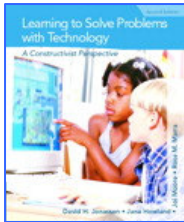


Department of Educational Technology
College of Education & Human Development
Jackson State University

Syllabus for Online Course

Course Number and Title:	ETEC 435 Emerging Technology and Labs
Semester and Year:	Fall 2006
Instructor:	Edelia J. Carthan
Office Location:	Administration Tower 701
Office Hours:	Tuesdays 2:00-5:00; Thursdays 2:00-5:00
Chat Hours:	Mondays 10:00-2:00; Fridays 10:00-2:00
Email:	edelia.j.carthan@jsums.edu
Telephone:	601-979-1369



Required Text:

Jonassen, David.: Peck, Kyle, L.; & Wilson, Brent G. (2003). *Learning to Solve Problems with Technology: A constructivist perspective*. 2/E. Columbus, Ohio: Prentice Hall.

Other Requirements: All candidates are expected to have access to a computer, an active e-mail account, jump drive and WebCT account. All students must attend *Orientation for Online Learners*. For more information, visit <http://www.jsums.edu/~dl/Students.htm>

Computer Requirements:

To have a successful experience in Jackson State University's online courses, the following is the minimum computer configuration needed:

- An IBM-compatible PC with a Pentium II processor, 64MB RAM, Sound card, VGA Monitor, and:
- Windows 98, Windows ME, Windows NT, Windows 2000, or Windows XP. (NOTE: Macintoshes may work although they are not officially supported.)
- Browsers: [Internet Explorer](#) 5.5 or later; [Netscape](#) 6.1 or later; or [Firefox](#) 1.0 or later. To download the latest version, click on the browser of your preference.
- Cookies, Java and Javascript should be enabled in your browser.
- [Windows Media Player](#) or [RealPlayer](#)
- Note: WebCT online course software will not function properly with the embedded Internet Explorer or Netscape browser in the America Online software. If AOL is your Internet Provider, download, install and use a [compatible browser](#) only. Do NOT use the browsers embedded in the AOL software.
- Screen "Popup Stoppers" (if installed) must be **deactivated** prior to using WebCT Mail or taking online tests in WebCT...these programs will interfere with student testing.
- Anti-Spyware screening must be in place. Spyware will cause problems with WebCT popup windows.

Course Description: Candidates will gain a variety of skills, knowledge, and hands on experience of modern technology appropriate to businesses, industries and schools.

Program in Which the Course is Required: Educational Technology

Course Objectives:

Jackson State University functions as a community of learners where teaching, research, and service are central to its total learning environment. The University embraces the core values of tradition, accountability, learning, nurturing, service, and responsibility. These core values are the starting point for the School of Education's Responsive Educator model, the conceptual framework for both initial and advanced programs. The objectives of this course are grounded in the Responsive Educator outcomes and are aligned with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), the National Educational Technology Standards for Students (NETS), and the International Society for Technology in Education (ISTE).

Online Courses

Online instruction differs fundamentally from traditional classroom instruction. You may access the online resources required to participate successfully in this course at times that are convenient to your personal schedule within a range of times defined by the course schedule. Failure on your part to take online quizzes or submit completed projects within those respective time ranges will be recorded as absences for the purposes of recording your course participation on your transcript.

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "face-to-face" college classes. Therefore, the basic unit of time in the course is the week. Tests will be taken and material will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due and the due dates so that you can do it at any time during the week.

Attendance Policy

This course is 3 semester credit hours. For this reason, you should set aside a minimum of 3 to 5 hours per week to work on this course. Some have slipped by with less time, but that is the average students report. It is not like your face-to-face class. You might wish to treat this like a M-W-F class were you spend 1 hour per day working on the course, or a T-TH class for 1.5 hours per day.

Responsive Educators:

Foster learning that is grounded in active inquiry, and requires critical thinking and problem solving. (INTASC #4,#6; ISTE #1, #2; NETS #6)

The candidate will be able to:

Explore new technology and gain insight on how it supports meaningful living and learning.

Research the Internet in search of ideas and resources to assist educators and other students with a variety of technology resources.

Provide information, assistance and training to educators and students interested in online courses.

Facilitate collaborations that support and enrich the educational process within a community of learners. (INTASC #10, ISTE #1, #2; NETS #1, #2, #3, #4)

The candidate will be able to:

Design informative personal and educational websites that are user friendly to educators & students.

Use technology to develop, reflect, and enhance knowledge and understanding.

Develop a network of learners and provide them with resources and other assistance via email.

Communicate effectively with others via email, chat, discussions boards and white board.

Nurture diversity that encourages an understanding of the knowledge, skills, and dispositions necessary to work effectively in a multifaceted society. (INTASC #3, ISTE #2; NETS #2)

The candidate will be able to:

Recognize and support global discourse in a variety of communities.

Analyze, identify and utilize assistive technology within a diverse learning environment.

Foster learning communities using online resources and assistive technology.

Assist educators with online courses that support different teaching and learning styles.

Integrate technology that enhances learning environments and extends performance. (INTASC #6; ISTE #1, #3; NETS #3)

The candidate will be able to:

Perform as a competent educational technologist using online resources and assistive technology.

Design and implement an online course using WebCT, online resources and multimedia.

Train and assist educators with designing and teaching online courses using WebCT.

Create technology-supported learning communities, educational websites, and other resources.

Course Content

Meaningful learning with technology

Exploring with technology

Recording with video

Hypermedia

Mindtools for critical thinking and problem solving

Instructional Strategies

Online Discussion Board/Synchronous Chat sessions

Laboratory/Hands-on Training/Online Training

Discussion/Questioning/Observation

Practice/Drill

Independent Learning/Self-Instruction

Problem-Solving

Student Activities

Class groups will be formed to support chapter reading, enhance activities and develop handouts. Each candidate will be given hands-on lab (and training) experience across disciplines. Each candidate will prepare a video presentation (topic TBD). Each candidate will develop an educational website with links and pictures. Each candidate will assist with the research and development of online courses across disciplines.

Method of Student Evaluation

Name of Evaluation	Number of Points Possible
Website Development Project	25
Lab (Hands-on) Experience	30
Development of Online Courses	15
Video Presentation	10
Activities, Attendance & Class Participation	20
Total Points	100

- You are strongly encouraged to attend class and participate in online discussions.
- No makeup will be given without an official university excuse. The Instructor should be notified of the emergency situation the day of class and arrangements should be made to makeup before the next rescheduled class.

Grading Scale

A = 90-100
B = 80-89
C = 70 -79
D = 60 -69
F = 59 and Below

Method of Course Evaluation

Jackson State University Student Instructional Rating System (SIRS)
School of Education Mid-Term Instructional Feedback Rating Form

Clinical and Field-Based Experiences

Candidates are required to 15 hours of hands-on experience.

Source of Knowledge

The course is aligned with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), National Standards for Technology in Teacher Preparation (ISTE), and The National Educational Technology Standards for Students (NETS).

Special Needs Learners

If you have a disability for which you are or may be requesting an accommodation, you are encourage to contact both your instructor and the Office of the Americans with Disabilities Act

(ADA) Coordinator and Compliance Officer, P.O. Box 17999, Jackson, MS 39217, telephone (601) 979-2485 as early as possible in the term.

Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

Caveat

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

Class Attendance Policy:

Undergraduate students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that even with an official excuse or absence, they (students) are responsible for the work required during their absence.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50 minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the School Dean and Department Chairs for juniors and seniors. The Dean/Chair or designee will counsel with the students and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalent of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the grade point average required for retention over two semesters are suspended from the university.

Class and Assignment Schedule

	Assignment	Date	Assignment
Week 1	Course Introduction Introduction to WebCT Register for www.bravenet.com	Week 2	Chapter One: What is Meaningful Learning? Thread Discussion (WebCT) (INTASC #1,#4,#6;ISTE #1,#2,#3;NETS#1,#2,#3;REM Outcome #2,#5)
Week 3	Chapter Two: Problem Solving is Meaningful Learning Assignment Due in WebCT (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)	Week 4	MECA Conference at the Jackson Hilton Quiz 1 (WebCT) (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)
Week 5	Chapter 3: Learning from the Internet: Information to Knowledge Through Inquiry Thread Discussion (WebCT) (INTASC #1,#4,#6;ISTE #1,#2,#3;NETS#1,#2,#3;REM Outcome #2,#5)	Week 6	Chapter 4: Building Technology-Supported Learning Communities on the Internet Synchronous Chat 09.15.06 at 6pm C (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)
Week 7	Chapter 5: Learning by Visualizing with Technology: Assignment Due in WebCT (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)	Week 8	Work on Learning Communities Quiz 2 (WebCT) (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)
Week 9	Present Learning Communities Mid-Term Exam (WebCT) Exam will be Proctored (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)	Week 10	Chapter 6: Learning by Constructing Realities with Hypermedia (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)
Week 11	FALL BREAK	Week 12	Online Group Presentations due. (Present presentations via Whiteboard in WebCT).
Week 13	Chapter 7: Learning by Exploring Microworlds and Virtual Realities (INTASC #1,#4,#6,#10;ISTE #1,#4;NETS#1,#2,#3,#4,#5,#6;REM Outcome #2,#5,#6)	Weeks 14 & 15	FINAL PROJECT DUE

Course Assignment and Rubrics

Candidates will design an educational website that will be used by the College of Education.

Rubrics for Website (25 Points)

Excellent (25 Points)

Provide useful content appropriate for audience

Color scheme is eye-catching

Content (Spelling, spacing, readability, timing) well presented on page

Pictures, Audio, and Digital Graphics enhance the project

Creativity

Provide Helpful Links

Average (20 Points)

Provide content appropriate for audience

Color scheme is nice

Content (Spelling, spacing, readability, timing) presented on page

Pictures, Audio, and Digital Graphics included in the project

Provide Links

Poor (15 Points)

Did not provide enough content for audience

Color scheme is not eye catching

Content (Spelling, spacing, readability, timing) is not well presented on page

Pictures, Audio, and Digital Graphics is not included in the project

Did not provide enough links

Video Presentation-Candidate will be responsible for producing a video that will be presented to the class. Candidates can select one of the following types of videos to produce: Video Press Conference, Newsroom, Student Talk Shows, or Video Documentary. The video should be a minimum of 10 minutes and a maximum of 15 minutes. Candidate will be graded on time, clarity, content and detail, and appearance and special effects.

Rubrics for Video Presentation (10 Points)

Excellent (10 Points)

Creative Title

Subject matter appropriate for audience

Color scheme is eye-pleasing

Content (Spelling, spacing, readability, timing) well presented

Music enhances project

Digital Graphics enhance the project

Audio is well mixed and edited

Creativity

Camera work enhances project

Interview skills/Commentary

Interview/commentator provides forum to enhanced information
Lighting enhances project
Length of project
Editing is well thought out

Average (7 Points)

Subject matter appropriate for audience
Color scheme is eye-pleasing
Content (Spelling, spacing, readability, timing) well presented
Digital Graphics enhance the project
Creativity
Interview skills/Commentary
Interview/commentator provides forum to enhanced information
Lighting enhances project

Poor (4 Points)

Subject matter appropriate for audience
Color scheme is eye-pleasing
Creativity
Interview skills/Commentary

Activities-Candidates will read, analyze, interpret, and summarize assignments.
Attendance and participation is built into weekly classroom activities that support chapter readings.

Rubrics for Activities, Attendance, and Class Participation (20 Points)

Excellent (20 points)

Candidate does not miss any classes without an official University excuse; is always prepared to participate in class discussions and activities.

Average (15 points)

Candidate does not miss more than three class meetings without a University excuse; usually is prepared to participate in class discussions and activities.

Poor (10 or fewer points)

Candidate does not attend class on a regular basis; is rarely prepared for class. Candidate does not participate in chapter discussions and activities.

Online Course-Each candidate will construct an online course. Candidates can select one of the following: Multimedia in the classroom, Distance Learning, Emerging Technology and Labs, Introduction to the Internet, or Computers in Education. The entire class will participate with each community presented. All communities must be technology generated.

Rubrics for Online Course (15 Points) (TBU-To be Updated)

	Excellent-30 Points	Average-20 Points	Poor-10 Points
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience.
Content Accuracy	Completely accurate; all facts were precise and explicit.	Mostly accurate; a few inconsistencies or errors in information.	Completely inaccurate; the facts in this project were misleading to the audience.
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance.	Did a very good job of researching; utilized materials provided to their full potential.	Did not utilize resources effectively; did little or no fact gathering on the topic.
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project.	Was clever at times; thoughtfully and uniquely presented.	Little creative energy used during this project; was bland and lacked substance..
Presentation Mechanics	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids.		

Academic Dishonesty:

Plagiarism is the undocumented use of other authors' words, texts, images, and ideas that do not come from your own head. Making up sources, altering numbers, statistics, or just a few words of a document is considered plagiarism. Poor documentation or paraphrasing of a source is also

considered plagiarism. Plagiarism in this course is taken seriously: those involved risk expulsion from the course.

Changes to this Syllabus:

It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

References

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