

EDUCATION 459 – SECTION 01  
INSTRUCTIONAL TECHNOLOGY  
University of Detroit – Mercy – 3 Credit Hours  
Winter, 2005  
Instructor: Janet Bobby, Ed.D.

Contact Information

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Office Hours – Reno 213

Wednesday: 2:00 – 3:30; Thursday: 2:00 - 3:30

Other: By appointment.

Meeting Dates & Times

Wednesday: 6:40 p.m. – 9:10 p.m.

Library 315

Course Description

Introduction and exposure to technology and its uses in all phases of instruction with special attention to realistic application in the classroom. Emphasis focuses on the integration of curriculum and technology with practical hands-on projects using computers, cameras, multimedia, the Internet, and electronic communication.

Course Objectives

This course is aligned with the Entry-Level Technology Standards and Proficiencies for Michigan Teachers. The major emphasis of this course is the development of an understanding of how technology can enrich the learning process. Successful completion of this course will prepare students for the following:

1. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills (7a, 7b). \*
2. Use technology to communicate and collaborate with peers and the larger community (7e). \*
3. Use technology productivity tools to complete required professional tasks (7e). \*
4. Identify and locate technology resources and evaluate them for accuracy and suitability (7b). \*

5. Design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students (7a, 7b, 7c). \*
6. Plan and design effective technology-enhanced experiences which are aligned with Michigan PK-12 Technology expectations and the Michigan Curriculum Framework (7b). \*
7. Plan strategies to manage student learning in a technology enhanced environment (7b). \*
8. Examine multiple strategies for evaluating technology-based student products (7d). \*
9. Identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information (7f). \*
10. Use technology resources to engage in ongoing professional development providing the means of keeping current with emerging technologies (7e). \*

\* Refers to Entry-Level Technology Standards and Proficiencies for Michigan Teachers.

### **Textbook**

No textbook is required for this class.

### **Supplies**

Blank Floppy Disks

Blank CD's (CD-R and or CD-RW)

### **Policies**

Assignments must be e-mailed as attachments to the instructor for inclusion in the student's electronic portfolio.

[drbobby1@mac.com](mailto:drbobby1@mac.com)

Assignments must be in APA format.

Computer file names should identify what is contained in the file:

|               |           |
|---------------|-----------|
| Digital Notes | Correct   |
| Your Name     | Incorrect |

Assignments may be returned for revision. If the revision is not completed, the original grade will stand.

Cell phones and pagers must be deactivated during class sessions.

### Attendance

Attendance is required and extremely important. If you are not able to attend class, please e-mail the instructor prior to class. Also, make arrangements with a classmate to obtain notes and distributed materials. *Arriving late for class or leaving early will effect the attendance grade.*

Students will be held accountable for any academic misconduct under the terms found in the University Student Handbook.

### Grades

Grades are determined by percentage:

60% Assignments

10% Attendance

30% Final Project

### Course Schedule

| <b>Meeting Date</b>             | <b>Topics/Activities</b>   | <b>Assignments</b>  | <b>Due Date</b> |
|---------------------------------|--|---|-----------------|
| January 12, 2005<br>Session One | <i>Technology Test</i><br><br>Introductions.<br>Design a Table.<br>The World Wide Web. | <b><u>One</u></b><br><i>Digital Notes</i><br>Three sites which define each term.<br>A definition of each term <i>in your own words</i> .<br>Rubric provided.<br>E-mail assignment to me as an attachment.   | 0/19/05         |
| January 19, 2005<br>Session Two | <i>Education Research Presentation</i><br>Sue Homant UDM<br>Educational Librarian      | <b><u>Two</u></b><br>Select one topic from the <i>Current Topics</i> list provided.<br>Research the topic using the UDM library portal.<br><i>Write a three page paper</i> (APA format) discussing the topic; include a Reference page list of web sites used.<br>The URL's given should be hotlinks. | 1/26/05         |

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|---|--|--|---------------|
| <p>January 26, 2005<br/>Session Three</p> | <p>Discussion of research papers.<br/>Project-based Learning Examples</p> <p><i>Using the Internet effectively.</i><br/>URL<br/>Web browsing<br/>Directories<br/>Index searches<br/>Search Engines<br/>Web site evaluation</p> <p>Evaluation sheet provided.</p> | <p><b><u>Three</u></b><br/><i>Web research on project-based topic.</i> Web sites to be submitted in table, Example of the table will be given. The table must include hotlinks.<br/><i>Problem Example:</i> Does conscience come from within or from society and its history? (A question which developed from reading <i>The Scarlet Letter</i>.)</p> <p><i>Evaluation of 3 web sites included in web research.</i></p> | <p>2/2/05</p> |
| <p>February 2, 2005<br/>Session Four</p>  | <p><i>Inspiration</i> Software<br/>Concept Mapping</p> <p><i>Michigan Curriculum Framework</i><br/><i>Michigan Technology Standards K-12</i><br/>Standards-based education<br/>Outcomes-based education<br/>Authentic Assessment<br/>Rubrics</p>                 | <p><b><u>Four</u></b><br/>Using question researched above, design an <i>introductory lesson plan to a unit on the topic.</i><br/>Consider using concept mapping in this lesson.</p> <p>Lesson Plan format provided.</p>  | <p>2/9/05</p> |
| <p>February 9, 2005<br/>Session Five</p>  | <p>Integrating <i>Excel</i><br/>Spreadsheets<br/>Grade book Design<br/>Charts/Graphs<br/>Databases</p>   | <p><b><u>Five</u></b><br/><i>Excel Spreadsheet</i><br/>Design an Excel spreadsheet. If possible, relate this assignment to the topic researched above.</p>   | <p>2/16</p>   |
| <p>February 16, 2005<br/>Session Six</p>  | <p>Integration of<br/>Multimedia Software<br/><i>PowerPoint</i><br/>Examples<br/>Technical Presentation<br/>Concerns</p>   | <p><b><u>Six</u></b><br/><i>PowerPoint presentation</i> designed to introduce the above unit to students. Presentation must include 3-4 slides; some graphics must be included.</p>  | <p>2/23</p>   |

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| February 23, 2005<br>Session Seven | Getting Hooked Up<br>Class presentations<br>and evaluations.   | <b>Seven</b><br>Complete <i>unit</i> which<br>integrates curriculum with<br>technology and contains<br>authentic assessment.  | 3/2/05  |
| March 2, 2005<br>Session Eight     | WebQuests<br>Continue class<br>presentations and<br>evaluations.   | <b>Eight</b><br>Design a <i>WebQuest</i><br><a href="http://webquest.sdsu.edu/webquestwebquest-hs.html">http://webquest.sdsu.edu/webquestwebquest-hs.html</a>       | 3/16/05 |
| March 16, 2005<br>Session Nine     | Design of the Final<br>Presentation<br>Working in teams.<br>Digital Cameras<br>Video Cameras<br>Editing capabilities.<br>CD – DVD’s storage  | <b>Nine</b><br><i>Team overview of final<br/>presentation.</i><br>Format provided   | 3/23/05 |
| March 23, 2005<br>Session Ten      | Class discussion of<br>project topics and<br>design.<br>Team meetings with<br>instructor<br>Team collaboration on<br>project.  | Work on presentation with<br>group. Instruction as<br>necessary for individuals and<br>groups.  |         |
| March 30, 2005<br>Session Eleven   | Web site design<br>Purpose of teacher<br>web site.<br>Examine existing<br>teacher web sites.<br>Does and don’ts of<br>design.<br>Hosting a web site<br>Team meetings with<br>instructor<br>Team collaboration on<br>project. | <b>Ten</b><br>Design a <i>teacher web site</i> ;<br>1-3 pages.<br><br>Work on presentation with<br>group. Instruction as<br>necessary for individuals and<br>groups | 5/6/05  |
| April 6, 2005<br>Session Twelve    | Team meetings with<br>instructor on progress<br>of project<br>Team collaboration on<br>project   | Work on presentation with<br>group. Instruction as<br>necessary for individuals and<br>groups   |         |

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| April 13, 2005<br>Session Thirteen | Required technical rehearsal for group projects. | Work on presentation with group. Instruction as necessary for individuals and groups |  |
| April 20, 2005<br>Session Fourteen | Final Project Presentations                      | Completion of projects   |  |
| April 27, 2005<br>Session Fifteen  | Final Project Presentations                      |  |  |