

Leeward Community College  
Social Sciences Division  
Course Syllabus – Spring 2009 (Jan. 12- May 15, 2009)  
ED 297A- Educational Media and Technology (3.0 credits)

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**Instructor:** Mr. Brent Hirata  
**Class Hours:** Online (CRN:52917, 52935)  
**Office Hours:** Online office hours M-Th. 6-9 pm by appointment  
**Office Location:** Online via Elluminate Live vRoom  
**Contact Information:** [bhirata@hawaii.edu](mailto:bhirata@hawaii.edu)

- I am available to respond to your emails sent to ([bhirata@hawaii.edu](mailto:bhirata@hawaii.edu)) within 48 hours Monday-Thursday. 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:**

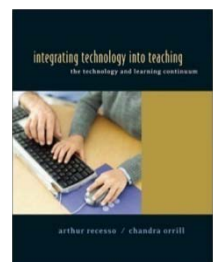
ICS 101 with a grade of “C” or better or consent of instructor; ENG 22 with a grade of “C” or better or placement of ENG 100 or consent of instructor.

**Recommended Preparations:**

None. 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.
- Google user account** (free)

\*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.** 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.
- III.** 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.
- IV.** 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.

**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.

|   |                 |
|---|-----------------|
| <b>Projects</b>                                   | <b>120 pts.</b> |
| Technology Integration Plan                       | 25              |
| Selecting Web 2.0 Technology                      | 25              |
| Technology Integrated Lesson                      | 25              |
| Electronic Portfolio                              | 45              |
| <b>Weekly Assignment</b>                          | <b>70 pts.</b>  |
| Weekly learner's choice activities***             | 14 x 5 pts.     |
| <b>Participation in Community</b>                 | <b>35 pts.</b>  |
| E-bingo   | 5               |
| Student Blogger Page                              | 15              |
| Professionalism (participation level/ netiquette) | 15              |
| <b>Weekly Reflection Logs</b>                     | <b>75 pts.</b>  |
| Weekly Discussion Topic                           | 14 x 5 pts      |
| Vote on Talk with a Techie                        | 5               |
| <b>Total Possible Points</b>                      | <b>300</b>      |
| <b>Bonus Points</b> (as available)                |                 |

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

**\*\*\*A‘o Makua optional alternative 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). As an alternative to the weekly Learners’ Choice assessments, you have the option to sign up for an A‘o Makua 4 week language course. A‘o Makua course completion certificate is required to receive credit. 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.

Points will be converted to a grade as follows:

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

**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](http://emedia.leeward.hawaii.edu/de/Learner_Support/Learner_Support.html)