

INDIANA UNIVERSITY: W200 – Using Computers in Education

Course Information

Room: EDUC 2025 (lab)

Credit: 3 credit hours

Coordinating Professor

Dr. Leftwich

Office:
Hours:
Email:

Education 2220
Tuesdays, 10:00am-11:00am or
by appointment
left (at) indiana.edu

Welcome to W200!

This course is designed to provide you with skills and experiences that will allow you to effectively and appropriately integrate technology into teaching and learning activities.

In this course, we will focus on actively participating in projects that model effective technology integration, researching and developing classroom lessons and activities that utilize emerging technologies, and using technology to support professional development activities.

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Course Goals

1. Given certain goals and limitations, analyze the strengths and weaknesses of various technologies to make appropriate selections for instructional purposes. Make good technology integration decisions and being able to explain reasons behind decision.
2. Design uses of various emerging digital technologies to create instructional activities for future K-12 students.
3. Document and reflect on their professional growth through an ePortfolio (Recognize individual needs for meeting the NETS-T standards - development depends on initial skills)
4. Utilize technology to learn (Use technology to pursue life-long learning, how to learn about new technology, and awareness of building professional resources and how to organize these using technology)
5. Increase personal software/hardware technology skills.

6. Share knowledge and collaborate with fellow teachers.
7. Learn about technology integration management and teaching methods from lab/lecture modeling.
8. Start to develop individual teaching philosophy and what this means to future K-12 students.
9. Develop positive attitude toward technology and acknowledge technology can be used in all subject areas.

Expectations

As a pre-service teacher, you are beginning your professional training as a teacher. As a developing teacher professional, you will be expected to actively contribute and pursue learning experiences and develop knowledge regarding teaching, learning, and technology integration. This course will provide you with the knowledge and opportunities to develop (as well as learn ways to continue to develop beyond this course) effective and high-quality strategies for integrating and managing technology in the classroom. When you come to this class, you are preparing to become a future teacher, and it is expected that you show this with professionalism, commitment, and dedication to your own growth as well as your future students. While in class or lab, you are expected to:

- Actively participate in class activities and promote a constructive learning environment.
- Come to class on time and prepared.
- Be attentive and do not engage in distracting or disruptive behavior such as using instant messaging software, checking email, or visiting Web sites not related to the day's instruction.
- Ask informed and relevant questions in class, as well as take active roles in discussions.
- Help contribute to an atmosphere of respect in the class and lab.
- Communicate professionally with instructor and colleagues.
- Actively assist instructors, directors, and colleagues in need of help.
- Do not bring food and/or drinks to lab.

Materials Required

- *Flash/USB/Jump Drive:* While not “required,” you are highly recommended to bring an external flash/USB/Jump drive with you to class on a regular basis. This will make transferring files much easier.
- *Headphones:* Bring these on a regular basis.
- *Text:* There is no textbook required for this class. All reading and podcast materials are available on W200 OnCourse and W200 website.

Teaching Technology Lab (click here to check out equipment)

Purpose: The Teaching Technology Lab (aka "TeachLab" or "the TTL") exists

for many purposes, including to help you in your efforts to learn about technology integration

- Where you go to get technology integration help (for w200 or any other education course)
- A place for potential workshops and additional learning opportunities
- Where instructors hold their office hours
- A place to checkout technology equipment for artifact assignments
- Location: ED 2010
- Days and Hours:
 - Monday, Tuesday: 9am to 6pm
 - Wednesday, Thursday: 9am to 4pm
 - Friday: 9am to 1pm
- Phone Number: 856-8454

Lab Sections and Times

Section	Day & Time	Instructor	
20570	Mon. 11:15am - 2:15pm	Professor Leftwich	le
20571	Mon. 2:30pm - 5:30pm	Chip Easterling	w
12477	Tues. 8:00am - 11:00am	Sungwon Shin	st
12478	Tues. 11:15am - 2:15pm	Professor Leftwich	le
12479	Tues. 2:30pm - 5:30pm	Ria Roy	ri
12480	Tues. 5:45pm - 8:45pm	Dabae Lee	le
22928	Wed. 8:00am - 11:00am	Justin Whiting	ju
20573	Wed. 11:15am - 2:15pm	Sinem Aslan	si
20574	Wed. 2:30pm - 5:30pm	Dabae Lee	le
20575	Wed. 5:45pm - 8:45pm	Seolim Kwon	se
20577	Thurs. 8:00am -	Jean Jung	w

	11:00am		
20578	Thurs. 11:15am - 2:15pm	Sinem Aslan	si
20579	Thurs. 2:30pm - 5:30pm	Ria Roy	ri
20581	Fri. 8:00am - 11:00am	Justin Whiting	ju
20576	Fri. 11:15am - 2:15pm	Jesse Strycker	je

Grade Distribution

Letter Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	0-64

Incompletes: In addition, an "I" incomplete grade will be given only under the conditions spelled out in the Academic Guide: "The grade of Incomplete may be given 1) only when the completed work for the course is of passing quality, and 2) only upon showing of such hardship to a student as would render it unjust to hold the student to the normal time limits. A student's desire to avoid a low grade is not a legitimate reason to award an incomplete."

Withdraw: The option to "W" Withdraw from the course in the beginning or middle of the semester should be considered if you cannot manage the number of courses taken in a given semester. Withdrawing from a course could ensure avoiding an F in your official transcript. "W" grades will not be granted after the official school deadline has passed.

Grading Policies

Late Policy: Assignments are expected to be turned in on the dates that they are due. Failure to hand in an assignment on the due date without a valid excuse will result in a zero.

Attendance Policy: As a developing teacher professional, your attendance is important to your own development and the K-12 students depending on you. Participation is very important in this course and when you are not in class, you are unable to contribute your unique views to our classroom and your colleagues miss out on learning from you. In addition, punctuality is an important part of being a professional teacher and you are also expected to be punctual to class. It is very important that you attend and are punctual to ALL class sessions.

Unexcused Absence: Unexcused absences will result in a zero for the assignment(s) due that day. You are responsible for the material that was presented on that day.

Excused Absence: Excused absences must be arranged BEFORE a planned absence. If you have special circumstances surrounding your absence, discuss these with the instructor as soon as possible, preferably before the absence. Any absences should be discussed with the instructor ahead of time and you are expected to provide a note regarding the absence. For example, if you were sick, you must provide an official doctor's note (see H1N1 section below).

Religious Holidays: Any religious holidays should be communicated to both the lecture and lab instructor at the beginning of the semester. Certain religions may have holidays on days when class is scheduled. If this applies to you, please provide a statement from a person of authority at your place of worship (on official letterhead) the dates of the holidays, and the address and phone number of the place of worship. This statement must be given to the instructor no later than the end of the second week of instruction.

H1N1: As you have probably heard, there is a possibility that instruction in this class will be interrupted by an outbreak of the H1N1 ("swine") flu, either because a large number of class members are ill and unable to attend class, or because your instructor is ill and unable to attend class. If the instructor is ill, here is what will happen: (1) The instructor will contact you via e-mail directly and post an announcement on the class Oncourse website. (2) As this is a technology course, we will most likely redirect the class to be a synchronous or asynchronous distance class. The most important thing is that, if you begin to have flu-like symptoms, follow the advice of physicians and health officials – if it means staying home and missing class, that is what you should do until you have recovered. You need to send an email to your instructor with your name and section number, alerting them that you are ill BEFORE you miss class. Once you are better, you have one week to work with your instructor to make up the work.

Athlete or Band Member: If you are an Indiana University athlete or are a part of the band, please have your director write a statement listing the dates of events that will result in your having to miss class, and their phone number on official letterhead. This statement should be given to the instructor by the end of the second week of instruction.

Course Methods

A variety of teaching methods are used in this class. Please note that we model many teaching strategies and methods that you can use as a future teacher. They include, but are not limited to: lecture, discussion, demonstration (by the instructor and by students), and individual/group project work. You will be expected to spend additional time outside of the required class time to complete projects.

Procedures for Course and Instructor Evaluation

You will be asked to complete the department course/instructor evaluation instrument. You will be asked to provide written comments regarding what you perceived to be the strengths and weaknesses of the course. Evaluations are anonymous and are submitted to the departmental secretary for coding and tabulation. Results of the evaluation are used to update the content and emphases of the course as contemporary research suggests.

Grading Breakdown

Activity	Point Values	Percentage
Class Prep Activities (Google Forms) (10 points each)	150	15%
In-Class Workouts (10 points each)	150	15%
Digital Story	100	10%
Case Analysis (75	150	15%

points each)		
Case Artifacts (75 points each)	150	15%
Teacher Website Draft	50	5%
Teacher Website Final	250	25%
<i>Total</i>	<i>1000</i>	<i>100%</i>

DATE	ACTIVITIES	HOMEWORK
UNIT 1: Why Technology?		
WEEK 1		
Week of August 30th	Shift Happens <ul style="list-style-type: none"> • Course Overview • Create Accounts • Class Prep Activity #1: Usernames in Google Forms • In-Class Workout #1: Indiana Standards WebQuest Click here for week 1 details	<ul style="list-style-type: none"> • Class Prep Activity #2: WebQuest • Write Script for Digital Story
WEEK 2		
Week of September 6th ALL CLASSES MEET - No Labor Day	Technology Integration for Standards-Based Education: When Shift Collides! <ul style="list-style-type: none"> • Digital Natives • WebQuest (In-Class Workout #2) • Copyright/Fair Use • Digital Storytelling Click here for week 2 details	<ul style="list-style-type: none"> • Class Prep Activity #3: Classroom Website • Profiler Pro Pre-Survey • Digital Story Storyboard
WEEK 3		
Week of September 13th	Teacher Use of Technology: Classroom Website <ul style="list-style-type: none"> • Teacher Productivity • Classroom Website Shell (In-Class Workout #3) Click here for week 3 details	<ul style="list-style-type: none"> • Class Prep Activity #4: 3 e's link to teacher websites research • Files for Digital Story (pictures, music, audio) on Flash Drive
UNIT 2: Technology for Learners and Learning		

WEEK 4		
Week of September 20th	Technology Integration: 3 e's (Efficiency, Effectiveness, Enhancement) <ul style="list-style-type: none"> • MovieMaker Practice • Website Evaluation (link to teacher websites) • Google Doc 3 e's Examples (In-Class Workout #4) Click here for week 4 details	<ul style="list-style-type: none"> • Class Prep Activity #5: Content Specific Technology Integration • Digital Story (without music due week 5)
WEEK 5		
Week of September 27th	Making Technology Integration Decisions <ul style="list-style-type: none"> • Insert Music in Digital Story • Case Analysis Walkthrough • Case Artifact Walkthrough: Inspiration (In-Class Workout #5) • Case Analysis #1: Google Docs Click here for week 5 details	<ul style="list-style-type: none"> • Class Prep Activity #6: Content Exploration Tools Digital Story Due Week 6
WEEK 6		
Week of October 4th	Content Exploration Tools <ul style="list-style-type: none"> • Content Exploration Tools • Content Exploration Stations • Sharing Content Exploration Tools (In-Class Workout #6) • Case Analysis Workshop Click here for week 6 details	<ul style="list-style-type: none"> • Class Prep Activity #7: Production Tools
WEEK 7		
Week of October 11th	Production Tools <ul style="list-style-type: none"> • Group Production Example (In-Class Workout #7) • Case Analysis Workshop Click here for week 7 details	<ul style="list-style-type: none"> • Class Prep Activity #8: Communication Tools • Case Analysis #1 Due Week 8
WEEK 8		
Week of October 18th	Communication Tools <ul style="list-style-type: none"> • Communication / Collaboration Tools • Communication Blog Post (In-Class Workout #8) • Teacher Website Workshop Click here for week 8 Details	<ul style="list-style-type: none"> • Class Prep Activity #9: Data Collection and Analysis Tools Teacher Website Draft Due Week 9
WEEK 9		
Week of October 25th	Data Collection and Analysis Tools <ul style="list-style-type: none"> • Data Collection and Analysis Stations (In-Class Workout #9) • Case Artifact Workshop Click here for week 9 details	<ul style="list-style-type: none"> • Class Prep Activity #10: Teacher Productivity Tools
UNIT 3: Professional Teaching in a Digital World		
WEEK 10		
Week of November 1st	Teacher Productivity Tools <ul style="list-style-type: none"> • Teacher Productivity Tools 	<ul style="list-style-type: none"> • Class Prep Activity #11: Teacher Professional Technology Tools

	<ul style="list-style-type: none"> Formative & Summative Evaluation Creating formative assessment (In-Class Workout #10) Case Artifact Workshop Click here for week 10 Details	Case Artifact #1 Due Week 11
WEEK 11		
Week of November 8th	<p>Teacher Professional Uses of Technology</p> <ul style="list-style-type: none"> Community Participation Responsible Social Interaction Community Blog Post (In-Class Workout #11) Case Analysis #2 Workshop Click here for week 11 Details	<ul style="list-style-type: none"> Class Prep Activity #12: Technology Leadership in Schools
WEEK 12		
Week of November 15th	<p>Technology Leadership in the Schools</p> <ul style="list-style-type: none"> NETS-T Standards (ePortfolio) Group: Convincing Other Teachers (In-Class Workout #12) Case Analysis #2 Workshop Click here for week 12 Details	<ul style="list-style-type: none"> Class Prep Activity #13: Addressing Issues #1 Case Analysis #2 Due Week 13
THANKSGIVING BREAK - Monday and Tuesday Classes May Still Meet		
Week of November 22nd		
WEEK 13		
Week of November 29th	<p>Addressing Issues in the Digital Classroom (Part 1)</p> <ul style="list-style-type: none"> Cyberbullying Plagiarism Cell Phones & Sexting Student Warning on NETS-T 4c (In-Class Workout #13) ePortfolio Workshop Case Artifact #2 Workshop Click here for week 13 Details	<ul style="list-style-type: none"> Class Prep Activity #14: Addressing Issues #2
WEEK 14		
Week of December 6th	<p>Addressing Issues in the Digital Classroom (Part 2)</p> <ul style="list-style-type: none"> Digital Divide Assistive Technology Tools Assistive Technologies Blog Post (In-Class Workout #14) Case Artifact #2 Workshop ePortfolio Workshop E-portfolio eval (In-Class Workout #15) Click here for week 14 Details	<ul style="list-style-type: none"> Class Prep Activity #15: Go Forth Digital Teachers Profiler Pro Post-Survey Case Artifact #2 Due Week 15
WEEK 15		
Week of December 13th Check the finals schedule for when your class	<p>Go Forth Digital Teachers!</p> <ul style="list-style-type: none"> Professional Development Reflection Click here for week 15 Details	Final ePortfolio Due Finals Week

will meet.		
FINAL EXAM WEEK (DEC 13th-17th)		
No class or official final exam will held, however, you will be responsible for submitting your Final ePortfolio during this week. Please check with your lab instructor for specific due dates. If you are not able to do this from home or vacation, you are expected to complete this early or remain on campus during final week until your deadline.		

Class Prep Activities

Description: Every class will require you to complete various activities prior to your lab. The link to these class prep activities will be posted on OnCourse. In most cases students will be asked to complete the class prep activities on the w200 website through Google Forms.

Grading: There are 15 class prep activities. Each activity is worth 10 points for a total of 150 points. Activities will be assigned points based on satisfactory incorporation of points addressed in the class prep readings/web activities.

In-Class Workouts

Description: Every class will include at least one electronic assignment. Most of the In-Class Workouts will be completed and submitted by the end of the lab. In-Class Workouts are intended to help you learn to use new technology tools within the context of education. More information will be given on weekly workouts during each class. These workouts should be included in your electronic portfolio later on as evidence of technology abilities.

Grading: There are 15 individual In-Class Workouts worth a maximum of 10 points for a total of 150 points. Lab absences will automatically receive 0 points for the associated lab assignment.

Digital Story

You are required to create a digital story on one of the following topics:

- What will my future classroom look like (focus on technology)
- How is education shifting and what am I going to do about it?
- What is school "like" for me (from a digital native's standpoint)?
You will be required to create an original digital story using your own script, storyboard, pictures, music, and narration (audio). This can be created using PhotoStory, MovieMaker, iMovie, or Adobe Premiere (or Premiere Elements). Digital story assignments include the following checkpoints: script, storyboard, and file check (pictures, audio, etc.) - as well as the digital story itself
- Script - due week 2
- Storyboard ([Template PDF file](#)) - due week 3
- File check - due week 4
- Digital story (without music) - due week 5
- Digital story (final with music) - due week 6

Grading:

A rubric describing the requirements and grading procedures is provided below, as well as on OnCourse's Gradebook.

Resources for Digital Stories

- [The Digital Story Process](#)
- [A Brief Tutorial: "How the TTL Saved The Day"](#)
- [How to add music to your digital story \(once you have completed inserting pictures and adding your narration\)](#)
- [List of tutorials and videos related to your digital stories](#)
- [Uploading your digital stories to TeacherTube](#)

Rubric:

Cases

You can find all the cases on the [CASES](#) webpage.

W200 Honors students will address cases specific to their teachers (see [Learning Connection](#))

Case Analysis

Description: You will be required to develop a Case Analysis. Use the Case Analysis Template. We will have several case workshops during class for you to collaborate with your group. The Case Analysis should be finished on your own time. We recommend you use TTL and lab time to consult with an instructor. Many of the cases will require you to learn a new technology tool through online tutorials. More information will be given on Case Analysis assignments. You will need to eventually create these artifacts. All your case analysis assignments will need to be included on the teacher website as evidence of technology

abilities.

Grading: There are two Case Analysis assignments worth a maximum of 75 points each for a total of 150 points. A rubric describing the requirements and grading procedures is provided in OnCourse Resources as well as OnCourse Grades via iRubric. A podcast on how to approach the Case Analysis is also available on iTunes within OnCourse.

Case Artifacts

Description: You will be required to develop the artifacts you suggested based on your Case Analysis. The artifacts may require K-12 student samples, tutorials, and/or teacher presentations. You will have comments on your Case Analysis from your instructor on what should be constructed for the case artifact.

Grading: There are 2 case artifacts worth 75 points each, totaling 150 points. A rubric describing the requirements and grading procedures is provided below.

Case Analysis Template:

Case Analysis Rubric:

Case Artifact Rubric:

Teacher Website & ePortfolio

Description: A teacher website will be used to document your progress in this class. You will create your own teacher website towards meeting the International Society for Technology in Education's (ISTE) published National Educational Technology Standards for Teachers (NETS-T) and the Indiana Department of Education's Division of Professional Standards for your specific content area. By the end of EDUC W200 your portfolio should show significant progress towards meeting NETS-T and content area standards.

Required Pages: Your teacher website must contain the following pages:

TEACHER WEBSITE

Home: Welcome message and define purpose of website.

About Me: Professional information about you and information about the portfolio.

For Students: Links and sources for your subject area.

For Parents: Welcome letter to parents, and links to websites for your subject area.

For Teachers/Administrators

* Case Analyses: Insert case analyses on this page and provide links to case artifacts.

* NETS-T Standards: Present the standards and describe how artifacts that you have included in the portfolio show evidence of progress towards specific standards.

* Reflection: Provides a space for an online reflection about your portfolio. Both your Profiler pictures will be placed on this page to showcase your growth over the semester.

Sitemap: A list of pages in your website typically organized in hierarchical fashion.

Required Page Content: In addition to the page content briefly described above each page in the Teacher Website must include a:

- Navigation Area: Provides links to all the other main pages and a method of showing which page the user is currently viewing
- Title: Gives the title of the page
- Subtitle: Gives the title of the website (e.g. "Anne Leftwich's Educational Technology Portfolio")
- Content Area: Where the main content of the page is located

Example: Here is the [template/example](#) for the Fall 2010 semester. Here are additional examples from previous semesters. These are from previous semesters, so DO NOT use these as your template.

- Secondary Math: [Katie Funk](#)
- Secondary Social Studies: [Scott Berman](#)
- Secondary English: [Shannon Weber](#)
- Elementary: [Amber DeYoung](#)
- Teaching All Learners: [Sarah Taylor](#)

Grading: A rubric is available in the OnCourse Gradebook on iRubric on how this assignment will be graded.

Teacher Website Draft: The drafts will need to include all the skeleton and all In-Class Workouts to that point. A rubric describing the requirements and grading procedures is provided in OnCourse Resources as well as OnCourse Grades via iRubric. The Teacher Website draft is worth 50 points. The Teacher Website final is worth 250 points.

<ul style="list-style-type: none"> • Teacher Website <ul style="list-style-type: none"> ○ Home ○ Resources ○ Assignments ○ Communication ○ Assessments • ePortfolio <ul style="list-style-type: none"> ○ About Me ○ Cases ○ NETS-T Standards ○ Reflection 	<div style="background-color: #2e6b5e; color: white; padding: 5px; text-align: center;"> <h1>Fall 2010 Website</h1> </div> <div style="border: 1px solid #2e6b5e; padding: 5px;"> <div style="background-color: #4f7c7c; color: white; padding: 2px; text-align: center;"> Teacher Website </div> <div style="background-color: #ffffcc; padding: 2px; text-align: center;"> Home </div> <div style="padding: 2px;"> Resources Assignments Communication Assessments Sitemap </div> <div style="background-color: #4f7c7c; color: white; padding: 2px; text-align: center;"> ePortfolio </div> <div style="padding: 2px;"> About Me Case Analyses NETS-T Standards Reflection on Profiler </div> </div> <div style="float: right; font-size: 2em; font-weight: bold; margin-top: 20px;">Hc</div>
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Teacher Website Draft Rubric