

EDIT 302 Instructional Application Technology

Edit 302 – B Lecture
Mondays and Wednesdays
5:00 – 6:20 p.m. Room 913 A Main

Edit 302-02 Lab
Mondays and Wednesdays
6:30 – 7:50 p.m. Room 907B Main

Course Outline Fall 2012

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Background:

In September of 2000, Alberta Education **implemented** the [Information and Communications Technology Program of Studies](#), a new curriculum designed to integrate technology into all areas of the curriculum. In September of 2001, this curriculum became **mandatory**. Teachers, regardless of their grade level or subject, are expected to integrate technology use as a regular component in their teaching and, more importantly, in their students' learning. This means the classroom teacher must learn how to use computers in their everyday **lesson planning** to facilitate enhanced learning for their students. The Ministerial Order called Teaching Quality Standard states that,

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records. ([TQS Document - Ministerial Order #016/97](#))

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

Introduction:

This course teaches undergraduate Education students who possess intermediate computer skills to strategically integrate technology into the [K-12 curriculum](#) as related to the [ICT curriculum](#). The course is designed to go beyond software literacy to full curriculum integration as illustrated in the ICT Program of Studies. The projects and assignments will be pedagogically and professionally applicable and through sharing with classmates, students will gain a whole repertoire of useful, workable classroom ideas by the end of the course. EDIT 302 will be taught on Windows XP machines using Office 2010 although many schools use Mac computers. All of our work will be platform- independent. The emphasis will always be on the **learning possibilities** of the tools, not the tools themselves. To quote from the ICT Program of Studies, "Technology is about the ways things are done; the processes, tools and techniques that alter human activity" (Alberta Education, 2000).



During this course students will be exposed to different ways in which they can integrate technology into their K-12 curriculum. Aspects of [Ribble's and Bailey's Digital Citizenship elements](#) will be woven into course fabric. Course segments feature pedagogically sound, practical teaching and learning applications such as digital storytelling, productivity, communicative and collaborative tools. In addition to those stated above, students will also learn basic digital literacy skills such as word processing, spreadsheets, desktop publishing, multimedia, and webpage design. The objectives of the course are directly related to the Alberta Learning ICT Curriculum. Basic to intermediate word processing, Internet and e-mail skills are recommended as prerequisites for all students.

"The focus isn't on delivering information; it's on sharing ideas and engaging in the construction of knowledge."

~Cole & Foster, Using Moodle

Academic Credits: 3.0

Prerequisites:

This course is designed for students with an intermediate working knowledge of PC or Macintosh computers and their respective operating systems. **Intermediate word processing, Internet and email skills are essential.**

Basic Assumptions:

Students are assumed to have developed the following skills:

- Basic knowledge of computer operation (Boot-up, file transfer, saving to USB or cloud storage, and recognition of the major hardware and software components of a computer system).
- Basic operational knowledge of any operating system (Windows Vista, XP and/or Mac OS X).
- Intermediate knowledge of Windows and word processing.
- Basic exposure to the Internet and some of its services like email and searching.

Resources Required:

- **Textbook:** Available at the [RDC Bookstore](#) as a digital book or soft cover book: Descy, D. & Forcier, R. (2006). The computer as an educational tool: productivity and problem solving (5th ed.). New Jersey: Pearson Education, Inc.
- **Online Text Resources:**
http://wps.prenhall.com/chet_forcier_computer_5/68/17647/4517682.cw/index.html.
- **ICT Document** <http://education.alberta.ca/teachers/program/ict/programs.aspx> Students are required to have a copy of the ICT Curriculum document. The 49 page document is available at the address above. (Save pdf document digitally instead of

printing).

- **TQS Document:**
<http://education.alberta.ca/departement/policy/standards/teachqual.aspx> Students are required to have downloaded this pdf copy of the Teaching Quality Standards document. (Save pdf document digitally instead of printing).
- **USB Headset with Built-in Microphone-** range in price from \$20- \$60- would recommend a mid-price one that will last the student for several years and have greater sound recording and listening quality. This will be used for Digital Storytelling and creating audio files.
- **USB Flash Drive**
It is advisable for students to purchase a USB Flash Drive. They are available in different sizes and at different costs. A 16 GB Flash Drive will cost between \$10.00 - \$30.00 and should last through the students' time here at RDC. Students may also use a Drop box to store their material online, as an alternative, if they have an account.
- **Acrobat Reader** (available online as a free download) in order to read the pdf. documents related to this course.
- **Google Account** - Students will be sharing review notes and will on occasion be asked to collaborate using the features in Google Docs. Students are asked to [sign up](http://tinyurl.com/83b74lo) for a Google Docs account by going to <http://tinyurl.com/83b74lo>.
- **Web 2.0 Accounts** – Other web 2.0 accounts will need to be created as the course is administered. Students will be notified of these accounts at a later date.

*Optional Resource: Ribble, M., Bailey, G. (2007). Digital Citizenship in Schools. Eugene: International Society for Technology in Education. Available via Amazon: <http://www.amazon.com/Digital-Citizenship-Schools-Mike-Ribble/dp/1564842320>

General Course/Learner Objectives:

Students by the end of the term will be able to...

- identify components of digital citizenship in a 21st century world and how this translates to the K-12 learning environment.
- identify and apply the ICT Program of studies as well as outcomes from subject-specific Programs of Study.
- recognize the competencies for "interim certificated" teachers as set out by the TQS Ministerial Order.
- demonstrate reflective learning through the use of a variety of Web 2.0 tools that enhance teaching, learning and collaboration.
- integrate a variety of technologies into curriculum designed activities that are inclusive for all students.

- seek, utilize and discuss information regarding the use of educational technology in the classroom in a variety of ways.
- evaluate, design, plan and share a variety of technology related resource materials.

Course Format (Delivery): This course is designed to be a module-based course, based on current theoretical and real world applications in Educational Technology. Each segment within each module will have a lecture component to introduce the topic, followed by application of the knowledge. This course is hands-on, meaning the student will be expected to participate, engage and apply and share digital literacy skills involved with technology integration.

Typically within lecture times students will experience: content delivery based on segment topic, review of assigned reading materials, have small group discussions, and at times quizzes on the chapters.

Typically within the lab components students will experience: the hands-on application and skill building in context with K-12 learning environments. It should be noted that labs and lectures dates may be used interchangeably; therefore, students are expected to attend both lectures and labs as clarification of projects and assignments and learning will be occurring in both arenas as well. All assignments including pertinent information will be provided online and can be accessed over the Internet from the class website at <http://mkhatibedit302.weebly.com>.

- Lectures will not be posted to Blackboard or distributed in a paper-based format.
- Each week two random students will be called upon to document the learning material presented that day (notes) within a Google Docs Document. The link to this document will be present in the Wiki so all members of the class can view and contribute. Each lecture will consist of a new partnership to document the learning information presented. This approach will model how to collaborate and communicate information efficiently. All students will have anytime access to these notes for future reference, which will serve as a helpful learning tool.
- All assignments, rubrics and deadlines will also be housed on the class website.
- **Classroom Learning Resources may be available to students in alternate formats.**

Course Topics:

1. Learning and Instruction: Constructivism/Behaviorism
2. Cooperative Learning / Learning Communities/ Assessment.
3. Learning Styles / Perception / Motivation / Bloom's Taxonomy / Appropriate & Effective Software
4. Computer and Information Literacy / Augmented & Virtual Reality /Students with Special Needs / Curriculum Integration
5. Evolution / History of Technology / Computer Access & Equity / Gender Equity
6. Hardware and software / Handheld Computing
7. Learning with Graphic, word processor, spreadsheet, multimedia and internet tools
8. Internet applications in education

Course Content:

The content, readings, activities, presentations and assignments of EDIT 302 will mirror the curricular goals of the ICT Program of Studies. As many students are in different program strands – elementary, middle, secondary or general studies – a variety of projects/assignments will be available to make the students’ learning more specific and relevant. It is advised that students share their ideas with others through class discussion both formally and informally.

The content used within this course will be digital in format. It is imperative that students submit all of their assignments in an easy and accessible manner. When completing documents and publications that are not web accessed, please ensure assignments are submitted in pdf format, unless otherwise stated.

Assignments can be accessed through the [class website](#).

Anticipated Timelines:

Anticipated Timelines - Edit 302 B			
Modules	Lectures	Labs	Class
Introduction	Course Outline and Intro	Biography of Self on Word document/ student photo	Class 1 - Sept 5, 2012
1	Course Outline and Set-up	Blog entry #1	Class 2
1	Chapter 1-3 Lecture	Weebly -Demo	Class 3
1	Chapter 1-3 Lecture	Weebly - create your own site	Class 4
1	Chapter 1-3 Lecture	Class Newsletter-Publisher	Class 5
1	Chp. 1-3 Lecture and Review	Class Newsletter- Publisher	Class 6
1	Chapter 1-3 Quiz	Time given after quiz to work on hands on assignment	TBA
Web 2.0	Chapter 4,5,6 Lecture	Voicethread Demo and Introduction to assignment	Class 8
2	Chapter 4,5,6 Lecture	Voicethread	Class 9
2	Chapter 4,5,6 Lecture	Bubbl	Class 10
2	Chp 4,5,6 Lecture/ Review	Blog Posting #2	Class 11
2	Chp 4,5,6 Quiz	Time given after quiz to work on hands on assignment	TBA
Midterm - Chapters covered to this point along with one hands on assignment			
Website	Chapter 7,8 and 10 Lecture	Portfolio	Class 14
3	Chapter 7,8 and 10 Lecture	Blog Posting	Class 15
3	Chp 7,8 and 10 Lect./ Review	Portfolio	Class 16
3	Chapters 7,8 and 10 Quiz	Portfolio	TBA
DC 4	Lecture on DC	DC Safety Websites	18
Spreadsheets	Chapter 11 Lecture	X-table	Class 19
5	Chapter 12 Lecture	Sample Survey	Class 20
5	Chapter 11/12 Review	Gradebook	Class 21
5	Chapter 11/12 Quiz	Hands on assign. work time	TBA
Word Processing	Lesson Planning	Work time for portfolios	Class 23
6	Unit at a Glance (UAAG)	Portfolios due	Class 24
6	Review for Final Exam	Review of the hands on for final Exam	Class 25
Portfolio Submission - Due November 30th			
Final Exam December 10- 21 (Hands on and Written) Based on the readings from the book - time TBA			

* This is an anticipated outline and is subject to change.

Page Created by Michelle Khatib Last updated August 15, 2012

Instructor Assistance and Availability:

The instructor will be available for assistance during the scheduled class time following the introductory lecture and discussion periods during each module. The instructor will be available by appointment only as she is a full-time teacher. At this time, the instructor will be able to assist students with one-on-one tutoring if needed. Students are welcome to set-up an appointment anytime by emailing me at michelle.khatib@rdc.ab.ca. Further help may be available through our assigned Lab TA's in the labs. Students are also encouraged to seek help from their classmates who may have already solved the same problem. It is expected in this course, just like a school community, that students will help each other out and grow together professionally by sharing their knowledge.

Note: The instructor is not required to attend the LAB portion of the class. That is what the Lab TA is there for. However, the instructor will attend some Labs to either deliver course materials, help out or to deliver lectures as needed. **Students are expected to be available for all labs.**

Grading Criteria

In EDIT 302 students will be evaluated as follows:

- Assignments (Student Portfolio submission) – 20%
- Blogging – 5%
- Quizzes – 20 %
- Mid-Term – 20%
- Class discussion, conversation, contributions and professionalism (5%)
- Final Exam – 30 %

Grading Scale:

The assignment percentages will be transferred to a letter grade consistent with the [2012/2013 Academic Calendar](#). **Since this course is project-based and has mastery learning components, be aware that the grade standard is slightly different for this course.**

Grades are assigned as follows:

Assignment grades are assigned according to the specific assignments from the Module Table and the assignment's checklists.

EDIT Grading Scale	
A	95
A-	90
B+	85
B	80
B-	75
C+	70
C	65
C-	60
D+	55
D	50
F	<50

Student Evaluation/Feedback:

All marks and grades will be posted to the Blackboard Gradebook once the student's work has been marked. It is in the best interest of the student to save copies of their assignments (even though the portfolio is web based) until after the feedback has been received and processed. If there is any clarification needed on mark allocation or written feedback, it is the responsibility of the student to arrange an appointment with the instructor. **A plagiarism detection tool might be used in this course.**

Module Activities/Assignments/ Portfolio (20% of Final Mark):

Assignments will be completed on a daily and weekly basis. Assignment grades are assigned according to the specific instructions given on the class website which includes assignment directions, rubrics and/or checklists.

Students are advised to upload their completed assignments directly to their portfolios upon completion.

There may be times when the instructor asks for the assignment to be emailed to them. If this was to occur, the subject line of the email and any files attached must have: the name of the assignment and the students' name. For example: "Prezi-Michelle Khatib". This ensures that the instructor sorts the assignments to the correct folder for marking.

It is the students' responsibility to ensure that the instructor will be able to open the assignments using compatible software (PDF unless otherwise stated). All deadlines are to be adhered to. Because of the advanced notice of when the **Portfolio is due, late Portfolios will not be accepted.** Students should ensure that they never delete an assignment file until well after the mark has been returned, and that a copy of all messages

to the instructor in the students' "sent folder" has been kept. This simple action will save the student time and hassle in the event of lost or misplaced files.

Portfolios will be due near the end of the term. Items to be marked for the portfolio submission will be determined by the instructor on the **Portfolio due date -November 30th, 2012**. If a student is unable to complete a Portfolio by the due date, I recommend handing in whatever portion of the Portfolio that is complete to receive at least partial marks. All assignments (unless otherwise specified) must include a footer within the assignment that includes: the student's name, and the student's ID number. **There is a three-mark deduction for omitting this for each assignment submitted.**

As students enter this course with a wide range of skills, it is imperative that all students complete the required assignments. Students who are more comfortable with their computer skills and/or those who have more experience in computer use are expected to assist others – that is another principle of using technology in education as well as part of the students' educational professionalism. It is also expected that the students will challenge themselves and learn new skills, rather than just slide by with minimal effort.

Even though not all assignments are collected for grading, all skills related to each assignment builds skills that will be required to complete the hands-on portion of the mid-term and final exam.

All assignments (that are K - 12 student related) must quote the ICT Program of Studies and/or the regular Program of Studies to justify the correct outcomes that would be satisfied by their project and by any project you would have your own students create. **The instructor will let the class know which assignments require ICTs or not, and how many per assignment.**

Blogs (5% of Final Mark):

A component of this course involves the discussion of technology and related instructional methods in the field of Educational Technology. Technology Integration can be highly controversial and as a future teacher you need to be aware of the issues you could face from industry, parents, staff, students, and the community. In most cases, students will need to be certain of their own beliefs, understandings and expectations with regard to technology and learning. Students will be expected to write three Educational Blogs (see Blog rubric on website and Blog suggestions listed below) and will also be expected to comment on a minimum of three peer Blogs as well (see rubric). Students will create a page in their Portfolio called Blogs. Once the student has completed their Blog, they will post their live (after the student has published their site) URL link to the class site>Blog section. The student will link their Blog under the correct heading. Follow the example format given on the site. Some examples of potential Blog topics might be:

- Lesson Planning / Questioning Techniques
- Self-Directed Learning
- Assistive Technologies
- Curriculum Integration
- Project-based & Mastery Learning
- Challenge-based Learning
- Multiple Intelligences Rubrics

Other Choices...

- New and Emerging Technologies
- Blogs and Wikis as Educational Tools

The Blogs will also be the place where the students will post and showcase their work. More details of this assignment will be provided in class.

Quizzes - (20% of Final Mark)

Quizzes will occur after the completion of each module and will be based on the textbook information. Quizzes will be administered through the computer so it is important that each student has a computer on these days during the lecture sessions. If the student needs computer access they can check one out at the library.

Mid-Term Exam – (20% of Final Mark)

The Mid-Term Exam serves as a method to determine what the students have learned from readings, class lectures, labs, and other content up to this point.

- The mid-term consists of two parts - a multiple-choice test and a hands-on lab activity. A combination of short answer/multiple choice exam based on the readings from the textbook, in-class discussions and from the technical areas relating to the software we've learned. The hands-on activity will be chosen based on one of the lab activities already completed to this point.

Class Discussion & Conversation Contributions and Professionalism (Online and Face to Face) – (5% of Final Mark)

One important aspect of teaching is to be a reflective educator and one who contributes to the culture of community including the co-creation of knowledge. Since we as educators are continually evolving and learning it is important to get in the habit of frequently reflecting on practice and process to ensure that pedagogies remain current with preferred learning and teaching strategies. The student classroom discussions, conversation, contributions and professionalism (see Grading Criteria in the table below) will be marked on an ongoing basis throughout the course. This assessment includes (see rubric on class website):

- Levels of engagement
- Work ethic
- Assistance (Professionalism) & Listening Skills

Final Exam (30% of Final Mark):

The Final Exam is a two part exam (3 hrs. long) consisting of a multiple-choice exam based on the readings from the text, classroom Blogs, in-class discussions and from the technical areas relating to the software learned. The second part of the exam is a hands-on exam where the student creates at least two classroom-based teaching related documents using the skills learned in class during the term. This is why it is important to complete all core and enrichment activities. The Registrar schedules the Final Exam and the exact dates and times will be posted on Registrar's Bulletin Board (North wall of the Forum). **Final Examinations Policy** will be followed with respect to final exams.

LOOP & Blackboard:

To login to Blackboard, students must log into the LOOP:

Enter the student User Name and Password and click “Login”.

If this is the first time using The Loop – the student Password is set to their date of birth in a 6 digit YYYYMon15 format e.g. August 31, 1984 would be 1984Aug31. If the student receives a message indicating that their User Name and Password are not a match, they would need to contact IT Services at 403.342.3580 to get their exact User Name. This happens in cases where there is more than one common name in the system (e.g. jsmith).

Student Dispute, Appeal, Misconduct, Plagiarism and Cheating:

Please be familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student's own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter's own but in fact were created by someone else.

The most common forms of plagiarism consist of these practices:

- copying from someone else's writing without proper acknowledgement
- paraphrasing someone else's writing without proper acknowledgement
- using the ideas or line of reasoning original to someone else without proper acknowledgement
- submitting work in which someone else has made substantial editing improvements to the content and phrasing of the work of the submitter
- submitting work in one course that the submitter has already submitted in another course, without the approval of the person teaching the current course
- the work submitted or presented was done, in whole or in part, by an individual other than the student presenting the work

Note: in the above, “submitted work” refers to any oral or written or other work, which a student presents to his/her instructor as part of the course requirements.

In the specific case of plagiarism, plagiarism can be judged to have occurred if:

- the instructor has both the material presented by the student and the original source from which this material was taken, or
- the student is incapable of explaining the terminology or ideas in the submitted material, and such terminology or ideas cannot be shown to originate in the works contained in the Bibliography or Works Cited page accompanying the submitted material, or, for oral presentations, if the student cannot produce the notes or texts used to prepare his/her material.

If a student is found guilty of plagiarism or cheating, they may be subject to penalties such as failure of the course and/or expulsion from Red Deer College.

The complete RDC policy is available at:

http://www.rdc.ab.ca/about/standard_practices/documents/student_dispute_appeal_and_misconduct_processes_policy.pdf

Student Support Services:

Universal Design principles will be used whenever possible so that learning activities are accessible to as many students as possible. Classroom learning resources may be available to students in alternate formats. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to discuss their needs with Disability Services.

Personal counseling, career, learning and disability services are provided by RDC. Please inquire about locations at the information desk. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider. Possibilities may include the following:

Disability Services

- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral

Learning Support

- Writing Skills Centre
- Math Skills Centre
- Learning Strategies (note-taking, studying and exam-writing strategies)
- Peer Tutoring (one-on-one tutoring by students)
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities

Counselling and Career Centre

- Personal counseling
- Career counseling
- Employment and Career Services (resumes, job postings, etc.)



Free. Confidential. Here to help.

Personal Counselling for:

- Depression
- Anxiety (e.g., test anxiety, public speaking)
- Career indecision
- Self-esteem
- Eating disorders/body image
- Healthier relationships
- Managing stress
- Loneliness
- And more...

No appointment necessary – walk-ins available daily.



Counselling & Career Centre (Rm. 1402)
 403.343.4064 | counselling@rdc.ab.ca
www.rdc.ab.ca/counsellingandcareers

For after-hour EMERGENCIES, call 403.343.4000 (Campus Security) or 1.877.303.2642 (Mental Health Line).

Learning Support Services at the Library

Connecting RDC students to FREE services!

- Peer Tutors
- P.A.S.S (Peer Assisted Study Sessions)
- Writing Skills Centre
- Math Learning Centre
- Study skills and strategies
- Time management skills

Disability Services

- Offering personalized support services to students with permanent or temporary disabilities.

Room 1006 (Library)
 Ph: 403.357.3629

Email:
help_learn@rdc.ab.ca
writingskillscentre@rdc.ab.ca
disabilityservices@rdc.ab.ca

Email:

In this course, students will communicate using their RDC email accounts (your.name@rdc.ab.ca). Only emails from RDC student email accounts will be read and accepted by the instructor. Yes, this is my attempt to get students to use their FREE RDC email account. If they don't regularly read their RDC email, they can forward it to their regular email account.

Missed Classes/Assignments/Projects Etc.:

It is the responsibility of the student to attend all lectures, labs and to hand-in assignments on the due dates scheduled. If for some reason, the student misses a class (lecture/lab), it is his/her responsibility to find out what was missed by first checking the class website, talking to fellow students, talking to the Lab Assistant(s) or lastly, talking to the instructor.

Attendance:

“Attendance may take many forms. Lack of attendance may impact the students’ ability to successfully complete the course.”

IMPORTANT FALL DATES! [Click here](#) for the link to the RDC page.

Fall 2012 Term – Important Dates
September 05 – First day of classes for fall term.
September 12 – Last day to register or add/drop Fall or Full Year courses.
September 12 – Last day to have tuition refunded for Fall or Full year courses.
October 01 – First day to apply for Fall Term 2013
October 02 – Emergency Response Day
October 08 – Thanksgiving Day. College Closed
October 26 – Mid term feedback date
November 08 – Final exam schedule posted
November 12 – College closed in recognition of Remembrance Day
November 13 – Classes resume
November 14 – Last day to withdraw from Fall Term courses and receive a WD
December 05 – Last day of classes for Fall Term courses
December 10 – First day of final exams for Fall Term courses
December 17 – Last day of final exams for Fall Term courses
December 19 – Deferred exams written
December 21 – Last day of submission of final grades for Fall Term courses
December 22 – Final grades available
December 24 – College Closes at Noon
December 25 – 31 College Closed

It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor. Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should they have questions or concerns about the Course Outline that cannot be resolved with the instructor. Any changes in this course will be made in consultation with the students in attendance the day of the proposed changes. A majority on the day of the vote (51%) is sufficient for a change.