

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 1990-2010

Spring 2-1-2008

C&I 306.02: Instructional Media and Computer Applications

Jeff Crews

University of Montana, Missoula, jeff.crews@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi1990-2010>

Let us know how access to this document benefits you.

Recommended Citation

Crews, Jeff, "C&I 306.02: Instructional Media and Computer Applications" (2008). *University of Montana Course Syllabi, 1990-2010*. 40.

<https://scholarworks.umt.edu/syllabi1990-2010/40>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 1990-2010 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

C & I 306: Instructional Media and Computer Applications
Spring 2008

Instructor:

Jeff Crews
Office: EDUC 210
Mobile: 360-6340
E-Mail: jeff.crews@umontana.edu

Office Hours:

By appointment

Course Location: EDUC 112

Course meeting time: Tues/Thurs (9:40 – 11:00 Section 2), (2:10 – 3:30 Section 3)

Course Description: This course is intended to introduce a variety of ways technology is used to enhance teaching and learning. The structure of the course includes demonstrations, discussions and applications of technologies used in education.

Purpose: To introduce students to a variety of technologies for use in classroom instruction.

Course Objectives: Students will learn strategies to effectively integrate technology for professional and personal purposes. This class is designed to provide a positive beginning to a lifelong learning process. Upon completion of this course, students will be able to:

1. Demonstrate an understanding of and an ability to use word processing, presentation and spreadsheet applications, as well as other digital tools to meet a variety of educational and professional needs.
2. Demonstrate an understanding of and an ability to use email and other social networking tools to communicate electronically with others.
3. Demonstrate good information management habits such as backing up files and organizing files in a logical fashion.
4. Locate and evaluate resources from the Internet and other electronic databases for use in teaching and learning.
5. Demonstrate an understanding of and an ability to use digital tools, such as cameras, scanners, and recorders, and relevant software to enhance learning.
6. Advocate for the use of technology in ways that transform teaching and learning practices.

Course Format:

The primary means of instruction in this course will be **hands-on application** rather than **discussion** about technology and its uses in educational settings. Additional methods will encompass demonstration, modeling, lecture, cooperative learning, discussions, and guest speakers.

Your assignments provide you with what I consider to be a minimum amount of hands-on time. The more you use and experiment with computers, software applications and other digital tools, the richer your learning experience will be. Therefore, additional lab time beyond the scheduled course hours will be necessary to fulfill the course requirements.

Assignments should be submitted by the beginning of the class period on the specified due date. **For assignments that should be submitted electronically, please start the subject line with “306” and the name of the assignment.** All submitted assignments should have your name on them and be consistent with upper division university writing; that is, university level grammar, correct spelling, and logical, clear organization. Use the *APA Style Manual, 5th edition* to prepare your assignments.

Required Materials:

1. **USB drive (minimum of 512M is highly recommended) to save lab work and course assignments. BACK UP your work!!!**

Course Expectations:

Attendance and Participation: This class is highly participatory; attendance and a high level of participation are mandatory. Please email or call your instructor if you cannot make a class. This is common courtesy and a good professional habit to develop. Regular attendance (this includes getting to class on time) is expected. Due to the nature of the course, attendance, participation, and discussion are crucial components in achieving the course objectives. Absentees are responsible for any in-class announcements, changes in the syllabus, and material discussed in class.

Respect: Treat each member of the class with respect. Help foster a collegial learning environment by sharing your knowledge and skills, encouraging intellectual honesty, and respectfully listening to the viewpoints of others.

Assignments: Assignments are to be turned in on the specified due date. Late assignments will be accepted only with prior approval of the instructor and may be subject to a reduction in grade. Assignments may be adjusted at the professor's discretion.

Cell Phones and Pagers: Please turn OFF all cell phones and pagers during class.

Disability Statement:

If you have a disability for which you are or may be requesting an accommodation, please contact both your instructor and Disability Services for Students (DSS) in the first week of class:

Disability Services for Students (DSS)	(406) 243-2243 (Voice/Text)
Lommasson Center 154	FAX 406-243-5330
The University of Montana	
Missoula, MT 59812	

Academic Integrity:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Emergency Preparedness and Response:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be through the main door, to which you are closest, in the Education Building. If that route is blocked, our secondary route will be through the door at the opposite end of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the south of Education Building – at least 300 feet from the building exit. Our indoor rally point is in the McGill Hall. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- Please let me know if you possess a current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

Major Projects:

Assignments are due by the beginning of the class each day. All work should be presented in a professional manner. It should be proofread for spelling and grammatical errors before sending. Your name **must** be on your assignment. For assignments that should be submitted electronically, please start the subject line with “306” and the name of the assignment. No late assignments will be accepted without prior approval of the instructor and may be subject to a reduction in grade. Assignments may be adjusted at the instructor’s discretion. Guidelines for each assignment and grading rubrics can be found in the collaboration folder.

1. **Introduce Yourself:** You will create a 3 – 4 minute presentation that introduces yourself, and eventually, may be used to introduce yourself when you are student teaching or when you begin your teaching career. Be mindful that this is a professional project and the information you share should be appropriate for use in an educational setting. It should include images and some use of animation (bullets, images) or transitions.
2. **Student Teaching Application:** Using Word you will create your professional resume and a cover letter. You also will download and complete your Student Teaching Application. Visit Career Services for help and feedback prior to turning in your final products.
3. **i-Movie/ Movie Maker:** You will create a 2 -3 minute movie that serves as a public service announcement, presents an educational product or project (i.e., music, art, drama piece, field trip), tells a story or a day in the life of ... and eventually, may be used present to students, school administrators or/and parents. Be mindful that this is a professional project and the information you share in this movie should be appropriate to use in an educational setting.
4. **Technology Application Project:** Working in a cooperative group format, you will create a technology product or learning “tool” designed to the specifications of a practicing K-12 teacher. Your project will serve as a learning resource for a specific unit of instruction. The project will be implemented in the teacher’s classroom in November and you will receive feedback on its use.
5. **Technology Integration Assignment:** This summative assignment will be completed individually. The purpose of this assignment is to provide you with an opportunity to synthesize what you’ve learned in this class, and use that knowledge to complete a written assignment. You’ll assume the role of a teacher at a fictitious school and determine how, in that particular school setting, technology can provide added value to teaching and learning.

In-class Participation and Miscellaneous Activities :

In class activities:

1. Netiquette quiz – Visit the Netiquette website. Read about Netiquette and then take the quiz. Once you have scored 100 on the quiz, send the last sheet of the quiz to your instructor.
2. Blogger site – Create and maintain a blog site. You will explore Web 2.0 tools by adding RSS feeds, posting comments, completing reflections, and housing professional resources on your blog site.
3. Excel activities – Review of Excel basics and discussion of its uses in a K-12 classroom. You will complete a classroom budget spreadsheet.

4. Create audio file inc/narration + music and manipulate.
5. Google Earth – Complete the Google Earth scavenger hunt.
6. Microscope picture – Create a digital image using a USB microscope.
7. SmartBoard lesson – Create a lesson using the SmartBoard software.

Written Assignments:

1. Your bio – Write a short bio which answers the questions your instructor asked and submit it via email.
2. Evaluate 2 websites – Complete evaluation form and then write a paragraph about how you might use these websites in your classroom.
3. Reflections posted to your Blogger site –
 - a. Reflect on the field trip to Montech.
 - b. Reflect on the GPS/GIS presentation

<p>Participation – 20%</p> <ul style="list-style-type: none"> • class participation & attendance • promote a positive learning community • complete all in-class activities • field trips & guest speakers (10%) 	<p>Office Assignments – 15%</p> <ul style="list-style-type: none"> • student teaching application • resume & cover letter • PPT Basics • PPT Introduction (10%) • Excel classroom budget 																										
<p>i-Movie/Windows Movie Maker – 15%</p> <ul style="list-style-type: none"> • 2 - 3 min. in length • appropriate for use in classroom 	<p>Technology Integration Assignment (15%)</p> <ul style="list-style-type: none"> • select the school setting of your choice • synthesize what you have learned and apply it to a classroom setting 																										
<p>Miscellaneous activities – 15%</p> <ul style="list-style-type: none"> • netiquette quiz • email bio & picture • website evaluations • reflections (on blog): Montech & career services • audio project: audio file w/music & narration • Google Earth scavenger hunt • SmartBoard lesson 	<p>Technology Applications Project (20%)</p> <ul style="list-style-type: none"> • work in a cooperative group setting • share knowledge and skills with cooperative group members • create a technology product or learning “tool” for use in a real K-12 classroom • apply skills and knowledge learned in class to a “real life” classroom setting 																										
<p>Grading Scale</p>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">A</td> <td style="width: 25%; text-align: center;">95-100</td> <td style="width: 25%; text-align: center;">C+</td> <td style="width: 25%; text-align: center;">81-83</td> </tr> <tr> <td style="text-align: center;">A-</td> <td style="text-align: center;">92-94</td> <td style="text-align: center;">C</td> <td style="text-align: center;">78-80</td> </tr> <tr> <td style="text-align: center;">B+</td> <td style="text-align: center;">90-91</td> <td style="text-align: center;">C-</td> <td style="text-align: center;">76-77</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">87-89</td> <td style="text-align: center;">D</td> <td style="text-align: center;">68-75</td> </tr> <tr> <td style="text-align: center;">B-</td> <td style="text-align: center;">84-86</td> <td style="text-align: center;">F</td> <td style="text-align: center;"><68</td> </tr> <tr> <td style="text-align: center;">C+</td> <td style="text-align: center;">81-83</td> <td></td> <td></td> </tr> </table>	A	95-100	C+	81-83	A-	92-94	C	78-80	B+	90-91	C-	76-77	B	87-89	D	68-75	B-	84-86	F	<68	C+	81-83					
A	95-100	C+	81-83																								
A-	92-94	C	78-80																								
B+	90-91	C-	76-77																								
B	87-89	D	68-75																								
B-	84-86	F	<68																								
C+	81-83																										