Central Washington University  
Department of Educational Foundations and Curriculum

Instructor:

*It is your responsibility to read, understand, and follow the guidelines set forth in this document.*

DEPARTMENT MISSION STATEMENT

Faculty and staff are committed to ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge, skills and attitudes necessary to educate a diverse population.

COURSE DESCRIPTION

This course explores technology that has been designed for use in the classroom. The utilization and evaluation of various technologies and their appropriateness for the curriculum will be emphasized.

PURPOSE OF THE COURSE

The major thrust of the teacher education program at Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. Consistent with this all-encompassing purpose and with WAC 180-78A-165 (s), the following minimum state standards are addressed:

WAC 180-78A-165 (s) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

Each of the National Educational Technology Standards for Teachers (NETS-T) is also addressed as future teachers are provided instruction in how to prepare their students to meet the National Educational Technology Standards for Students (NETS-S). In the calendar, in the right-hand column, is a listing/link of the associated NETS-T addressed within an assignment. Some assignments cover multiple standards. It will be to your benefit to briefly review the NETS-T identified so you have a reference point as to why you are learning what you are learning! :) By meeting the NETS-T you will be better prepared to enter a classroom and assist your students as they strive to meet the NETS-S.
METHODS OF INSTRUCTION and COURSE PRESENTATION

Following the principles of constructivism, the course content will be addressed in a context to facilitate connecting new information with previous knowledge. The experiences you bring to the course will shape what you get out of it.

Course materials will be presented using a variety of methods, with hands-on activities and independent learning emphasized. Course materials are primarily accessed from the course site on Blackboard or the Course Web Site. You can access the Course Web Site directly or through links within the assignments provided in Blackboard. The Blackboard site and the Course Web Site are used in conjunction with each other. On the Course Web Site are the Course Syllabus, Calendar, Links to Student Web Pages, and the Fun and Useful Links. The Calendar indicates what is to be done each week (Assignments and Tasks) and associated due dates; it is what you will want to use to keep yourself on track. It is within the Blackboard environment whereby you will access the specific assignments, ElluminateLive, class discussion board, and class blog. Many of the documents within Blackboard are linked to documents located within the course web site. You need to be comfortable with both venues.

TOPICS COVERED

- Inspiration~Concept Mapping Software
- Electronic Grade books
- Online Rubric Development
- Software Evaluation
- Web page Creation and Accessibility
- Integration of Technology
- National Educational Technology Standards
- WebQuery Design
- Telecommunications including e-mail and Internet Resources (as a tool for research, teaching, and learning.)
- Professional Development
- Computer Operations: operating systems (e.g., Mac/PC differences), file management, printing, saving, troubleshooting etc.
- Graphics, Clip Art
- Assistive Technology
- Ethics’ Issues (copyright laws, AUPs) and Common Problems (content filtering, viruses)

READINGS, TEXT, AND SUPPLIES

Required text: None.
Readings: As provided.
Materials: A computer (Mac or PC); software (Office Suite and others) as indicated to complete assignments, Internet Connection (high-speed preferred), and of course a storage device. If you do use Elluminate for my online office hours or for using Skype at other times, you will need a voice input device (headset).
LEARNER OUTCOMES

Upon completion of this course, you will be:

- able to use Inspiration to problem solve and organize your thoughts.
- able to discuss various features of electronic grade books.
- able to develop a rubric using a web-based tool.
- able to evaluate software using a self-developed rubric.
- able to build a basic web site.
- able to incorporate technology into the curriculum to attain specific learning goals.
- able to discuss the National Educational Technology Standards for Students.
- able to develop an activity for students to collaborate online with children from other communities or cultures.
- able to discuss copyright law as it applies to educators.
- able to create a WebQuery activity for students.
- able to use a computer effectively for research, teaching and learning.
- able to use computer technology and web resources for professional development.
- knowledgeable about computer operations: platforms, operating systems, file management, troubleshooting, etc.
- aware of assistive technology and the resources available from the Special Education Technology Center.
- aware of ethical and security concerns relating to computers, and the proper resolution of these concerns.

PERFORMANCE INDICATORS

Below is a general description of the assignments you will be completing. Specific instructions are provided via Blackboard. Please be aware assignments are provided for each topic covered.

- Written (typed) assignments that demonstrate mastery of word processing skills, as well as competence in the use of graphics and in the integration of various components of computer software. Discussion of current media which feature educational technology reviews, articles, and commentary. Discussion of the impact of technology on educational practice.
- "Class" discussion and personal examples of instances where ethical concerns are -- or are not -- addressed properly. Problems such as inappropriate content on the Internet and ways to control access in the classroom will be discussed.
- Creation of a web page, including links relevant to educational materials.
- Completion of a WebQuery, submitting its URL to LiveText as artifact for BSED 316.
- Creation of a concept map using Inspiration.
- Creation of a web page explaining fair use guidelines regarding copyright for educators.
Course Syllabus ~ BSED 316, Educational Technology

- Creation of a rubric to evaluate grade book software and associated recommendation memo.
- Creation of a professional growth plan related to technology.

EXPECTEDATIONS & POLICIES

What is expected of you in this course is no different from the expectations you will have for your students!

Your enrollment in this course is indicative of your willingness to abide by the expectations and policies presented. Furthermore, it is expected that you are very familiar with the stated expectations and policies throughout the entire course.

Please carefully read and periodically review these expectations/policies. Your adherence to them will assist you in having a much more positive experience throughout the quarter.

**Time Management and Self Discipline are Critical!**

- You are taking an online course--this will require you to be a much more self-directed, self-motivated learner. In turn, you are going to find that you will be reading a greater amount of material and learning on your own. This has its advantages and disadvantages.
- This is a 3-credit class and would be scheduled for three hours a week. Given the University standard of a minimum of two hours outside of class for every hour in class, you need to budget at least 9 hours a week for this class. Remember this is the minimum. Do you have that kind of time to devote to the class?
- Set up a system to keep track of all your materials. **Print out** all materials as soon as they are available. Organize your materials.

**Completing Assignments...**

- Assignments and Discussion Board postings will be available in a timely manner and dates of accessibility listed.
- Most assignments have very specific directions that **must** be followed along with specific grading criteria. Of course, you don't have to follow the guidelines, and in turn, that means I don't have to assign any credit for that element. :) The parameters of these assignments are designed so that by completing the assignment, you are able to demonstrate competence in specific skills.
- As you are working with your assignments, it is highly recommended that you use the grading criteria often to self evaluate your assignments. You need to be objective, stand back from YOUR work, and evaluate it from an outsider's perspective.
- At times you may view previous students' work by looking at their web sites. This can be helpful; it can also be the "kiss of death" for you. The work you see can be a really great example or it can be a really bad example. Like most stuff on the web, just because it is out there doesn't mean it is valid and reliable. **Caveat emptor!**
- Assignment guidelines may change from quarter to quarter which is another reason to be cautious as you look at previous students' work.
The materials to complete the assignments and be successful are provided for you; however, it is up to you to fully utilize them. The information is there; you, as a self-directed learner, must do what it takes for you to fully comprehend the content. Familiarity with all aspects of an assignment is necessary for successful completion. Being a professional entails setting up your own schedule that enables you to complete all your assignments without having to encumber the "final hour" push.

If you are struggling with any of the material we are covering, please contact me immediately!

I will work very hard with you before an assignment is due; but I can't do anything after the fact. It is expected you will contact the instructor with any questions several days prior to the assignment's due date/hour. Before requesting help, prepare your questions so you are able to clearly convey your situation to the instructor. While this may seem like an oxymoron, it is not. A clear reference to the assignment instructions will enable me to better assist you.

Your best resource is your instructor—not fellow classmates (although they can be helpful).

When in Doubt, ASK!

Grading Tenet...

- Grades are based upon the quality of the end product. Grades are NOT based upon the amount of time and effort put into the completion of the end product. For some, the effort required to create exemplary work will be great; for others, it may not take the same amount of effort. Think about it. We do not win races based upon the amount of time and effort put into the training; we win based upon obtaining the best performance.

- Also, a prior "track record" may not be an indicator of how well you perform in this class or any other class.

- A grade of "A" for this course is awarded only for superior work throughout the quarter. This does not mean the course content is overly difficult; though it may prove to be challenging at times. However, it does mean extra effort on your part is required in order to achieve a top grade--as is true for any class. Superior performance also requires strict adherence to all assignment specifications. The skills and concepts are taught in a manner allowing any student who is willing to invest the necessary time and effort to do very well and to learn useful information and skills. In order to receive an "A," you should plan on going above and beyond the minimum requirements of each assignment. This includes content as well as appearance. However, a beautiful appearance does not mask inferior content! The two elements work together...

- If you are not sure about an assignment requirement--ASK!

Submitting Assignments...

- Most "Assignments" are comprised of multiple "Tasks." These tasks are to be completed in order; however, it is best to first read through all of the Tasks within an Assignment to get a good overview. This will also assist you in determining how much time to spend on each Task.

- Not all Tasks require that you submit an artifact and may not have a specified due
Tasks with the Paper/Pencil/Ruler icon are the ones that require you to submit an artifact. The Tasks with the "dog earred" piece of paper are to be completed but do not require submission of an artifact.

Electronic submissions (Blackboard) of ALL assignments are due at 8:00 a.m. on the dates stated on the class Calendar and/or indicated via Announcements. After 8:00 a.m. you will not be able to submit an assignment as the assignment will no longer be available. This "shut down" happens automatically as it is preset.

Assignment materials will also not be available after the due date; print out all documents for possible future reference.

Dates/times for assignment submissions may change; you are responsible for keeping yourself informed, staying up to date, and meeting any new requirements.

All assignments will be properly submitted using Blackboard. Not knowing how to submit an assignment via Blackboard is not an excuse for a late assignment. Use the text box for a short message to your professor regarding your submission—not for the actual assignment!

Many assignments will be web pages and these must be posted to your website. The due date/time is the same as the Blackboard submission!

Once an assignment is graded, your score will be available on Blackboard. You will not receive a copy of the rubric with your associated scores back. Rather, you will see a list of numbers corresponding to each of the categories within the assignment rubric. You can then fill in your own scores on your printed copy of the grading rubric.

Late assignments are NOT accepted. Assignments submitted after the due time will be rejected by BlackBoard. However, you are given a "Life Happens Ticket" for one late assignment. Your completed ticket must be submitted along with the assignment within 24 hours of the original due date. Assignments submitted later than 24 hours and/or without a "LHT" will not be accepted. Assignments submitted late, cannot be submitted in Blackboard—the assignment has closed and is no longer available. You must email me stating the assignment is posted to your website or, if appropriate, is attached.

Once an assignment is graded, it is done; there is no opportunity to redo an assignment—unless explicitly stated on the assignment. The web page assignment only has this option. Do your best before you turn in an assignment. It is amazing the number of people who can't seem to find the time to do it right the first time, but these same people can always manage to find time to do it again after the fact! Again, I am available to help before...when in doubt, ask...

"Extra credit" does not exist. Do the best on your assignments the first time.

Polishing Your Work...

Please ***proofread*** assignments carefully so no spelling, grammatical, and/or punctuation errors exist.

Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment. Please note: **additional points** will be subtracted for
excessive mistakes. Technically, this means you could wind up "in the hole" if there is a blatant disregard for the portrayal of professionalism.

- Use your grammar and spell check tools; but do not "trust" them. They are good—not perfect. Always proofread!
- If a program doesn't have a spell check, copy and paste the content of your document into Word and use its tools, and edit your original document accordingly.
- You will find plenty of on-line resources to assist you, but the responsibility is yours for the quality of your writing.
- In this class, more students tend to lose points for their poor grammar and spelling than they do for their technology skills. :(  
- This is a professional course; you are soon to be a professional educator, and your knowledge, skills, and work should reflect this.
- Read what the experts have to say...

Discussion Board...

- **Participation** in the Discussion Board is 5 percent of the course grade, and in turn, is worth 5 out of the 100 points possible. You will be graded on the percentage of required participation. For example; if there are 15 opportunities to participate (Post & Reply) and you participate in 10, you will earn 80%. This translates into 4 points.
- Discussion points will be input into Blackboard after the last discussion of the quarter.
- Not only is it important for you to post your own thoughts, but it is equally important that you respond to your colleagues' postings. Your responses are also a part of the required participation. Postings and responses should follow proper decorum; you are not having a casual, anything goes, conversation with your buddies. Treat one another as professional colleagues.
- As with all assignments, Discussion Board topics are available for a **limited** time only. Take advantage of them early—sounds like a sales ad!

Communicating with Your Professor...

- When communicating with your professor, you will want to present yourself in a professional manner. Things to **avoid** when communicating with your professor and/or colleagues (in no particular order): "hey...," poor grammar, spelling, and punctuation; incomplete sentences; acronyms; texting language; excessive informality; non-professional tone; etc.
- A wise woman once told me, "It's not what you say, but how you say it that matters." :) 
- It is important to recognize that grading mistakes can happen when entering so many students' grades and working with various computer systems and applications. If a score seems **inaccurate** or you are **unclear** as to why you received the score you did, please contact me using the proscribed procedure (see following text).
- Before contacting me; however, read through your completed assignment along with the rubric used to grade your assignment. Objectively conduct a self check to
determine if you can clarify for yourself the reasoning for the missed point(s). This will require effort on your part and provides you the opportunity to develop critical, self learner skills.

- Send me an email in which you include a subject line (Assignment Name and your concern), polite greeting, brief overview of the concern(s) you want addressed.
- For questions regarding possible calculation errors and/or input errors (operator error "stuff"), briefly state the error.
- For questions regarding clarification on grading, please attach a detailed Word document in which you describe (a) what was stated in the assignment guidelines, (b) what you submitted, and (c) the discrepancies between what you submitted and the assignment guidelines.
- Questions/concerns regarding an assignment grade must be addressed within 48 hours of the return of the assignment. Questions/concerns raised later than that will result in the student receiving an email indicating the request is out of the "window of opportunity." If it's important, a professional will deal with it immediately.
- Specific hours I am available (campus and online) are listed on the Blackboard site. I will answer your emails as soon as I am available.
- When communicating via email, please use appropriate "Subject" line text. A Specific subject line will assist me in determining the content of the email and may result in a faster response.
- Please note, however, that while the class materials are available 24/7, I am not available 24/7; and weekends are very chancy in regards to your receiving a response.
- Using Skype is another option for communication. If you don't have Skype, I strongly suggest you download it and begin to use it. The basic package is free! To find me (cathybertelson), simply do a search and I will "pop up" in the list.

Academic Performance...

- Should a "question" arises as to the originality of a student's work, the Vice President for Student Affairs will be notified and appropriate action will be taken by that office. If it is determined a student is in violation of the CWU Student Judicial Code, Section I, Proscribed Conduct, academic dishonesty..., the student will receive a failing grade for the class.
- The student will also be subject to any disciplinary action invoked by the Office of Student Affairs and the College of Education and Professional Studies.
- Don't do it! I have zero tolerance for academic dishonesty...
- An "I" (Incomplete) will be given only for medical, extreme personal hardship, or family emergencies and only if the student has successfully completed at least 8 weeks of the course.

Failure to properly submit your WebQuery to the instructor via LiveText may result in a failing grade for the course as the WebQuery is your artifact for this course.
EVALUATION/GRADING

Assignments are graded using the assignment guidelines AND the associated rubric or scoring guide. The rubric cannot possibly detail all the requirements and should not be used as your sole guideline for self evaluation. The rubric is a reflection of the details provided in the assignment guidelines.

If you have a question regarding your score on an assignment, please contact me immediately using appropriate protocol. Your timeframe for this is 48 hours after the date the assignment is returned. Raising questions regarding a score on an assignment at the end of the quarter, rather than within the 48 hour timeframe, gives the appearance of "groveling" to raise a grade. This is unprofessional.

Be sure to keep all graded assignments until you have received your final grade for the course. This will assist in clearing up any grading errors.

Caution: the majority of the points to be earned come from the assignments given in the latter part of the course. While it is important you do your best on all assignments, putting too much "weight" into early scores can be misleading as to your overall performance.

Do not skip completing any assignments!!!

- **Letter Grades**
  - A ~ 94% +
  - A- ~ 90 - 93%
  - B+ ~ 87 - 89%
  - B ~ 84 - 86%
  - B- ~ 80 - 83%
  - C+ ~ 77 - 79%
  - C ~ 74 - 76%
  - C- ~ 70 - 73%
  - D ~ 67 - 69%
  - F ~ <67%

- **Point Breakdown**
  - Discussion Board Participation ~ 5%
  - Web Site Review Paper (G, B, & U) ~ 5%
  - Web Page ~ 15%
  - i-SAFE Training ~ 5%
  - Information Literacy Validation Example ~ 5%
  - Graphic Organizer/Concept Map ~ 5%
  - Rubrics and Grade Book Evaluations ~ 10%
  - Copyright Poster ~ 10%
  - WebQuery ~ 20%
  - WA Technology Standards/ePals Project ~ 10%
  - Professional Growth Plan ~ 10%

ADA STATEMENT

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or the ADA Compliance Officer on campus at (509) 963-2171 for additional disability-related educational accommodations.