. info., WTS, artifact, reflection, evaluation, etc.) -Guest speaker: Mike Martin "Admission to Teacher Ed." 10:00-11:00 AM & 11:15-12:15 PM 	Read "Young & Connected" posted on D2L	<ul style="list-style-type: none"> -Explore all components of D2L -Place an abridged autobiography/photo on D2L's Profile and turn in an unabridged colored hardcopy w/wrapped pic in class. (35 pts.) -Purchase Chalk & Wire account
Tuesday, January 30th	<ul style="list-style-type: none"> -Creating a Web Photo Gallery in Photoshop -Guest speaker from Kristin Wenzel & Melissa Wilson from Career Services: "Prepar Your Resume" 10 -11:00 AM 11:15 - 12:15 PM 		<ul style="list-style-type: none"> - Respond to discussion questions (Chap. 1-Farris) on D2L (10 pts.) -Place a series of personal or content area digital photos into a folder within your "Home" or "S" drive
Thursday, February 1st	<ul style="list-style-type: none"> -How to build a digital collage in Photoshop -Explanation of diff. photo formats/file sizes -Work in ETC on Photoshop collage 		<ul style="list-style-type: none"> -Career Services calendar date is made! -Respond to another student's response of chapter #1 questions on D2L (5 pts.)
Tuesday, February 6th	<ul style="list-style-type: none"> -Introduction to Image Ready and how to create an animated gif -Work in ETC on your Image Ready gif(s) 		- Web Photo Gallery posted to D2L/online via Word (15 pts.)
Thursday, February 8th	<ul style="list-style-type: none"> -Explain File Folders, labeling, organizing, saving images, photo saving/ cropping tech., sound, voice, gifs, saving embedded music, movies, etc. via PPT 		-Post Adobe Photoshop project to D2L as PPT. and on C&W (35 pts.)

Tuesday, February 13th	-Go to ETC & complete the File Folder assignment. Save File folder assignment onto a CD, zip, or flashstick		-Post Image Ready animated project to D2L as a dmg. (35 pts.)
Thursday, February 15th	- Ms. Nancy Toll , Hudson's Technology Coordinator, on "Assistive Technology & Implementing Technology" 10-11:00 AM & 11:15 – 12:15 PM -Introduction to Inspiration -Assign educational stats	-Watch & listen to www.AtomicLearning.com video tutorials on Inspirational 8.0	- File Folder due (40 pts.)
Tuesday, February 20th	-Check Excel stats & data - Mr. Joe Young on "Charter Schools" -Continue working on Inspiration in ETC		-Educational statistics due (5 pts.)
Thursday, February 22nd	-Introduction to Excel spread sheets & graphs -ETC to begin work on Excel graph		- Inspiration concept map due (35 pts.)
Tuesday, February 27th	-Explain "Storyboards" for PPT & arrange PPT teams -Work in ETC on Excel graphs		- PPT Storyboard due in hardcopy (5 pts.) - Excel graph(s) due (35 pts.)
Thursday, March 1st	-Introduction to Power Point (transparency, tips, hyperlink, sound, movies, printing options, music, etc.)		
Tuesday, March 6th	-Work on PPT in ETC		
Thursday, March 8th	- Students Presentations: Educational websites (1/student)		-Collect hardcopies (rough draft/final) Cover Letter/ Resume' (35 pts.) -Post PPT as dmg. on D2L & hand in storyboard & note sheet (35 pts.)
March 10th – 18th Spring Break	 A colorful illustration of a beach scene. In the foreground, there's a wooden deck with a railing, a beach chair, and a surfboard. The background shows a blue ocean, a yellow sun, and green palm trees.		- Come back (:>-

Tuesday, March 20th	-Introduce Union assignment - Guest Speaker: Former Principal Grant Hanson on: "Job Application Tips" 10 -11:00 AM & 11:15 –12:15 PM -TLC @ 9:35 & 12:35 PM		
Thursday, March 22nd	- TLC's introduction to Dreamweaver (flash buttons, blinking text, layers,rollovers, tables, scrollbars, converting to PDF, saving format, music, movies, nonmoving bkgd., etc.) & explanation of website URL. -Explain WebQuest assign. (2 students/proj.)		
Tuesday. March 27th	- Guest Speaker: NEA Director (WCEA-Ellsworth) Matt Friedle on: "Teachers Unions & Licensure"- 10:00-11:00 AM &11:15 – 12:15 PM -Continue WebQuest assign.		- Unions assignment due (35 pts.)
Thursday, March 29th	- Guest Speaker: Manny Kenney on the "Role of A School Board Member" 10:00-11:00 AM & 11:15 – 12:15 PM -Continue WebQuest assign.		
Tuesday, April 3rd	-Work in ETC on WebQuest assignment project		- Collect Program Plan/DAR sheets in class (20 pts.)
Thursday, April 5th	-Introduce Cooperative Projects :(eZedia-Publisher, GarageBand, iMovie, MP3 Recorder, Smart Board, CD, VR's, emblem maker, Hyper-Studio, SnapZ-Pro, etc.) - Guest Speaker: * Assistant Principal Nate Schurman RFHS will speak on "Effective Classroom Management Techniques" 10:00-11:00 AM & 11:15 – 12:15 PM	-Farris, Chapter #11 & Morrison, Chapter # 5 <i>Managing the Classroom Environment</i> -Read through field observation questions on D2L, inform students of field observation form on TED site, discuss logistics, assign field observation questions	- WebQuest due (35 pts.)

Tuesday, April 10th	-Cooperative Projects: Break into groups/discuss -Guest Speaker: Joey Boles on the “The Law and the Educator” 10 -11:00 AM & 11:15 –12:15 PM		-Legal questions posted to D2L (5 pts.)
Thursday, April 12th	-Field Experience: Battle Creek MS, Central HS, & Highland JHS (Warning: this is an all experience (7 hrs.); inform your professors)		-Field observation questions due on D2L (25 pts.) -Field observation TED form due in hardcopy (10 pts.)
Tuesday, April 17th	-Cooperative Projects Due (approx. 2 / class)		
Thursday, April 19th	-Cooperative Projects Due (approx. 2 / class)		-Classroom Management Plan due
Tuesday, April 24th	-Cooperative Projects Due (approx. 2 / class)		
Thursday, April 26th	-Cooperative Projects Due (approx. 2 / class)		
Tuesday, May 1st	-Cooperative Projects Due (approx. 2 / class)		
Thursday, May 3rd	-Guest Speakers: UWRF Student Teachers on their classroom experience to-date (Intern Katie Sykora & Andy) (Grant 6-7 students teachers) (10-11 & 11:15-12:15 PM)		
May 7 -11th Final Exam Week	9:35 AM Sect. #1 Final Thursday, 5.10.07 @ 1:00 - 3:00 PM 11:15 AM Sect. #2 Final Thursday, 5.10.07 @ 3:30 - 5:30 p.m.		The final exam is worth approximately 100 points and will be both written and technological (ETC).