TED 6020 Course Syllabus

Division: Teacher Education
Course #: TED 6020
Course Title: Computer Applications in Teaching
Course Credit: 3
Term/Year: Winter 2014
Course Location: 112 Education Bldg.
Day: Wednesday
Time: 12:50pm
Instructor: Dr. Mary Waker
Office Address: 221 Education
Office Hours: Wednesday 3:30pm to 4:30 pm, by appointment via Skype (marywaker) or by phone
Office Phone #: 313-577-8552
E-mail: m.waker@wayne.edu

Course Description
Provides a variety of hands-on experiences where technology is used as a tool to support instruction and assessment purposes in K-12 classrooms. Course activities introduce students to educational technology standards.

Objectives:
The objectives of this course are intended to support the pre-service teacher in using computer technology to implement the theme of the college: The Effective Urban Educator: Reflective, Innovative and Committed to Diversity. Specifically, students will develop a foundation to support the development of technology skills to satisfy the requirements of the State of Michigan, during their coursework in the Teacher Preparation program. Students will be introduced to concepts related to the use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication.

Course Outcomes
This course is designed to build teacher competence and confidence with instructional technology. It is based on the beliefs that teachers need:

- An understanding of technology concepts that goes beyond basic software instruction to make the most effective use of multi-media tools to maximize student learning.
- The opportunity to reflect on their teaching practices, and to share ideas, problem-solve, and build commitment to further use of the technology with their peers.
- A set of technology-based strategies that enables them to develop learning environments and experiences that support the diverse needs of learners.
- Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan’s Educational Technology Standards for each student;
- Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
The course is designed around the ISTE NETs-S and NETs-T standards, and the framework for 21st century learning.

Class Focus:
- Communication
- Collaboration
- Creativity
- Competence
- Citizenship
- Critical Thinking
- Confidence

Communication with instructor:

Please include “TED6020” in the subject line of emails sent to the instructor. This will ensure the email is processed appropriately.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Class Policies:

Attendance is required. If you are not able to attend class, make arrangements to get notes and materials from a classmate. If possible, notify instructor prior to the class meeting. Students will sign in at the beginning of each class (sign in sheet will be on the counter). Each class session will include demonstrations, discussion, and student activities. Therefore, late arrivals to class are strongly discouraged. The sign-in sheet will be available until 1:15 pm. Students arriving later than that will not be able to sign in for that day. Unexcused absences or late arrivals will significantly impact your participation grade. NOTE: It is the student's responsibility to sign in each class meeting.

Late assignments will not be accepted unless you have discussed your situation with the instructor prior to the due date and an extension is given. Extensions are given only in extreme conditions. Assignments can be turned in early if needed.

Grades will be based on work completed and turned in by April 21, 2014. No work will be accepted after this date. No grades of "I" (Incomplete) will be given unless there are extreme circumstances and only with prior approval from the TED 6020 coordinator.
To ensure we all have a good experience during class, students are asked to abide by the following class guidelines:

- No cell phones during class. Turn off your cell phone when you enter the lab. If you have an emergency that requires you have your cell phone on, inform the instructor and set your phone to vibrate rather than ring.
- Only beverages in screw-top bottles are allowed in the lab.
- NO FOOD ALLOWED IN THE LAB.

**Academic Integrity (Plagiarism):**

Plagiarism is the act of presenting as your own work another individual's ideas, words, data, or research material. This includes altering the language, paraphrasing, omitting, and rearranging words to make them appear as your own. It can be deliberate or unintended and applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged. If you're in doubt about the use of a source, cite it.

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

In TED 6020, some written assignments may be submitted to SafeAssign through Blackboard for an evaluation. They will be evaluated based upon the originality of your ideas and proper use and attribution of sources. By taking this course, you are agreeing that all assignments may go through this review process. The assignment will be included as a source document in the WSU SafeAssign's restricted access database. This is done solely for the purpose of detecting plagiarism in such documents and ensures others do not use your thoughts and ideas without proper citations. Any assignment submitted outside of SafeAssign will still go through this process, but will be submitted to SafeAssign by the instructor.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Important:**

It is NOT a requirement that one possess proficient computer skills in order to be successful in this course. You will be provided with resources to help strengthen your technical skills. However, you should be comfortable using a computer and be willing to explore, experiment and learn.

**Evaluation & Grading:**

**General Note on Grading**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and
post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.

Withdrawal Policy
Please review the university’s Withdrawal Policy at: http://reg.wayne.edu/students/policies.php

Grading system:

Undergraduate Grades:

- A+ = 105 Only available if extra credit project is completed (see Assignments)
- A  =  94-100 pts
- B+  =  90-93.5 pts
- B   =  84-89.5 pts
- B-  =  80-83.5 pts
- C+  =  75-79.5 pts
- C   =  70-74.5 pts
- C-  =  65-69.5 pts
- D   =  60-64.5 pts
- F   =  < 59.5 pts

Assignments (tentative):

1.  Self Assessment (2 pts) - Individual
2.  Introduce Yourself Blog (2 pts) – Individual
3.  Required Tech Tool Checklist (2 pts) - Individual
4.  Professional Digital Story (10 pts) - Individual
5.  Professional Development Plan-PLN (10 pts) - Individual
6.  Flipped Classroom Lesson Plan (15 pts) - Teamwork
7.  Professional ePortfolio (14 pts) - Individual
8.  Digital Assessment (5 pts) - Teamwork
9.  Self-Directed Project (10 pts)
10. Self Reflection (5 pts) – Individual
11. Participation (25 pts) - Individual
12. Extra credit (5 pts) - Individual
### TED 6020 – Winter 2014
### Schedule of Activities/Assignments

Note: The following schedule is subject to change. All changes will be announced on the course Blackboard site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Class Activities</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Jan. 8</td>
<td>Introductions / Overview</td>
<td>1) Padlet - Standards 2) Intro to digital storytelling &amp; iMovie</td>
<td>1) Self-Assessment 2) Required Tech Tools Checklist 3) Introduce Yourself</td>
<td>1-8-14 1-15-14</td>
</tr>
<tr>
<td>2 – Jan. 15</td>
<td>1) Technology Standards 2) Digital Storytelling</td>
<td>1) Begin development of PLN 2) Work on Professional Digital Story</td>
<td>4) Professional Digital Story - Respond to the “Digital Storytelling” forum in the Discussion Board area in Bb</td>
<td>1-29-14 1-22-14</td>
</tr>
<tr>
<td>3 – Jan. 22</td>
<td>1) Professional Learning Network (PLN)</td>
<td>1) Intro to flipped classroom model 2) Set up flipped project teams 3) Select flipped topic</td>
<td>5) Professional Development Plan (PLN) - Explore Kathy Schrock’s PD sites</td>
<td>2-12-14</td>
</tr>
<tr>
<td>4 – Jan. 29</td>
<td>1) PLN 2) The Flipped Classroom (blended learning)</td>
<td>1) What is Web 2.0? 2) Flipped lesson plan team work</td>
<td>6) Flipped Lesson Plan</td>
<td>3-5-14</td>
</tr>
<tr>
<td>5 – Feb. 5</td>
<td>1) Web 2.0</td>
<td>1) Download template 2) Work on eportfolio</td>
<td>Mel. Flipped Classroom (Participation pts)</td>
<td>2-12-14</td>
</tr>
<tr>
<td>6 – Feb. 12</td>
<td>1) ePortfolio</td>
<td>1) Group VoiceThread 2) Team VoiceThread</td>
<td>7) ePortfolio</td>
<td>3-26-14 &amp; 4-21-14</td>
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<tr>
<td>7 – Feb. 19</td>
<td>VoiceThread</td>
<td>1) Group VoiceThread 2) Team VoiceThread</td>
<td>Discussion Board reflection (Participation pts.)</td>
<td>2-26-14</td>
</tr>
<tr>
<td>8 – Feb. 26</td>
<td>1) Mobile Learning 2) Bloomin’ Apps</td>
<td>App Attack!!!</td>
<td>Discussion Board reflection (Participation pts.)</td>
<td>3-5-14</td>
</tr>
<tr>
<td>9 – Mar. 5</td>
<td>Virtual Classrooms</td>
<td>Skype, Google Hangout, etc.</td>
<td>9) Self-directed project approval</td>
<td>4-16-14</td>
</tr>
<tr>
<td>Start Date</td>
<td>End Date</td>
<td>Subject/Activity</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td>Mar. 10-15</td>
<td>Spring Break</td>
<td>Board reflection (Participation pts.)</td>
<td></td>
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<tr>
<td>10 – Mar. 19</td>
<td></td>
<td>eBooks</td>
<td>Create group eBook</td>
<td><strong>Extra Credit Assignment Approval</strong> Discussion Board reflection (Participation pts.) 4-21-14</td>
</tr>
<tr>
<td>11 – Mar. 26</td>
<td></td>
<td>Social Media</td>
<td>Teach the teacher</td>
<td>Discussion Board reflection (Participation pts.) 4-2-14</td>
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<tr>
<td>12 – Apr. 2</td>
<td></td>
<td>Online Lesson Development Resources</td>
<td>Create shared resource</td>
<td>Discussion Board reflection (Participation pts.) 4-9-14</td>
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<td>13 – Apr. 9</td>
<td></td>
<td>SmartBoards</td>
<td>Hands-on</td>
<td><strong>Self-reflection</strong> - Discussion Board reflection (Participation pts.) 4-23-14</td>
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<tr>
<td>14 – Apr. 16</td>
<td></td>
<td>Digital Assessment</td>
<td>Explore, create, deploy</td>
<td><strong>8) Digital Assessment</strong> 4-16-14</td>
</tr>
<tr>
<td>15 – Apr. 21</td>
<td></td>
<td>Extra credit project due</td>
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Assignment 1 - Self-Assessment
This self-assessment is REQUIRED for the class. It will help me to know you and your technology skill level better. It's also an opportunity for you to think about your technology skills and how to focus your learning this semester. The link for this online assessment is available under the ASSIGNMENTS link in Blackboard

Due date: January 8, 2014
Points: 2 pts.

Assignment 2 Introduce Yourself Blog Entry
This assignment will allow you to introduce yourself to your classmates (and me too!). To complete this assignment, go to the ASSIGNMENTS section of our Blackboard course and click on the "Introduce Yourself" link. Include the following in your blog entry:

1) A brief introduction of yourself. This should include your name, and could also include information about your major, your academic status (freshman, sophomore, etc.), and maybe information about your technical skills.
2) The "Personal Information" section may include information about your family, your personal goals for this course, or other information you feel comfortable sharing with your classmates to help them get to know you better.
3) Include a photo in your blog entry. This can be a picture of yourself, a photo of your favorite hobby, or some other photo that will help your classmates get to know you better. Photos MUST be 150x150 pixels in size BEFORE you upload it to your homepage. If you’re not sure how to resize a photo, try using Picnic.com.
4) The final section of your blog will include a link and description of a website that focuses on technology in education that you'd like to share with your classmates. This website should be an online resource that you've found academically helpful or that focus on technology in education. Do NOT include a search engine (e.g. Google) in this list.

Due Date: January 15, 2014
Points: 2 pts. All areas must be completed to get any points for this assignment. If any section is missing, you will receive a zero for this assignment.

Assignment 3 – Required Tech Tool Checklist
You will need the following free tools for this course:

1. Google account (http://www.google.com)
2. Dropbox account (http://www.dropbox.com)
3. Evernote account (http://www.evernote.com)
4. YouTube account (http://www.youtube.com/yt/about/getting-started.html)
5. Weebly eductor account (http://education.weebly.com)
6. Skype account (http://www.skype.com)

Once you have all of these accounts set up, complete this survey: https://docs.google.com/forms/d/1GZmSTBDBBVsMfhgeXFKW1r1TXiqYYRiXOLSaBFA5hw/viewform

IMPORTANT NOTE: Make sure you keep a list of your account logins and passwords.

**Due Date: January 15, 2014**

**Points: 2 pts.**

**Assignment 4 - Professional Digital Story**

Your assignment is to create a **one-minute** digital video using iMovie or any video-editing tool you have available. Your "story" will be an introduction of your professional self. Talk about yourself, why you think you will be a great teacher and how you think technology will impact the way you teach. Think of this as a way to “promote” yourself as a 21st century teacher.

The task is to create the story using still digital images and publish as a YouTube movie. This video will be included in your e-portfolio.

Theme: Professional Introduction Video

Your video will include:
- A title
- Still digital pictures
- Transitions
- Audio (voice & music)
- Credits

Publish your video creation in your YouTube account. Submit the link to your video with the instructor under ASSIGNMENTS. Points are awarded based on your creativity, whether you included all assigned elements in your movie and the digital storytelling rubric found in the Content area in Blackboard. Bring your photos to class in digital format. You should need about 10-12 photos to complete this assignment.

**Due Date: January 29, 2014**

**Points: 10 pts.**

**Assignment 5 - Personal Learning Plan (PLN)**

This assignment is designed to help you develop a plan for your continued professional growth. Ideally, it will be something that you will continue to develop over time as you progress in your career.
Your PLN will include the following:

1. Identify a podcast to support your learning
2. Join MACUL & identify professional organizations in your field of interest
3. Subscribe to Technology & Learning, THE Journal and two other resources
4. Identify other resources based on the Kathy Schrock “Creating a PLN” website that you can use to support your continued professional growth
5. Create concept map that outlines your professional development plans
6. Submit the concept map in pdf format to Blackboard under “Assignments’

**Due Date: February 12, 2014**
Points: 10 pts.

**Assignment 6 – Flipped Lesson Plan (team assignment)**

This assignment will give you a chance to learn how to create a flipped classroom lesson. Working in teams of two, create a lesson plan on the Web 2.0 tool assigned to your team using a flipped classroom format. This video will include good instructional design (e.g. goals, objectives, instruction, assessment) and be focused on using the flipped classroom as an instructional strategy.

You can use any screencast/video editing tool you have available other than what you used for your professional digital story. We will discuss several options in class.

Submission of your flipped lesson plan will be through the Assignments link in Blackboard and through WSU’s iTunesU.

Your lesson plan must include:

1. Concept map outlining your lesson plan
2. Identification of team members
3. Appropriate visual and instructional content (discussed further in class)
4. Acknowledgement of our organization/class (TED/WSU)
5. Published in iTunesU

NOTE: Pay attention to audio levels. Voices should be easily understood. This is a professional publication that will be broadcast online.

We will be exploring some flipped classroom models in class, but I recommend that you explore some resources on your own to get a feel for how these types of lessons are developed. A list of resources will be available in the Content area.

**Due Date: March 5, 2014**
Points: 15 pts.
Assignment 7 - Professional ePortfolio

This assignment will include your assignments from this semester. You can incorporate assignments from other classes if you like.

Included in the portfolio:
1. Home page
2. Flipped Lesson Plan
3. Professional Development Plan
4. Self-directed project
5. Extra credit project (if appropriate)
6. Brief reflections on your assignments

Initial Due Date: March 26, 2014
Final Due Date: April 21, 2014
Points: 14

Assignment 8 – Digital Assessment Project

Working in teams, you will create an online assessment using a tool explored in class.

Due Date: April 16, 2014
Points: 5

Assignment 9 - Self-Directed Project

This is a technology-based project of your choice to help expand your educational technology skills. You must get approval from the instructor on your project BEFORE you begin work on your project. See the Course Documents area for options on completing this project.

Due Date: April 21, 2014
Points: 10

Assignment 10 - Self-Reflection Paper

This short paper reflects on what you have learned about using technology for teaching and learning this semester. The following questions should be addressed in this paper:
   a. What did you learn about technology and education? Be specific.
   b. How will what you learned impact the way you teach?
   c. How will you continue your professional growth in using technology in the classroom?

NOTE: Pay particular attention to spelling, grammar and punctuation.

Maximum length: 2 pages

Due Date: April 23, 2014
Points: 5
**Assignment 11: - Class Participation**

Participation will play a significant role in your final grade. This will include class discussions and activities as well as online discussions though the Bb Discussion Board.

There are nine (9) topics listed in the Discussion Board area as well as an open forum for general questions. Two (2) points will be assigned to each of the topics listed below based on your contributions to the Discussion Board for a total of 18 points. The quality of your contributions will determine your points (e.g. thoughtful contribution to the topic clearly indicating an understanding of the topic, responding to your classmate’s contributions, and, finally, grammar and spelling).

The remaining 7 points are assigned to class attendance and class participation. It is your responsibility to sign in each week.

- Topic 1: Digital storytelling
- Topic 2: Flipped classroom
- Topic 3: VoiceThread
- Topic 4: Mobile learning
- Topic 5: Virtual classrooms
- Topic 6: eBooks/digital textbooks
- Topic 7: Social media
- Topic 8: Online Lesson Development resources
- Topic 9: Smartboards

**Due Date:** April 21, 2014  
**Points:** 25

**Extra Credit Assignment**

Students interested in earning extra points should speak with the instructor about doing an extra credit assignment. This may include exploring learning through Second Life, creating a SmartBoard lesson plan, VoiceThread, Jing, or other technology-based tools.

**Due Date:** April 21, 2014  
**Points:** 5