

Syllabus for
PED 363/GPED 563—Educational Technology
3 Credit Hours
Summer Institute 2013
June 12-15, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Focuses on the selection, preparation, use, and sources of media and computer technologies for future teachers.

Prerequisite: Education minor or admission to the Professional Education Program

Educational technology fee: \$25

II. COURSE GOALS

The purpose of this course is to help prepare future teachers to use computer hardware and software that would be beneficial in the classroom.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Apply technological skill.
2. Describe a global perspective and understanding of education and teaching.
3. Apply knowledge of educational strategies and technologies based upon research.
4. Demonstrate knowledge of the historic and social foundations of technology.
5. Demonstrate effective communication skills, both written and verbal.
6. Demonstrate pedagogical skills by presentations.

B. Unit Objectives

As a result of successfully completing Units One, Two, and Three, the student will be able to do the following:

1. Access syllabi and assignments on the Internet.
2. Use the Internet to acquire information on current events and plan ways to help students get and use such access.
3. Demonstrate knowledge by using the Internet to explore educational endeavors worldwide.
4. Identify and discuss two popular online services.
5. Use word-processing, databases, spreadsheets, and graphics to develop plans, record information, and illustrate presentations.
6. Demonstrate competency in using audio-visual equipment, methods, and technologies.

7. Develop a set of rationales for using media and technology in education.
8. Select and use media and technologies based on research of effective education.
9. Identify software as public domain, shareware, drill and practice, simulation, problem solving, tutorial, and games.
10. Name and discuss criteria for selecting quality software.
11. Use the Internet as a tool for teaching.
12. Use email as a tool for teaching.
13. Evaluate a multimedia program and discuss its strengths and weaknesses.
14. Create a nonlinear PowerPoint.
15. Demonstrate competencies in video shooting and editing by producing educational videos for use in teaching programs.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. This course is designed to help students meet the following general competencies (GC):
 - GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - GC 2: The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
 - GC 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
 - GC 4: The teacher understands curriculum integration processes and uses a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
 - GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - GC 7: The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community; and adapts instruction based upon assessment and reflection.
 - GC 12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
2. This course is designed to help students meet the following subject competency (SC):
 - SC 9: Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1-“Flash drive”
- B. Optional Materials
 - 1. Textbooks
 - None
 - 2. Webcam
 - Headphone with Microphone

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student’s grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students’ majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
 - 1. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster’s Collegiate Dictionary* defines plagiarize as “to steal and pass off (the words of another) as one’s own.” In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

- c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
2. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. The grade is a composite of performance based on the following:

Preinstitute Assignment	10%
Class Portfolio	50%
Presentation	10%
Examinations/Quizzes	10%
<u>Postinstitute Assignment</u>	<u>20%</u>
Total	100%
 - b. Grading scale:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=Below 60%
 - c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
2. ePortfolio Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.

3. Other Policies and/or Procedures
 - a. The student is responsible for:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.
 - c. It is the right of the instructor to devise methods to achieve good attendance. These methods may include surprise tests, which cannot be made up, as well as other requirements that result in a lower class average.

D. Preassignment

The student should complete the following assignments and have them ready to turn in on the first day of class:

1. You will design a Unit Plan of a subject you would like to teach or present. You will be given a template for which to use.
2. You will design a simple PowerPoint presentation that will present to me your Unit Plan.
3. You will research your topic for your Unit Plan and bring this research to class.
4. You will start a "simple works cited" document that will reference and document where you found your information.
5. You will complete two email assignments and return them by email prior to coming to class.

E. Postassignment

1. Students will complete a one-week unit of study incorporating technology. The due date for the postassignment will be July 23, 2013. Projects must be emailed to: Gerald Landers at glanders@oru.edu
2. If the project is one day late, there will be a 10% grade penalty.
3. If the project is three days late, the student will **FAIL THE COURSE**.
4. **Failure to complete the postassignment will result in failure of the entire course.**

VI. COURSE CALENDAR

<u>DATE</u>	<u>SESSION</u>	<u>TOPIC/ASSIGNMENT</u>
Wednesday, June 12	1	Introduction CPS - Clickers Social Media TeacherWeb Website Discussion of Unit Plan Project PowerPoint Training—Non linear Video Editing Training

<u>DATE</u>	<u>SESSION</u>	<u>TOPIC/ASSIGNMENT</u>
		Internet Searches - Word Web site evaluation Downloading Images From the Internet Still cameras Video cameras Burning CDs Burning DVDs Memory Cards and Flash Drives SMARTBoard Confident, Comfortable, and Competent
Thursday, June 13	2	Photostory 3 PowerPoint Project Videos
Friday, June 14	3	Prezi 4teachers.org Trackstar Word—Forms Creating a Brochure in Publisher Creating a Newsletter in Publisher
Saturday, June 15	4	Copyright Software and computer use policies Presentations

Course Inventory for ORU's Student Learning Outcomes
PED 363/GPED 563—Educational Technology
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity		X		