

Leeward Community College
Social Sciences Division
ED 297A- Educational Media and Technology (3.0 credits)

Instructor: Mr. Brent Hirata
Class Hours: Online
Office Hours: Online office hours M-Th. 6-9 pm by appointment
Office Location: Online via Live Meeting tool (Elluminate)
Contact Information: bhirata@hawaii.edu

- I am available to respond to your emails sent to (bhirata@hawaii.edu) within 48 hours Monday-Friday. I may not be able to check messages on weekend and holidays, if I am, I will reply as soon as possible. Thank you for your understanding, please plan accordingly.

Catalog Course Description:

Introduction to theories, application of principles, acquisition of practical skills of educational media relevant to teaching/learning situation, in-classroom as well as non-school settings.

Course Methodology:

ED 297 was designed as an online course to be delivered over the Internet in an online environment. To access the course, you will need a web browser such as Mozilla Firefox or Internet Explorer and an Internet connection (preferably a cable or DSL connection). The course activities will consist of textbook and online readings, research and writing, individual and collaborative team projects and mediated instruction. Interaction will be achieved through online meetings, multimedia, electronic mail and online discussions. Assignments will be transmitted to the instructor via the Laulima Assignment tool.

Prerequisites:

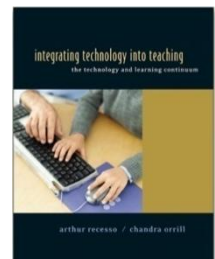
ICS 101 with a grade of “C” or better or consent of instructor; ENG 22 with a grade of “C” or better or placement of ENG 100 or consent of instructor.

Recommended Preparations:

This is an online course, therefore, you will be expected to have the skills necessary to be a successful online learner. A friendly reminder that online courses typically take just as much or more time than an equivalent face-to-face course.

Textbooks and other Resources:

Integrating Technology into Teaching, The Technology and Learning Continuum*
(2008) by Arthur Recesso and Chandra Orrill
Houghton Mifflin
(ISBN: 978-0-618-37083-2)



*You will need to have a Passkey (code) to access material on the publisher’s website. This Passkey should accompany all new textbooks. If you have a used textbook, a Passkey must be purchased separately.

Required Equipment and/ or Materials:

The following will be required for this course:

- A computer with:
 - Speakers for listening to audio
 - Microphone** for recording audio into the computer
 - Internet connection capable of browsing the World Wide Web.
- Software such as:
 - Web browser (Internet Explorer or Mozilla Firefox)
 - Microsoft Office (Word, Excel and PowerPoint), or Open Office
 - Adobe Acrobat reader*
 - Quicktime player*
 - Flash plug-in*
 - Java plug-in*
- Access to a digital camera is recommended (phones with built in camera acceptable).
- Sign up for free user accounts to be used in our course:**
 - Google (Reader, iGoogle)** <https://www.google.com/accounts/NewAccount>
 - Glogster** account to be assigned by instructor.
 - Delicious** <https://secure.delicious.com/register>
 - Twitter** <https://twitter.com/signup>

*Web links to recommended plug-ins, players and viewers are provided in the course content area.

Student Learning Outcomes/ Objectives and Secondary Objectives:

- I.** Describe how teachers can integrate educational technology into a standards-based constructivist learning environment.
 - a.** Explain the Technology and Learning Continuum Model and how it applies to technology use in your classroom.
 - b.** Create meaningful learning experiences in the classroom through integration of technology.
 - c.** Determine your learners' needs and design instruction to meet those needs.
 - d.** Describe content standards and how integration of technology can help you address them.
- II.** Evaluate educational technology productivity, developmental, communications, content- area and emerging software tools.
 - a.** Apply critical thinking to evaluate technology tools for application into the classroom.
 - i.** Use media evaluation instruments to assess and evaluate new instructional technology tools.
 - ii.** Describe Cyber bullying and appropriate etiquette for online learning.
 - b.** Describe emerging technologies and how they can be used to promote highly interactive and immersive learning experiences.
 - i.** Identify technology for students requiring Web accessible materials.
 - ii.** Discuss and explain ethical, legal, and intellectual property issues in using technology in an educational setting.
 - c.** Describe how integrating technology can support multicultural learners.
- III.** Demonstrate proficiency in creating learner-centered, technology–infused activities that follow the Technology and Learning Continuum model.
 - a.** Design a learning unit integrated with technology.

- i. Design a lesson plan that is free of spelling, typing and grammatical errors.
 - ii. Describe Bloom's Taxonomy and how it ensures higher-level learning.
 - b. Explore a backward design approach to developing a culminating performance activity.
 - c. Explore a backward design approach to developing a guided learning activity.
 - d. Explore a backward design approach to developing an initiating activity.
- IV. Analyze success in integrating technology by following the Evidence Based Decision Support method.
 - a. Identify how to teachers use technology for decision making and growth.
 - b. Identify the importance of productivity software for teachers.
 - i. Describe Word Processing software use in an educational setting.
 - ii. Describe Spreadsheet software and its benefits for teachers.
 - iii. Describe Presentation Software and its application to classroom instruction.
 - iv. Design a multimedia presentation that demonstrates the use of professional image, delivery, and facilitation techniques to enhance/ create visually appealing instructional materials.
 - v. Describe Image Editing software and its benefits for teachers.
 - vi. Create an original computer graphic handout for instruction.
 - c. Identify the importance of development tools to promote creativity and bring authenticity to classroom tasks.
 - d. Identify commonly used communication tools that promote new and innovative learning experiences.
 - i. Use and demonstrate electronic mail for course correspondence.
 - ii. Describe Internet-based Telephone and its application for conferencing.
 - iii. Describe Web Conferencing and its application for sharing of resources.
 - iv. Describe Web 2.0 tools like (Blog, Wiki, RSS, Podcasts) and its application for higher level learning.
 - v. Describe the benefits of Open Source software for instruction.
 - vi. Describe Social Networking for community building.

Grading Policy:

A high degree of excellence is expected throughout the course, which should be demonstrated by timely participation; ongoing interaction and contributions to the class; effective collaboration during group undertakings; communication on critical issues on a timely basis to the instructor; and attention to detail in preparing and presenting materials.

Due	Tasks	Points	
8/31/2010	Task 1: Educational Technology Overview	Milestone 1: Glogster	10 pts
9/07/2010		Milestone 2: Google Reader	10 pts
9/14/2010		Milestone 3: Delicious	10 pts
9/21/2010		Milestone 4: Twitter	10 pts
9/28/2010		Milestone 5: iGoogle	10 pts
10/5/2010		Task 1 Deliverable: iGoogle Tab	20 pts
		Total:	70 pts
10/12/2010	Task 2: Selecting Web 2.0 Technology	Milestone 1: ScreenR	10 pts
10/19/2010		Task 2 Deliverable: Presentation (using ScreenR)	20 pts
		Total:	30 pts
10/26/2010	Task 3: Technology Integrated Culturally-based lesson	Milestone 1:	5 pts
11/02/2010		Milestone 2:	5 pts
11/09/2010		Milestone 3:	5 pts
11/16/2010		Milestone 4:	5 pts
11/23/2010		Milestone 5:	5 pts
11/30/2010		Milestone 6:	5 pts
12/08/2010		Task 3 Deliverable: Presentation (Using ScreenR)	50 pts
	Total:	80 pts	
8/31/2010	Participation Learning Community	Self Introduction	15 pts
Throughout		Professionalism (participation, timeliness, netiquette)	15 pts
		Total:	30 pts
8/31/2010	Weekly Reflection Logs	WK 1: Discussion Forum	5 pts
9/07/2010		WK 2: Discussion Forum	5 pts
9/14/2010		WK 3: Discussion Forum	5 pts
9/21/2010		WK 4: Discussion Forum	5 pts
9/28/2010		WK 5: Discussion Forum	5 pts
10/5/2010		WK 6: Debrief Blog	5 pts
10/12/2010		WK 7: Discussion Forum	5 pts
10/19/2010		WK 8: Debrief Blog	5 pts
10/26/2010		WK 9: Journal Blog	5 pts
11/02/2010		WK 10: Journal Blog	5 pts
11/09/2010		WK 11: Journal Blog	5 pts
11/16/2010		WK 12: Journal Blog	5 pts
11/23/2010		WK 13: Journal Blog	5 pts
11/30/2010		WK 14: Journal Blog	5 pts
12/08/2010		WK 15: Debrief Blog	5 pts
	Total:	75 pts	
	Course	Total Possible Points	285 pts

Late work will be assessed a 10% penalty for each day late.

Points will be converted to a grade as follows:

- A 90% and up
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F <60%

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Leeward CC, Alternative Technology Access Plan:

Every student registering for a Distance Education course (Cable or Web) is responsible for finding immediate alternate access to a computer with Internet connectivity, or cable television, as a backup for any technical difficulties they may experience. Technical difficulties can include, but are not limited to, problems with a student's computer hardware/software, inoperability of a student's VCR or DVR; or lack of service by a student's Internet Service Provider (ISP) or Cable Provider. Technical issues do not constitute the extension of an assignment, project, quiz or exam deadline unless agreed upon by the instructor.

Leeward CC, Students with Disabilities Statement:

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO'O 'IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The Ki office is located in L-208, across from the elevator in the library building or call for information at 455-0421.

Learner Support Services:

The following is a directory of learner support services available to distance education students at Leeward Community College.

http://emedia.leeward.hawaii.edu/de/Learner_Support/Learner_Support.html

Student Assessment Notification:

With the goal of continuing to improve the quality of educational services offered to students, Leeward CC conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Group work

Employers in today's world desire graduates with good communication skills and the ability to work collaboratively in small groups. I hope to give you such experience and prepare you for the future workforce by integrating a small group assignment in the latter half of this course. In order to make the small group activity meaningful and motivating, I have developed a real life scenario called Ala Ike school. It is within the context of being a newly hired teacher at fictional Ala Ike school that you will be placed on a sub-committee of the school wide "21st Century Teaching" committee. I hope that by being on this sub-committee you will learn to participate and succeed in a collaborative environment.

Elluminate Live meetings

We will be using an online meeting space called Elluminate this semester for online office hours and as a way to manage progress in our group work activity. Each group will be required to meet weekly with me via Elluminate during our group work activity (see section on group work). In order to participate on Elluminate you should click on the "Live Meeting" link in the left hand menu of Laulima. Note: that you are required to have a microphone and speakers for this course and to use it in order to receive credit for your participation.

A‘o Makua Malama Aina activity:

The purpose of the Learners’ Choice activity is to experience learning course content in diverse ways that representing different styles of learning. An excellent real world example of online learning designed to address diverse styles of learning are the A‘o Makua online courses for adults offered by nationally recognized Kamehameha Schools, Virtual Strategies and Distance Learning branch. These short online courses are designed for any adult world wide interested in learning more about the Hawaiian culture for personal enrichment. The courses will allow you to participate in an active virtual community while learning about Hawaiian culture online. The courses cost \$12.50. However there are incentive items that could be useful educational materials upon successful completion (\$25 value). This optional activity will allow you to experience educational technology at its best and the content you will learn is especially important being that the Leeward coast is comprised of such a high population of Hawaiian learners.

AAT collaborator page <http://ksdl.ksbe.edu/adult/collaborations.html>

Please sign up for the Malama Aina course before September 15th, 2010.

<http://ksdl.ksbe.edu/adult/registration.html>