

Oklahoma State University
College of Education - School of Educational Studies

EDTC 3123 Applications of Educational Technology
Spring 04

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Oklahoma State University Professional Education Unit
Core Concept and Goals Statement

Oklahoma State University's professional education faculty seek to prepare individuals who believe everyone deserves the opportunity to learn, who act on the principle that diversity is to be valued, and who are committed to the belief that professional educators providing quality education are the backbone of our society.

OSU's professional education programs are devoted to the concept of *integration*. Professional education students learn to integrate personal experience with fields of knowledge and with teaching based on sound theory and research-driven educational practices.

Student attainment of unit and program goals is assisted and assessed in schools and in communities in which continuous professional development for pre-service candidates, in-service professionals, and university faculty is valued.

Course Description and Overview

As the goals of education change to reflect new social and educational needs, teaching strategies also change; and so, consequently, do strategies for integrating technologies and media production techniques into teaching and learning. EDTC 3123 is a course in the undergraduate pre-professional Teacher Education Program. The goals of this course are to introduce the student to the basic principles of designing instruction and the production, development, and utilization of media and technologies to support that instruction. Areas addressed include traditional media production techniques that are used by teachers as well as more sophisticated avenues such as multimedia presentation. Microcomputer applications included in this course include word processing, spreadsheets, use of the Internet, presentation software, and desktop publishing software.

Prerequisites

The only prerequisite for this course is active status in an undergraduate program at Oklahoma State University. However, much of the course will be taught from the perspective that all enrollees are planning on becoming classroom teachers. The course content centers around teaching and the use of technology as part of classroom curriculum.

Rationale for the Course

This course is designed to allow the undergraduate student to build a set of professional and personal experiences that contribute to a knowledge base useful in a professional career in education. EDTC 3123 is designed to integrate course work, content matter, and multimedia production techniques. This integration contributes to the professional knowledge of aspiring educators through promoting interaction and dialogue among colleagues, examining the relationship of technology to teaching and learning, developing experience in the use of technological applications, and through reflection on selected experiences.

Knowledge Base

The design, conduct, and delivery of this course is informed by professional organization and based on knowledge derived from research and professional practice. Specific professional organizations or related entities include:

- Assoc. for the Advancement of Computing in Education
- Assoc. for Educational Communications and Technology
- Assoc. for Supervision and Curriculum Development
- National Center for Technology Planning
- International Society for Technology in Education
- National Assoc. for Secondary School Principals
- Institute for Academic Technology
- South Central Regional Technology in Education Consortium
- Society for Applied Learning Technology
- National Council for Educational Technology
- National School Boards Assoc.
- U. S. Department of Education
- ERIC Clearinghouse on Information and Technology
- Oklahoma State Department of Education
- Oklahoma Technology Administrators Assoc.

Although not an exhaustive nor comprehensive listing, the following journals are examples of sources for articles and further readings:

- *Journal of Research on Computing in Education*
- *Cognition and Instruction*
- *Journal of Educational Technology Systems*
- *Journal of Technology Education*
- *Educational Technology Research and Development*
- *Media and Methods*
- *T.H.E. Journal*
- *Tech Trends for Leaders in Education and Training*
- *Educational Technology*
- *Performance and Instruction*
- *Journal of Computers in Mathematics and Science Teaching*
- *Innovations in Education and Training International*
- *Computers in the Schools*
- *Journal of Educational Computing Research*
- *Technology and Learning*
- *Electronic Learning*
- *Computer Education*
- *Journal of Computing in Childhood Education*
- *Journal of Computer Information Systems*
- *Journal of Distance Education*
- *The Technology Teacher*
- *Techniques*
- *Tech Directions*
- *Training*
- *Training and Development*

Course Objectives and Student Outcomes

As a result of this course, students will be able to:

1. state and demonstrate important characteristics of planning instruction
2. state and demonstrate skills in visual production techniques
3. create documents using tool applications
4. create instructional presentations using presentation software
5. demonstrate basic features and capabilities of the Internet
6. discuss issues and trends in educational computing
7. gain experience in the use of computer applications and telecommunications services
8. create documents using desktop publishing software
9. state important characteristics of copyright law.

Model/Style of Teaching

The course will be conducted as a seminar and a lab. The rationale for these approaches is that the learner actively constructs knowledge through a variety of methods. The active experimentation of the lab setting and the discussion-centered seminar approach will facilitate learning opportunities for different sets of learners. Knowledge, in this view, is gained by doing and reflecting. Consequently, you are expected to be an active participant in class activities, complete assignments in a timely manner befitting a professional educator, share information and ideas, and be ready to assist classmates. You will be provided opportunities to work collaboratively as well as independently.

Required Course Materials

One 3-ring binder for course handouts and products. A 1½” binder should be sufficient.

One ZIP disk – IBM formatted – **100 Mb**. Do not purchase 250 Mb ZIP disks!

2-3 blank, recordable CD-ROMs, 650 Mb.

Course Organization and Outline

Assignments and related requirements include:

1. Readings and Assignments In order to participate from an informed perspective, you must complete assigned readings (usually from Internet articles or course handouts), and you must complete assignments on time. Pose questions and comments that you feel will contribute to the class's understanding during discussion. Much of what you read and hear will not reflect commonly held beliefs in education so remember that the purpose is to develop and enhance the knowledge upon which your personal beliefs are based.
2. Written Assignments Educators are expected to express themselves orally and in writing. Therefore, all written assignments required of students should be carefully prepared, closely proofread, and neatly published.

Written assignments may include

- Exams, quizzes, reactions, and reflections
- Desktop publishing assignments
- PowerPoint presentations
- Spreadsheets
- Lesson plans and accompanying content materials
- Student activities
- Other work deemed necessary by the instructor

3. Computer-Assisted Instructional Unit Each student will develop, according to specified criteria, a computer-assisted instructional unit. The unit will contain educational goals and performance objectives indicating a basic knowledge of the domains of learning. The project will also contain resources from and the URLs of Internet sites that will support the desired learning outcomes. Using presentation software, each student will prepare and present to the class a computer-assisted teaching presentation. The final product will be compiled on an interactive CD-ROM.
4. Attendance and Participation You are expected to participate in class discussion, complete the readings and other assignments, generate discussion questions, and carefully prepare other assignments. All submissions should be free of grammatical, typographical, spelling, and other errors. Clarity, thoughtfulness, and easy-to-follow organization characterize the superior project or written assignment. The grade assigned will reflect an assessment of the quality and character of the work and assessment of the format of the work.

Daily class attendance is also expected. Because the course is a part of the College of Education's professional education program, students will be expected to attend class without fail just as employed teachers are expected to be at work on a daily basis. In keeping with that model, students will be allowed 3 absences from class without penalty. However, just as teachers are expected to notify schools of impending absences, students are expected to notify the instructor of that absence. An email message to the instructor indicating an absence is sufficient; the message must arrive prior to the start of class. Any absence without prior notification will result in a lowering of the final grade by one letter for each such unexcused absence. Additionally, each announced absence beyond 3 will result in a lowering of the final grade by one letter for each absence. Students with 7 or more absences should withdraw from the course prior to the final drop deadline so as not to find themselves failing.

Assessment and Evaluation

You will be assigned 7 projects for this course with the following point values:

1. Microsoft Publisher Newsletter*
12 points
2. PowerPoint Slide Show*
12 points
3. Trackstar project**
5 points
4. Two web-created curriculum materials**
6 points
5. FrontPage Website**
20 points
6. Technology-enhanced instructional unit consisting of a unit plan and 3 lesson plans**
40 points (10 points for unit plan; 10 points per lesson plan)
7. Final Presentation+
5 points

* - most work on these assignments will be completed outside of class following an in-class tutorial. Student should plan on approximately 2-3 hours of outside work for each assignment.

** - some work on this assignment will be completed in class and some outside of class. Students should plan on approximately 3-4 hours of outside work for each assignment

+ - work on this assignment will be completed in class.

Course Grading Scale

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

University Policies

Students are expected to familiarize themselves with university policies. All policy documents referred to in this syllabus are on permanent reserve in the Edmon Low Library.

Academic Dishonesty/Misconduct

"Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for one's self or another" (*Policy and Procedures Letter 2-0822*). Included under the heading of academic dishonesty is plagiarism, cheating, unauthorized collaboration, unauthorized advance access to an exam, and fraudulent alterations of academic materials or assisting another to do the same. Academic misconduct is distinguished from academic dishonesty in that "intent" is missing.

University policy guides individuals actions when proving or alleging academic dishonesty and misconduct and in their appeals. *Policy and Procedures Letter 2-0822* specifically details policies and procedures concerning academic dishonesty and misconduct and the Academic Appeals Board. The Office of Student Conduct, 315 Student Union, also details policies and procedures in issues involving academic dishonesty and misconduct.

University Services

I am committed to making the class physically accessible to anyone wishing to participate. Please identify for me how I may do that for you and we will work with University resources to make that happen. Inquiries and concerns may be directed to the University Counseling Services, 310 Student Union, 744-5472, and the Disabled Student Services Office, 326 Student Union, 744-7116.