The following material is from:

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This is a two semester-hour course.

Notes About Lectures for the Course EDETC 318

A SPECIAL NOTE ABOUT ASSIGNMENTS
PLEASE READ

During the course of EDETC 318 you will be asked to submit several assignments in a digital format. We have designed EDETC 318 in a manner that will allow you to complete many of these assignments in locations convenient for you. This may mean the Catalyst Center in Bluemont Hall where there are laptop computers for you to check out and use, the Info-commons in Hale Library, University labs in other buildings, computers in your living accommodations, or your own personal computer. The shift to Microsoft Office products was, in part, driven by the need to allow you to have greater access to university computer resources. There are three key factors to remember:

1. In using any computer resources—other than your own—remember it is a shared environment!
While the rules of successful computing always include **Backup, Backup and Backup,** it is even truer in shared computing. For example, you may be working diligently on an assignment on one machine, get halfway done and save it to the computer hard drive. The next user of that computer may toss your assignment away or you may not get the same machine the next time. So please, always make a BACKUP of your assignments in some format or medium that you can recover—floppy disk, CD, or personal network space.

COURSE NOTE: For Project #2, you will need copies of ALL the work you complete throughout the semester.

2. Macintosh computers will read PC formatted disks, **BUT** <u>PC computers </u>**will NOT** <u>read Macintosh formatted disks.</u>
So use PC formatted disks for saving your assignments.

3. Naming your assignment is crucial.
Macintosh computers do not need the "dot-three extension" in file names, but PC computers often do. Save ALL your files using one of the following "dot-three" extensions.

A. **Word files = .doc**
B. **Excel files = .xls**
C. **Power files= .ppt**

When you submit an assignment as an attachment to an e-mail you must always be careful to name it in a way that allows the 318 technical advisors to know who you are and what assignment you are sending.

The format is:

lastnamefirstinitial/assignment.proper dot-three extension

For example: wildcatwassignment 4.xls

Assignments not properly named will be returned un-graded without comment.

4. Send a copy of each assignment, you are to e-mail, to yourself. You will include these assignments in your Project #2.

Week 1 -- Introduction
Complete by **January 30.**
Includes an activity assignment worth 3 points

Week 2 -- Technology Standards for Teachers
Complete by **February 6.**
Includes an activity assignment worth 3 points

Week 3 -- Communications

Complete by **February 13.**
Includes a reading assignment.
Includes an activitiy assignment worth 3 points.

WEEK 4-Exam 1
Exam 1 (Quiz and Presentation)-Must be completed by **February 20**

Week 5 -- Electronic Information Resources

Complete by **February 13.**
Contains a reading assignment.
Requires visitation to outside web resources.
Contains no activity assignment.

Week 6 -- Evaluation Electronic Resources & Word Processing
Complete by **February 20.**
Requires connecting to outside web resources and downloading external files.
Contains an activity assignment worth six points.

Week 7 -- Technology Based Assessment Strategies (EXCEL)
Complete by **February 27.**
Includes a reading assignment.
Includes five points in activity assignments.

Week 8 -- Plan/Teach a Lesson Using Digital Information

Complete by **March 5.**
--Skills you will need to complete Project 1--
Exam #2 will include information from these readings and skills.

Week 9 -- Adding Digital Enhancements
Complete by **March 12.**
Skills you will need to complete project #1.
Exam number two will include these readings and skills.

Week 10-Exam 2
Exam 2-(Quiz & Presentation) Must be completed by **March 19.**

Week 11-- Project 1
Complete by April 2.

Week 12 -- Ethical Issues
Complete by April 9

Week 13 -- Safety Issues-Equity Issues
Complete by April 16.

Week 14 -- Develop an Electronic Portfolio
Complete by April 23.

Week 15 -- Posting to Portfolio
Complete by April 23.

Final Week -- Final Exam-Must be Completed May 18.
At this time all assignments must be completed and turned in.

College of Education Knowledge Base

Preparing ethical, knowledgeable, caring, decision makers.

* Ethical: conforming to accepted principles of right and wrong which govern the conduct of a profession.

* Knowledgeable: to posses (through instruction, experience, study and research) truths, facts, principles and other objects of perception.

* Care: to feel or to give interest, concern, regard, respect.

*   Decision-maker: one who arrives at determinations or conclusions after careful consideration.

INTRODUCTION

Welcome To EDETC 318

The Technology Exit Outcomes for KSU-COE pre-service teachers are designed to meet the International Society for Technology Education (ISTE) standards for teachers. Perhaps no change has been more fundamental than the change from viewing digital technology as an esoteric topic of study, to understanding that technology integration is a fundamental skill required of all teachers. Teachers require these skills in order to ensure students master the content required by their field of study, practice higher order thinking skills and posses information literacy.

The professional literature of technology education has made substantial changes in the past decade. Digital technologies and their application to the teaching of content have made great strides and undergone sweeping changes. To define this rapidly evolving field, the International Society for Technology Education at the behest of NCATE formed a coalition to define the "candidate knowledge, skills and dispositions," relative to technology. This project coalition included:

American Association of School Librarians
American Federation of Teachers
Association for Supervision and Curriculum Development
The Council for Exceptional Children
Council of Chief State School Officers
National Association of Elementary Principals
National Association of Secondary Principals
National Education Association
National Foundation for the Improvement of Education
National School Board Association
Software Information Industry Association

GOALS

GOALS

The College of Education has organized its conceptual framework into six categories: foundations, students and learning, planning, instruction, learning environment, and professionalism, all designed to prepare students to meet the Technology Exit Outcomes for KSU-COE of Teachers in their professional classes. Additionally, the ISTE consortium defined National Education Technology Standards that all classroom teachers should meet: The College of Educations six categories are associated with the ISTE Standards and are shown below in boldface.

These six standards are:
1. Technology Operations and Concepts: Teachers demonstrate a sound understanding of technology operations and concepts. **INSTRUCTION**

2. Planning and designing learning environments and experiences: Teachers plan and design effective learning environments and experiences supported by technology. **PLANNING**

3. Teaching, learning and the curriculum: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. **INSTRUCTION/STUDENT and LEARNING**

4. Assessment and Evaluation: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
PLANNING/INSTRUCTION/STUDENT and LEARNING

5. Productivity and professional practices: Teachers use technology to enhance their productivity and professional practice. **PROFESSIONALISM**

6. Social, ethical, legal and human issues: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.
PROFESSIONALISM/FOUNDATIONS

The goals of this course are designed to parallel the standards developed by the ISTE consortium.

 COURSE SYNOPSIS

Course Synopsis

This undergraduate course deals with developing skills necessary to integrate modern digital teaching technologies into the skill base of practicing graduates who are seeking initial certification as an Elementary or Secondary Teacher. Two particular thrusts dominate in this course: 1) developing a set of skills using digital and media technology and 2) integrating technology skills into the teaching of content. As a broad overview, this course seeks to ensure that students will initially master those skills necessary to be successful in their professional coursework within the College of Education and subsequently build on these skills to integrate them into their teaching practice beyond graduation.

AUDIENCE

AUDIENCE

The primary audience for this course is pre-service teachers in their first semester of professional coursework in the College of Education-Kansas State University.

PREREQUISITIES

It is assumed that students enrolling in EDETC 318 will understand basic computer operations as outlined by admission requirements to Regent's Universities; "…computer literacy including a basic understanding of computer operations, applications and programming." (KSA 76-717 Implementation of Qualified Admissions, Article B).

Students who do not have the basic computer literacy skills, as outlined above, are encouraged to enroll in CS 101, 102, 103 or other remedial programs prior to enrolling in EDETC 318.

GRADING

Assignments

Activity Assignments --20% of the grade
Week 1-Survey (3 points)
Week 2-Discussion Board (3 points)
Week 3-Electronic Communication (3 points)
Week 6-Web Evaluation (6 points)
Week 7-Excel Spreadsheets (5 points)

Projects --25% of the grade
Project #1 (15 points)
Project #2 (10 points)

Exams --30% of the grade
Exam #1, 12 question multiple choice + 3 pt skills test (15 points)
Exam #2, 12 question multiple choice + 3 pt skills test (15 points)

Final Exam --25% of the grade
22 question multiple choice +3 pt skills test (25 points)

Grading Scale

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
Less than 60 = F

Unless there are truly EXCEPTIONAL, IMPOSSIBLE TO FORSEE, AND
UNIQUE circumstances an Incomplete is **NOT** an option in this course.

Week 1

Introduction to Blackboard

Learning Blackboard

Now that you have gotten this far, you are officially part of this course. It is your
responsibility to ensure you know how to navigate successfully in the
Blackboard environment. This is the location of all directions, assignments,
announcements, grading, tests, and activities for this class.

The sequential viewing of this unit, as well as many other units has been
established to ensure that you master all the concepts necessary for your
success in EDETC 318, other coursework within the College of Education, and
that you have the ability to effectively integrate technology into your classroom.

Assessing Your Technology Skills

One of the first things you must do in this course is assess your own technology skills. The University of Kansas and the High Plains Regional Educational Technology Consortium maintains an on-line survey tool to assess your technology integration skills. This survey is designed to help you determine those areas you need to focus on in order to fully master the technology integration skills necessary in today's classrooms.

Week 1: Activity Assignment Part 1 of 2

Week 1: Activity Assignment Part 1 of 2

PROFILER

To take the survey:

1. Go to http://profiler.pt3.org/
2. Click on **CREATE** to create a new account on the left of the screen that appears.
3. To register yourself enter your "District ID" The district ID for the College of Education at K-State is **kansascoe.** Then click continue.
4. Fill in your First Name, Last Name, phone number if you want and email to complete your profile. Leave Administration 00001 unchanged and click on **"ACCOUNT SET UP"**.
5. Note the login name assigned to you by the Profiler and your PIN Number. This is in case you need to leave the Profiler before completing it or you wish to adjust your responses later.
6. Click on **"PROCEED TO SURVEY"**.
7. In the User's Function Box click on **"TAKE SURVEY."**
8. Last Step: Complete the Survey by clicking on the radio button (1,2,3,4) that best indicates the estimate of your skills.

Communicating with Your Technical Advisor

Part 2 of this week's assignment is to establish communication with your 318 technical advisor.

The "technical advisors", are graduate teaching assistants (GTAs) or faculty members who will be helping with grading and monitoring the class. They are your first point of contact, for this online course, and serve as conduit of communication between you and the professor. They should be able to answer many of the questions you may have about the operations of the class and how to complete assignments.

For technical problems, your first point of contact, while in Bluemont Hall, will be technical support located in the Catalyst Center (BH 021). There you can ask student support personnel for help.

WEEK 1: Activity Assignment Part 2 of 2

Send An E-mail

To establish communication and complete assignment 1, go to the **STAFF SECTION** of Blackboard, find your "Technical Advisor" and send him/her a brief e-mail outlining your personal reflection of the results from your on-line survey in Assignment 1: Part 1.

Week 2

Technology Standards for Teachers

In the first assignment for this course, you took an assessment of your skills relative to the technology standards for teachers. Now go to **"EXTERNAL LINKS",** located on the left hand side of EDETC 318 classroom, and click on National Educational Technology Standards - Teachers. Examine the six standards and their accompanying profiles. Become thoroughly familiar with

them and how to find them. You will be expected to demonstrate your knowledge and understanding of these standards several times throughout this course.

WEEK 2-Assignment

Go to assignments WEEK 2 folder

Part of learning to use technology is learning how to use discussion forums. Your homework for this week is to go to the **"Discussion Boards"** of Blackboard and find the discussion forum, listed by the name of your technology advisor, for your section of the class. Click on the appropriate forum and then click on **"ADD A NEW THREAD".**

In this location (or window), respond to the following statement:

Now that you have seen your results from the Profiler Survey and have examined The National Education Teaching Standards in depth, explain which skills and standards you intend to address this semester. Be specific by mentioning items from the survey and the standards.

A poor example for this assignment would be: "I think I need more technology training." This example shows little reflection or concern about either the results from the Profiler Survey or the ISTE NET*S standards.

A good example would be something similar to: "After looking at my scores in the Profiler I found that I needed to focus on .... Coupling this with the NET*S standard #__, I plan to work on ...."

An excellent answer would indicate you have read others' responses, reflected on your own strengths and weaknesses and provide insight on how you plan to develop your skills.

Week 3

Chapter 1 & 2 - Introduction and Office Basics - Fewell & Gibbs.

As you look through these two chapters, make sure you understand the learning objectives and technical terms outlined at the first of each chapter.
Although, you do not have a graded assignment to complete related to these reading assignments, you should be thoroughly familiar with these two chapters as questions will be on the test relating to these chapters.

Study hints include:
What are expectations of teachers for using technology?
What are expectations of students using technology?
What are "commands" found on the Office menu bar?
Where are "icons" on the standard toolbar?
What are the parts of the Microsoft Office Suite?
How can you use the help menu?

Student Resources

Electronic Communication Technologies

As educators, you need to understand how electronic communication can help you collaborate with each other, parents and students. We will be focusing on six major technology communication methods and how you, as an educator, can use them to improve your classroom.

1. Go to: http://coe.ksu.edu/att
2. Click on **"Communication and Collaboration"** tools.
3. Under tools select **"Resources"**
4. Scroll down to the table at the bottom of the page
5. Review each of the following areas

1.   a. e-mail
2.   b. instant message
3.   c. chat forums
4.   d. listserv
5.   e. discussion board
6.   f. web page

WEEK 3: Activity Assignment

Go to ASSIGNMENTS Week 3 folder
Electronic Communication Survey

Send an e-mail to your 318 technical advisory with a one-sentence description of how you might use **each** of these electronic communication technologies in your professional career. Your answers should be responsive to the level of students you plan to be working with as an educator.

For example:

A poor answer might be, "I would have my kindergarten children design a class web page."

A better answer might be, "I would have my senior Biology students develop a web page showing our ecology project in Konza Prairie."

Week 4

EXAM #1 consists of 12 multiple-choice questions and a skills demonstration.

The process of taking an EDETC 318 exam is simple but involves three steps.

1. Register to take an exam by going to the following link and completing the registration process. http://db.educ.ksu.edu/edetc318/Exams.html

(**YOU MUST REGISTER ON-Line**; this ensures that we have adequate space and equipment available for you to take the exam. All exams take place in Bluemont Hall and are supervised.)

You will receive a confirmation stating the exam date, time and proctor; print this confirmation and bring it with you. If all the available slots are filled, for a particular date and time, **YOU** will need to find an alternative date and time before the due date.

SPECIAL NOTE: Exams are given in Bluemont 16 A & B, at the back of the Catalyst. Rarely, we may need to relocate and will advise students when necessary. Check your e-mail regularly.

2. Report to the examination room at your designated time, with your *student ID and exam confirmation notice*. At that time, the proctor will check off your name, assign you a computer, and provide you the password to access the exam and any additional directions.

3. You will then need to:

1.   Login to Blackboard
2.   Click on **Assignments**
3.   Click on **EXAM 1** folder
4.   Enter the password supplied by the proctor
5.   Complete the multiple-choice section and assigned skill demonstration portion.

Practice Exam #1
Item is not available.
This is a practice exam to help you become familiar with the test-taking program of this class. Your score on this exam has no impact on your grade in EDETC 318. This practice exam is only here to help you understand how exams are administered in this class. A real exam must be taken with a proctor in Bluemont hall who will give you the password for that exam after he/she has checked your student ID

Exam 1: Quiz and Skills Demonstration

Go to "Assignments" Exam 1 folder
Skill Demonstrations for Exam 1

Proctors will randomly assign students one of the following "skill demonstrations" to be completed after you have completed the multiple- choice portion of the exam. You are encouraged to practice each of these skill demonstrations prior to taking the exam.

Demonstration #1
Use email to send the test proctor ISTE Standard #1 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Demonstration #2
Use email to send the test proctor ISTE Standard #2 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Demonstration #3
Use email to send the test proctor ISTE Standard #3 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Demonstration #4
Use email to send the test proctor ISTE Standard #4 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Demonstration #5
Use email to send the test proctor ISTE Standard #5 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Demonstration #6
Use email to send the test proctor ISTE Standard #6 plus a brief reflection about how this standard will impact your teaching.

What types of activities will take place in your classroom in order to meet this standard? What skills will you need in order to successfully address this standard? How will you continue to improve your skills regarding this standard?

Week 5

-Electronic Information Resources
Reading Assignments
Reading chapter 3, Fewell & Gibbs
Complete the exercises on pages 29-36.

Study Hints

Outside Web Resources
1. Go to the **"EXTERNAL LINKS"**, (left hand side of Blackboard classroom)
2. Examine the following web sites for teachers:

Marco Polo
Kathy Schrock's Guide for Educators

Knowledge Innovation for Educators

You will need to be familiar with each of these web sites in order to complete the assignments in the next two weeks.

 NO Week 5 Activity Assignment due

Week 6

Web Site Evaluation
teacherwebeval.pdf (16583 Bytes)
A critical task of teachers in today's interconnected world is learning how to evaluate on-line learning resources. This task requires the educator to develop several skills in order to ensure that young people gain knowledge that furthers their education in ways conducive to their growth. This is no easy task – but one which can cause concern and difficulties for teachers who fail to thoroughly evaluate web sites. Teachers need to be able to effectively communicate to their students the use of appropriate on-line learning resources in their classrooms.

Cornell University has maintained a good site that evaluates strategies for web-site evaluation. Use the following link to review these strategies before completing the next written assignment.

Cornell Library"

Scroll down until you see the link for Five Criteria for Evaluating Web Pages (Jim Kaponn). Click on this link and read the table carefully.

Above you'll find a link (the teacherwebeval.pdf to of the page) to a file from Kathy Schrock that provides a form for evaluation of web sites by teachers. This may be helpful to you as you formulate your evaluation of a web site for this assignment.

Now you will evaluate each site for:

· Accuracy
· Authority
· Currency
· Objectivity
· Coverage

Activity Assignment WEEK 6

Go to "Assignments" Week 6 folder

Evaluating Electronic Resources and Word Processing
In this assignment, you will be evaluating a web site and sending that evaluation to your 318 technical advisor, and yourself, as an e-mail attachment.

Now that you have investigated the web sites assigned in Week 5. Find one **CONTENT** site, from within these web sites, that you would consider using in your class. By "content" site we mean one that could be used to teach your subject matter.

For example a site on Civil War would be appropriate for a Jr. or Sr. High American History class. A lesson from the KITE project site on adding two digit numbers would be appropriate for an elementary math class.

Now create a one-page evaluation of this site using Microsoft Office Word and the following essay format:

Header:
1.   Your name
2.   Date
3.   Course number and 318 technical advisor's name
4.   Web-sites' Universal Resource Locator (URL) – sometimes referred to as the address. It is usually found at the top of the page and starts with http:.

Body:
1.   Center, Bold and Italicize each of the evaluation headings (*Accuracy · Authority · Currency· Objectivity*
· Coverage), using a different font for each heading and paragraph.
2.   Spell and grammar check document and make any corrections needed.

E-mail this assignment to your 318 technical advisor, and yourself, as: lastnamewebevaluation.doc.

An example would be Rosswebevaluation.doc. Remember to save a copy for yourself; you will need it in a future assignment for this course.

This assignment is worth 6 points, which will be assessed equally between the accuracy of the word processing and the quality of the site evaluation.

Week 7

Purposes of Assessment
The main purpose of assessment is to assist the improvement of student learning by:

*   allowing students to confirm what they have learned and find out where improvement may be needed
*   informing teachers of areas where additional assistance is needed
*   providing a basis for program evaluation and continuing curriculum improvement
*   developing a sense of partnership in learning among parents, teachers and students.

Week 7 Activity Assignment

Go to "Assignments" Week 7

Activity Assignment #1 (3 pts.)

You will notice that EXCEL has a great deal of power. This assignment is designed to tap only the very beginning of how spreadsheets can assist you in your instructional or professional development. This activity will introduce you to how EXCEL (and spreadsheets in general) can help you manipulate numbers.

Grade Book.

Go to the "Let Me Try Exercises" on the CD, which came with your book.

Follow the directions for "Let Me try Excel.doc" through "Let Me Try: Functions." You can find additional examples of spreadsheets in the "Examples" folder on your CD.

After doing the exercises, you are ready to create your own Excel spreadsheet. You will need to create data that would be representative of a classroom in which you will be teaching. Create your own grade book using the following format:

Grade Book:
1. Change "Sheet 1" tab to "Student Grade book"
2. Row 1 should have a Title (1st semester grades) centered and bold.
3. Column Labels
4. Student Name (Bold)
5. Dates for each grade
6. Final Student Average (Bold)

Student Data:
1. Enter at least 10 student names (you make them up)
2. Create at least 5 test scores for each student
3. Spreadsheet Application:
4. Using the average function in Excel, find each student's overall average.
5. Format the "final student average" cell to two decimal places.

Save this EXCEL file and name it: lastnamegradebook.xls. Send a copy to your 318 technical advisor as an e-mail attachment.

Make sure you keep a copy for yourself! You will need it in a future assignment for this course.

Activity Assignment #2 (2 pts.)
Using EXCEL to store data.

Follow the "Let Me Try Exercises" on pages 83, 84, 95 and 104, highlighted in gray in your text. This assignment allows you to design a database for presidents. Examples can be found in the EXCEL folder, which is in the "Examples" folder on your CD.

After doing the exercises, you are ready to create your own Excel database. You will need to create data that would be representative of a classroom in which you

will be teaching. Create your own database using the same 10 students from assignment 1, and the following data list:

*   Last name (bold)
*   First name
*   Birth date
*   Father's Name
*   Mother's Name
*   Street Address
*   Town
*   State
*   Locker Number

Database Worksheet:
1.   Change "Sheet 2" tab to "Student Database"
2.   Sort student names alphabetically by their last name and bold

Save this EXCEL file and name it: **lastnamedatabase.xls.** Send a copy to your 318 technical advisor as an e-mail attachment.

Make sure you keep a copy for yourself! You will need it in a future assignment for this course.

Week 8

Reading Assignments
PowerPoint-Chapter 4-Fewell&Gibbs + Appendix A
"Let Me Try" exercises for either or both the School Board presentation and Weather Chart ~ located on your CD.

A Bit of Humor-With a Point
If Abraham Lincoln had PowerPoint....click on
="http://www.norvig.com/Gettysburg/"President Lincoln at Gettysburg

Week 8 Activity Assignment
In this assignment you will gain skills necessary to complete Project #1. Although, you will not turn in this practice assignment, it is highly recommended that you follow through the steps outlined in this chapter and for the "Let Me Try" activities.

Week 9

This week's assignment involves adding graphics to your PowerPoint presentation, Project #1. As an educator, you have to find ways to maintain student interest while still teaching course content. One way to accomplish this is by adding visual aides to your lecture material.

This week you need to:
1.   Brain Storm on a specific content lesson for your future students
2.   Gather various graphics to enhance your presentation (this could be clip art, jpeg files, bmp files or digital photo's) and know where to find them
3.   Review p.49, 50, 59 and 155-157 in Fewell & Gibbs.

We have posted hints and directions for this assignment in what is known as a .pdf document. PDF is a format that can be read by any computer without having to purchase specific software such as Microsoft Word or Office Products. You will find these hints at the following link Graphics (top of this page).

You may have to download a free reader to be able to view this document. You can find this free Adobe Reader Download at:

http://www.adobe.com/products/acrobat/readstep2.html

Although, no written assignment is due, it is highly recommended that you spend some time reviewing the sites and resources listed above. You will be tested over these resources on an exam.

WEEK 10

Exam 2
EXAM #2 consists of 12 multiple-choice questions and a skills demonstration.

The process of taking an EDETC 318 exam is simple but involves three steps.

1. Register to take an exam by going to the following link and completing the registration process. http://db.educ.ksu.edu/edetc318/Exams.html

(**YOU MUST REGISTER ON-Line**; this ensures that we have adequate space and equipment available for you to take the exam. All exams take place in Bluemont Hall and are supervised.)

You will receive a confirmation stating the exam date, time and proctor; print this confirmation and bring it with you. If all the available slots are filled, for a particular date and time, **YOU** will need to find an alternative date and time before the due date.

SPECIAL NOTE: Exams are given in Bluemont 16 A & B, at the back of the Catalyst. Rarely, we may need to relocate and will advise students when necessary. Check your e-mail regularly.

2. Report to the examination room at your designated time, with your *student ID and exam confirmation notice*. At that time, the proctor will check off your name, assign you a computer, provide you the password to access the exam and any additional directions.

3. You will then need to:

1.   Login to Blackboard
2.   Click on **Assignments**
3.   Click on **EXAM 2** folder
4.   Enter the password supplied by the proctor
5.   Complete the multiple-choice section and assigned skill demonstration portion.

 WEEK 10-Quiz and Skills Demonstration

Go to "Assignments" Exam 2 folder

EXAM 2: SKILLS DEMONSTRATION

Proctors will randomly assign students one of the following "skill demonstrations" to be completed after you have completed the multiple- choice portion of the exam. You are encouraged to practice each of these skill demonstrations prior to taking the exam.

1. Use Microsoft Word to write about the five areas to consider when evaluating a web sites. You must have 75 words. It must be spell checked and errors corrected, contain at least two fonts and two styles of text (The title of this essay must be centered. Name the test demonstration with your last name test2 and

the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

2. Use Microsoft Word to reflect on the ISTE NET*S standards and how teachers should use technology in their classroom. You must have 75 words. It must be spell checked and errors corrected, contain at least two fonts and two styles of text. (bold, italics, underline, etc.) The title of this essay must be centered. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

3. Use Microsoft Excel to create a spreadsheet that would have: five students' first and last names, addresses, parents' names, town, state, and phone number. The students' last name must be in Bold and arranged alphabetically. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

4. Use Microsoft Excel to create a spreadsheet that would have: five students' first and last names, three test scores and an average of each student's score. The students' last name must be in Bold and arranged alphabetically. You must use the correct formula to calculate the test average. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

5. Use Microsoft Excel to create a spreadsheet that has weather data (mythical but possible) for five North American cities. It should contain the high and low temperatures. The cities must be in bold and arranged alphabetically. You must use formulas to calculate the average temperature. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

6. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show counting from 1 to 3. Each slide must have relevant

text on it, a different color text and background, and at least one slide must have a graphic. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

7. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show the alphabet from A to C. Each slide must have relevant text on it; a different color text and background and at least one slide must have a graphic. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

8. Use Microsoft Word to describe how you might use communication technologies in your classroom. You must have 75 words. It must be spell checked and errors corrected, contain at least two fonts and two styles of text (bold, italics, underline, etc.) The title of this essay must be centered. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

9. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show how you would use PowerPoint to teach the content you will be assigned upon graduation. Each slide must have relevant text on it, a different color text and background, and at least one slide must have a graphic. Name the test demonstration with your last name test2 and the proper "dot three extension." You can check append extension when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an e-mail attachment.

WEEK 11

Project #1
This is the first of two projects for EDETC 318. This project is designed to help you bring together all the skills and knowledge you have acquired so far this semester and is worth 15% of your grade.

What will this PowerPoint presentation be?

It will be a unit that you will teach to your future students. You will determine the topic (ensure that it is age and course content appropriate) and length of the presentation. Ensure that The PowerPoint presentation adequately covers one unit of study.

Some examples of topics are:
(The list is virtually endless and each 318 student might have a different topic):
- Adding whole numbers for elementary students.
- The causes of the War of 1812 for secondary students.
- Elizabethan sonnets for secondary students.
- Dependent clauses for teaching grammar.
- Rhythm in elementary music classes.
- Telling time for elementary music classes.
- Charlotte's Web for reading.

Requirement of each student's PowerPoint
1. Slide #1 The title of your project and your name.
2. Slide #2 The educational goals of this project and the appropriate grade level.
3. Slide #3 The ISTE standard this project relates to.
4. Slides #4 through your next to the last slide will be the actual lesson you want your students to learn. (We suspect the total would be around **10-12** slides total.)
5. Last Slide Bibliography: list the resources used in this presentation.

Project #1- Power Point
1. Determine what you want your project to be about.

2. Take a piece of paper and draw a bunch of boxes. Each box represents a slide in PowerPoint. Jot in each box what you would have in it.

3. Think about where you can find resources for your project. The web sites you've looked at such at Kathy Schrock, MarcoPolo, ISTE are good examples. You can also choose materials from current or past courses you have taken.

4. Determine the template you want to use in order to make your PowerPoint. You can use a ready-made template that comes with the PowerPoint program or create one of your own. It is important the template be appropriate (or makes sense) for age and/or content you are teaching.

5. Make your PowerPoint.
A. Be sure to incorporate some of the graphics and artwork you collected in week 9.

B. Be sure to spell check your PowerPoint and make corrections.

6. Run your PowerPoint to make sure it meets your instructional goals.

7. Have a friend look at your PowerPoint presentation in order to provide constructive feedback and advice on your project. Make changes based on those suggestions and do the same for them.

8. Save a copy for yourself; you will need it for a future assignment.

9. Send a copy to your 318 technical advisor, and yourself, as lastnameproject1.ppt

Grading Criteria:

Total: 15 points

1pt: PowerPoint with minimum of 10 slides
1pt: Lesson objective slide
1pt: ISTENET*S standard slide
1pt: Title Slide
1pt: Bibliography Slide
2pts: Appropriate Text/fonts to enhance lesson
2pts: Appropriate graphics to enhance lesson
2pts: Appropriate colors to enhance lesson
2pts: Connection to appropriate resources (include web sites to enhance lesson)
2pts: Points- Professionalism (spelling, attention to detail, completion, absence of bias, age appropriate, copyright/fair use)

Week 12

Copy Right and Fair Use Issues

Go to the following web sites. Surf these sites until you make sure you are familiar with the following terms and how they might be applied in the classroom. Two parts of this site will be particularly significant: **Copyright Basics and Public Domain Resources.**
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1. Copyrights

Copyright Basics http://www.benedict.com/basic/basic.htm

Another valuable resource for you to learn about Copyright and "Fair Use" can be found at:

http://coe.ksu.edu/att/copyright.html
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2. Visit the Kansas State University Copyright Tutorial

http://www.k-state.edu/academicservices/intprop/webtutor/sld001.htm

Be sure you can understand the following terms:

Copyright
Public Domain
----

3. Fair Use for Teaching and Research

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statue provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright: Intellectual Property."

http://fairuse.stanford.edu/stanford_notices/rice.html

[P.S. You might notice the name of the author as she has recently achieved a certain amount of fame in another job.]
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4. Teacher Resources

The media festival web site has a helpful chart, which gives you guidelines about what you can use as a classroom teacher and what might be considered a violation. This link is:

http://www.mediafestival.org/copyrightchart.html

There is no assignment to turn in this week, but you will be expected to be able to apply these concepts to other work and know what they mean for exams.

Week 13

Reading Assignments

Technology Equity

The issue of equitable access to technology is one that teachers need to be sympathetic to as they seek to apply new digital technologies to learning environments. While there is no written assignment for this week, we have provided a link to a government report that you should read. This report will help you effectively discuss and use equitable techniques in your lesson planning.

http://www.ed.gov/about/offices/list/os/technology/plan/makehappen/issue1.html

Reading Assignments

Technology Safety

Technology Safety has two important meanings for teachers as they use resources in their classroom. One relates to safety and young people using the Internet. And the second relates to safe practices for your students in a physical environment.

Reading material for these two topics can be found through two links provided by the Eugene, Oregon School District. These readings relate to both teens and children. Please read each of these in order to understand what you should do as a teacher.

http://www.4j.lane.edu/safety/

Reading Assignment

Health & Safety.

Generally, we do not think of computers as dangerous for children in the same way that we would think of equipment in an industrial arts class or chemistry lab. Still, recent concerns about the long-term effects of computing are problems that classroom teachers should be aware-of and ensure that they can alleviate them.

We have chosen two web sites for you to visit to become informed on this topic.

http://www.grassrootsdesign.com/intro/hs.php
http://www.learninglink.ac.uk/keepfit/

Week 14

Efolio Directions

Developing an Electronic Portfolio

EfolioPresentation.ppt (155136 Bytes)

Special Note: Project #2 is the only assignment in EDETC 318 that you must turn in a 'physical' product to your 318 technical advisor and is worth 10 points.

The College of Education is rapidly moving to a portfolio assessment program for undergraduate teaching majors. Perhaps you have heard of this program in other classes; if not you will shortly. To establish a framework for the evaluation of pre-service teachers and their portfolio, the College is adopting Charlotte Danielson's "Framework for Teaching." To reinforce your understanding of this method of pre-service teacher evaluation and documentation we will be using this framework to help you in the construction of your electronic portfolio for EDETC 318.

This activity for EDETC 318 will span two weeks and is designed to assist you in two ways:

First, this activity is a reflective project designed to help you think back over all that you have accomplished in Instructional Media & Technology. To begin, you will need to assemble your work in order to post it into a personal "portfolio". Creating this portfolio will be an exercise in which you look at your own work and reflect on how you could improve in areas such as: tightening up connections to standards (which come in many forms); content; pedagogical issues and technological approaches. This exercise is **not** designed to make your portfolio a finished product. It is, however, designed to introduce you into a process of growth as a professional educator and help you start a reflective journal of your accomplishments.

Second, this activity is designed to prepare you to move your portfolio of personal accomplishments into the College of Education's electronic medium. This portfolio (you may hear referenced as an eFolio in other classes) will become a centerpiece for documenting your College of Education experiences. It will document your future growth and provide a working portfolio for possible employment opportunities. In the past, a student's portfolio had two major limitations: 1) the sheer bulk kept down the amount of materials that could be assembled, and 2) there was little reflection by the students (a demonstration of their professional growth over time).

A task force in the College of Education has been and is working on the design of an eFolio for education majors. This task force has prepared a PowerPoint slide presentation that you need to view before continuing with this assignment. We have posted this slide show as a link, which appears at the top of this assignment. Please view the PowerPoint show before continuing with this assignment.

Presently, how the final structure of a completed eFolio will look is uncertain because the eFolio is evolving and will continue to change over time. For the purpose of this assignment, you need to create a *"portfolio index"* (in an electronic medium) following the headings that correspond to the domains of Charlotte Danielson's Framework for Teaching. The four Domains are:

Domain I: Planning and Preparation
Domain II: The Classroom Environment
Domain III: Instruction
Domain IV: Professional Responsibilities

If you are early in your career in the College of Education, the concepts of domains and their components and elements may not yet be part of your vocabulary. Do not worry about that at this time. These professional concepts will become clear as you delve deeper into educational practices.

WEEK 14-Project #2

Go to "Assignments" Week 14: Project #2

Creating Project #2

Steps to completing Project #2 (eFolio)

A) Create a directory (Windows) or folder (Macintosh) called: *LastNamePortfolio.*

B) Inside this directory or folder, you need to create four subdirectories (Windows) or subfolders (Macintosh), labeled with these titles:

1.   Domain I: Planning and Preparation
2.   Domain II: The Classroom Environment
3.   Domain III: Instruction
4.   Domain IV: Professional Responsibilities

C) In each folder, you are to create a Microsoft Word document that will be the index for the files in each of the subdirectories/subfolders.

I) **The INDEX is to say one of these two things:**

1.   "EDETC 318 is the first course I am taking in the professional teaching program so I have not yet had a chance to develop materials for this domain. Consequently this folder is currently empty."
2.   "This folder contains materials from EDETC 318 Instructional Media and Technology, (Fall/Spring 200_). These materials are … (list the items in the folder).

II) You are to include the following 318 assignments in your eFolio folders. You may choose where to place these items but you must include:

1.   Web Evaluation
2.   Database
3.   Grade book
4.   PowerPoint Presentation

It would also be valuable to include:

1. Six forms of communication technologies descriptions for classroom use.
2. Reflection on the Profiler Survey
3. Reflection from Discussion Board on Profiler and NETS.

III) Burn these items onto the CD.

D) Label the CD and the CD case clearly with your last and first name. (Example: Ross, Tweed) Be sure and place your CD in a plastic case, not just a paper envelope or loose in your 318 technical advisors envelope.

Place the CD in the envelope posted on the outside of your 318 technical advisor's office door.

Office Numbers
1. BH 326--- Aistrup
2. BH 326--- LU
3. BH 356--- Stone
4. BH 16 --- Ross

When the CDs have been graded, the grades will be posted on the Blackboard grade site and the CDs can be picked up at the desk in the Catalyst Center. To give you the opportunity to get your materials back next semester they will be available until **January 31, 2004.** After that date they will be discarded.

Week 15

Efolio
Use this time to complete assignment for week 14-15. There are no extra assignments for week 15.

Efolio Directions (SAME AS WEEK 14)
    Creating Project #2

Steps to completing Project #2 (eFolio)

A) Create a directory (Windows) or folder (Macintosh) called: *LastNamePortfolio.*

B) Inside this directory or folder, you need to create four subdirectories (Windows) or subfolders (Macintosh), labeled with these titles:

1.   Domain I: Planning and Preparation
2.   Domain II: The Classroom Environment
3.   Domain III: Instruction
4.   Domain IV: Professional Responsibilities

C) In each folder, you are to create a Microsoft Word document that will be the index for the files in each of the subdirectories/subfolders.

I) **The INDEX is to say one of these two things:**

1.   "EDETC 318 is the first course I am taking in the professional teaching program so I have not yet had a chance to develop materials for this domain. Consequently this folder is currently empty."
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II) You are to include the following 318 assignments in your eFolio folders. You may choose where to place these items but you must include:

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3.   Reflection from Discussion Board on Profiler and NETS.

III) Burn these items onto the CD.

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WEEK 16

Final Exam
FINAL EXAM consists of 22 multiple-choice questions and a skills demonstration.

The process of taking an EDETC 318 exam is simple but involves three steps.

1. Register to take an exam by going to the following link and completing the registration process. http://db.educ.ksu.edu/edetc318/Exams.html

(**YOU MUST REGISTER ON-Line**; this ensures that we have adequate space and equipment available for you to take the exam. All exams take place in Bluemont Hall and are supervised.)

You will receive a confirmation stating the exam date, time and proctor; print this confirmation and bring it with you. If all the available slots are filled, for a particular date and time, **YOU** will need to find an alternative date and time before the due date.

SPECIAL NOTE: Exams are given in Bluemont 16 A & B, at the back of the Catalyst. Rarely, we may need to relocate and will advise students when necessary. Check your e-mail regularly.

2. Report to the examination room at your designated time, with your *student ID and exam confirmation notice.* At that time, the proctor will check off your name, assign you a computer, provide you the password to access the exam and any additional directions.

3. You will then need to:

1.   Login to Blackboard
2.   Click on **Assignments**
3.   Click on **FINAL EXAM** folder
4.   Enter the password supplied by the proctor
5.   Complete the multiple-choice section and assigned skill demonstration portion.

 Final Exam

Go to "Assignments" Week 16: Final Exam

 Skill Demonstrations for Final Exam
Proctors will randomly assign students one of the following "skill demonstrations" to be completed after you have completed the multiple- choice portion of the exam. You are encouraged to practice each of these skill demonstrations prior to taking the final exam.

1. Use Microsoft Word to write about evaluation of web sites. You must have 75 words. It must be spell checked and errors corrected, contain at least two fonts and two styles of text. The title of this essay must be centered. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

2. Use Microsoft Word to write about an equity concern teachers should have in the use of technology in their classroom. You must have 75 words. It must be spell checked and errors corrected; must contain at least two fonts and two styles of text. The title of this essay must be centered. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you

have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

3. Use Microsoft Excel to create a spreadsheet that would have: five students' first and last names, addresses, parents' names, town, state, and phone number. The students' last name must be in Bold and arranged alphabetically. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

4. Use Microsoft Excel to create a spreadsheet that would have: five students' first and last names, three test scores and an average of each student's score. The students' last name must be in Bold and arranged alphabetically. You must use formulas to calculate the test average. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

5. Use Microsoft Excel to create a spreadsheet that has weather data (mythical but possible) for five North American cities. It should contain the high and low temperatures. The cities must be in bold and arranged alphabetically. You must use formulas to calculate the average temperature. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

6. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show counting from 1 to 3. Each slide must have relevant text on it, a different color text and background, and at least one slide must have a graphic. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

7. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show the alphabet from A to C. Each slide must have relevant text on it; a different color text and background and at least one slide must have a graphic. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

8. Use Microsoft Word to describe the doctrine of fair use. You must have 75 words. It must be spell checked, contain at least two fonts and two styles of text. The title of this essay must be centered. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

9. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show how you would use PowerPoint to teach the content you will be assigned upon graduation. Each slide must have relevant text on it, a different color text and background, and at least one slide must have a graphic. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment to an e-mail.

10. Use Microsoft Word to write a 75-word essay on how an eFolio is used to document your performance in the College of Education. Be sure to spell check this assignment and correct errors. Use at least two different styles and fonts to highlight your essay. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment in an e-mail.

11. Use Microsoft PowerPoint to create a slide show that contains at least three slides. The slides must show how the PowerPoint you created for Project #1 in EDETC 318 matched to one of the ISTE technology standards. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment in an e-mail.

12. Use Microsoft PowerPoint to create a slide show that contains at least three slides. In the slide show you must demonstrate how PowerPoint improved your technology skills, as seen in the Profiler (the on-line survey you took at the first of the semester) and matches the ISTE standards for integrating technology into your classroom practices. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment in an e-mail.

13. Use Microsoft PowerPoint to create a slide show that outlines your growth during EDETC 318 in three specific areas—each slide should demonstrate one area: 1) Matching technology integration to standards; 2) Developing technology expertise with applications; and 3) reflecting about professional growth with

electronic portfolios. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment in an e-mail.

14. Using Microsoft Word write a 75-word essay about how you would use electronic communication tools (such as a course management program like Blackboard or electronic mail) to help students learn, communicate with parents, or grow professionally. Name the test demonstration with your last name final and the proper "dot three extension." You can check "append extension" when you save the document if you wish to make sure you have the correct extension. Send this skill demonstration to the test proctor as an attachment in an e-mail.