

University of Alaska Fairbanks
School of Education
Course Syllabus EDSC 643 (Stacked 443)

Proposed EDSC 643
Technology Applications in Education II
2 credits
Spring 2014

Location: Old University Park Elementary School, Computer Lab

Meeting Time: Tuesday, 5:00 -7:00 pm
Dates TBA

Instructor Info: Don Peterson
email: dtpeterson@alaska.edu
Office Hours: Tues, Thurs 10 am – 1 pm

Course Description:

The course is designed for participants who will use technology tools to create and implement instructional material in a variety of media to support and assess learning, including distance educational media and methods. Participants will **complete the** development a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools. **Prerequisites, successful completion of EDSC 642, admission to the Internship Year**

Course Goals and Student Learner Outcomes:

The goal of this course is to introduce participants to educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will demonstrate competency in design and implementation of instructional vehicles utilizing technology in a variety of media.
- Participants will develop standards-and research-based skills and understandings about educational technology and instructional design.
- Participants will develop a media-rich electronic portfolio utilizing Live Text.

Instruction Methods:

Instruction methods used in this course include lecture, small group discussion and application of instructional technology, Elluminate, LiveText and reflective writing.

Student Resources Course Materials:

Participants will need a laptop computer with wireless capability and a LiveText account. (Student membership is \$99.) No course texts will be required, as the majority of resources will be found online.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the [Office of Disability Services](#) (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF Center for Distance Education

Attendance Policy:

Attendance is an essential requirement of this course and is the responsibility of the student. Class begins promptly and students are expected to be present at the beginning and at the end of each class session to receive full credit for attendance. Students are responsible for all class work and assignments. Inform the instructor if you have to be absent.

Academic Integrity:

High ethical Standards are essential for maintaining credibility. Every course at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to cheating, plagiarism collusion and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations).

Student Support Services:

Support Services

For assistance, tutoring services and other student support resources please visit the website <http://www.uaf.edu/catalog/current/academics/regs1.html>.

Required Readings/Texts/Software

The readings for this course are meant to be as current as possible. Therefore instead of a text book we will utilize research based Journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

Required Readings:

Rhodes, T. L. (2011). Making Learning Visible and Meaningful Through Electronic Portfolios. *Change*, 43(1), 6-13. doi:10.1080/00091383.2011.538636

Shepherd, C., & Skrabut, S. (2011). Rethinking Electronic Portfolios to Promote Sustainability among Teachers. *Techtrends: Linking Research & Practice To Improve Learning*, 55(5), 31-38. doi:10.1007/s11528-011-0525-5

Grading:

Grading follows UAF academic regulations which can be found at <http://www.uaf.edu/catalog/current/academics/regs1.html>

Grade	%
A	100-90
B	89-80
C	79-70
D	69-60

Assignments:

Topic	Assignment
1 (10%)	<p>Create a digital video that is no longer than 3 minutes and tells a complete story. Include a title, narration still photo, music and, of course, video. The topic may be appropriate for use in your portfolio or a “stand-alone.”</p> <p>Post the video on YouTube, paste the video URL into your portfolio and send for review. Paste the video URL onto the Google doc provided.</p> <p>NOTE: A minimum of two videos must be included in your portfolio. One is to show technology being used in a teaching/learning situation and included in Standard 4. The second can be a topic of your choice.</p>
2 (10%)	<p>Create a Google Site with at least 3 pages and which would be appropriate for use as a classroom communication tool.</p> <p>Paste the site URL into your portfolio and send for review. Paste the URL onto the Google doc provided.</p>
3 (5%)	<p>Create a series of three screencasts that demonstrate three related “how to” computer skills. Include narration that supports the video. Applications like Screenflow and Screen Toaster can be utilized.</p> <p>Post the videos on YouTube, paste the video URL into your portfolio and send for review. Paste the video URL onto the Google doc provided.</p>
4 (10%)	<p>View three websites that address the efficacy of electronic portfolios. Write a paper explaining your thoughts regarding portfolio preparation. Include arguments supporting either the inclusion or exclusion of a required electronic portfolio.</p>
5 (15%)	<p>View a course designed for on-line use. Submit an analysis of the course's organization and implementation as an effective on line offering.</p>
6 (50%)	<p>Complete the electronic portfolio using LiveText.</p>
7	<p>Peer review the portfolio with at least two other interns. Make changes as appropriate. Send the archived portfolio and copies of the videos (if not posted online) to the instructor.</p>
8	<p>Present electronic portfolio to members of the following year's cohort. Reviewers for SOE will be forwarded to individuals when the faculty assignments have been made.</p>

Additional information, resources and rubrics can be found at:

<https://sites.google.com/a/alaska.edu/dtpeterson/home>

EDSC 643 Calendar, Spring 2014

2 hour classes

1/21

Discuss digital camcorder attributes (chip set, audio, white balance, etc.)

Discuss storyboarding for Assignment 1

Discuss on-line video hosting

Homework: Begin planning video for Assignment 1

1/28

Discuss video editing software

Discuss video formats (.m4v, .mp4, .mov)

Homework: Review video terminology and other video resources available on the class web site, 2. Record video for editing

2/4

Demonstrate video editing applications

Homework: Create video as outlined in Assignment 1

2/11

Peer review of draft videos

Homework: 1. Create final version of video based on peer review, 2. Post video on hosting site

2/18

Examine web sites for content and formatting

Demonstrate creating a web site using Google Sites (or another application)

Homework: Read Rhodes article: Making Learning Visible and Meaningful Through Electronic Portfolios

2/26

Discuss above article

Determine rough layout of Google Site

Homework: Read Shepard and Skrabut article: Rethinking Electronic Portfolios to Promote Sustainability among Teachers

3/4

Discuss article above

Create Google Site

Homework: Post portfolio assignments as appropriate on electronic portfolio

3/22

Peer review of Google Sites

Discuss course design for on-line presentation

Homework: 1. Finalize Google Site based on peer review, 2. Post portfolio assignments as appropriate on electronic portfolio

3/25

Continue discussion of on-line courses

Discuss screencasting applications (Screenflow, Camtasia)

Homework: 1. Create screencasts as outlined in Assignment 3, 2. Develop analysis of on-line course and implementation, 3. Post portfolio assignments as appropriate on electronic portfolio

4/1

Peer review screencasts

Homework: 1. Post final screencasts on video hosting site, 2. Post portfolio assignments as appropriate on electronic portfolio

4/8

Examine three web sites which address the efficacy of electronic portfolios

Homework: 1. Write a paper explaining your thoughts regarding electronic portfolios, 2. Post portfolio assignments as appropriate on electronic portfolio

4/15

Continue finalizing electronic portfolio

4/22

Peer review of electronic portfolio

5/6

Final portfolio is due

Present portfolios to 2014-2015 cohort