

2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus

**School of Education
University of St. Thomas
Minneapolis, Minnesota**

**Mission Statement
School of Education**

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Title: Microsoft PowerPoint 2008, A Video Course

CTED767

Instructor

Jim Ruid

E-Mail: CTR@jimruid.com

Phone: (763) 439-7007

Snail Mail: Jim Ruid, 5737 Post Rd, Anoka, MN 55303

Web Page: www.jimruid.com

What you will need:

A personal computer with Microsoft PowerPoint loaded.

What is provided in the course kit:

Registration and Evaluation materials.

Article reprints

Training CDs for PowerPoint

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)

Registration from each person in your group.

The training CDs

Article reprints

Completed Activities

Return to St. Thomas

Evaluation materials follow direction on form.

Course Description

PowerPoint is a tool that many teachers use to enhance their classroom instructional delivery methods. PowerPoint used correctly, enriches the information presented to students and enables teachers to quickly update classroom instruction. PowerPoint is easily uploaded to web sites so students and parents can access daily lessons.

Teachers also need to support student use of PowerPoint as students are asked to present research. This course covers basic use to advanced presentation techniques.

Goals and Objectives

Upon completion of the course participants will be able to:

- Use toolbars and menus with ease.
- Create slides and presentation.
- Enter and format text.
- Create and format drawn objects, auto shapes, clip art, word art, headers & footers and organizational charts.
- Rearrange slides, and understand different printing options.
- Develop slide masters, speaker notes, handouts, backgrounds, templates, hyperlinks, reminders & options, linking.
- Upload presentations to the Internet.

Texts/Readings

The required reading/viewing is found in a set of 2 cd-roms and a series of article reprints (enclosed with syllabus):

Thell, R PowerPoint 2008. CD-ROM. Holly Hill, Florida, Studio eWorks Inc. (2008)

Christensen, R., Honcock, R., Knezek, G (2008). Cross-Validating Measures of Technology Integration: A First Step Toward Examining Potential Relationships Between Technology Integration and Student Achievement. Retrieved March 10th, 2009 from ISTE database.

Fraser, V., Garofalo, J., Juersivich, N (2008).T he Use of Technology in Facilitating Student Teachers“ Lesson Planning Process and Improving Their Quality of Classroom Life. Retrieved March 10th, 2009 from ISTE database.

Moyle, K (2007). Measuring the value of educational technologies in schools. Retrieved March 10th, 2009 from ISTE database.

Wilson, E (2007) Teacher Use of Technology: From the Teacher Education Program to the Classroom. Retrieved March 10th, 2009 from ISTE database.

Participants will complete the readings and independent activities described below to achieve the course objectives.

Schedule of Readings, Topics, and Assignments

Reading Material	Packet 1 Topics & Assignments
Read the enclosed articles	<p>Topics: Technology challenges, paradigms, strategies and uses.</p> <p>Assignment 1: Read the four articles then discuss effect of technology in your classroom.</p> <ul style="list-style-type: none"> • The current state of technology; what is working and what is not. • Future plans for technology • How technology impacts student learning. • Is technology worth the cost? <p>Outline your paper and label outline Label the paper Technology. Paper is five pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
<p>Watch PowerPoint video, volume 1</p> <p>In Microsoft PowerPoint, go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: PowerPoint Interface, Create Presentation, Create Slides, Slide Layout and Design, Format Text, Combine Presentations, Drawing Tools, Masters, Animations.</p> <p>Assignments 2: Use one of your lesson plans that you feel needs updating and create a PowerPoint that you will use to present to your class. Create a hand written design outlining each of your slides (this needs to be turned in). Use the following as a guide:</p> <ul style="list-style-type: none"> • Use AutoContent Wizard • At least 20 slides in length

	<ul style="list-style-type: none">• Correct Spelling.• Eye appealing design• Appropriate character formatting. The titles should be bold and in a larger point size. Titles of books, magazines, songs, etc. Should be italicized.• A bulleted list.• Clipart• Drawn Objects.• Print handouts, 3 per page• Save as Lesson Plan <p>Use attached Rubric</p>
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Reading Material	Packet 3 Topics & Assignments
<p>Reading(s): View Volume 2</p> <p>In Microsoft PowerPoint, go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: Speaker Notes, Handouts, Templates, Design Guidelines, SmartArt, Tables, Charts, Movies and Sound, Hyuperlinks, Slide Shows, Settings.</p> <p>Assignment 3: Create a PowerPoint that you will use to present to parents, administrators, teachers, school board members, etc. about your school, program, classes etc.. You will create this with the intent to use multiple times, pick something that you will use, make it real. . Create a hand written design outlining each of your slides (this needs to be turned in). Save as parents. Use the following as a guide:</p> <ul style="list-style-type: none"> • Slide show should be at least 20 slides • Use advanced Drawn Objects • Modify clipart • Insert word art • Headers and footers • Create your own Master slide • Speaker Notes • Print handouts, 3 per page. • Change the background of some of the slides using background format • Include at least one organizational chart <p>Use attached Rubric</p>

Reading Material	Packet 4 Topics & Assignments
<p>Review Volumes 1-2</p> <p>In Microsoft PowerPoint go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: Charts, Templates, Advanced Text, Combine Presentations, Basic Slide Show, Advanced Slide Show, Hyperlinks, Reminders & Options, Linking, Customize, Web or PPT Show</p> <p>Assignment 4 Create a PowerPoint that you will to introduce yourself. . Create a hand written design outlining each of your slides (this needs to be turned in). Use the following as a guide:</p> <ul style="list-style-type: none"> • Use as many slides as necessary • Use advanced text • Diagrams • Hyperlinks (To your web site, or just favorite sites • Linking • Save as personal • Use many of the topics from volumes one and two • Create a template so others can use • Video tape yourself presenting this topic and include with materials for grading. <p>Use five or more components listed in the goals section.</p> <ul style="list-style-type: none"> • <p>Use attached Rubric</p>

Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Lesson Plan
25%	Assignment Three:	Parents
25%	Assignment Four:	Personal
10%	Assignment Four, Part Two:	Video Tape

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

- A = 94-100 points
- A- = 90-93 points
- B+ = 87-89 points
- B = 84-86 points
- B- = 80-83 points
- C = 75-79 points
- F = less than 75 points
- I = Incomplete Work

American Disabilities Act

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

Registration Requirement

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

Request for Transcript

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at www.stthomas.edu/registrar/forms/transcript.htm.

Tax Receipt:

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K P, A)
- I. monitor and adjust strategies in response to learner feedback; (K P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K P, A)

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References

Cavanaugh, Cathy, Kara Dawson, and Albert Ritzhaupt. "Statewide Study of 1:1 Computing: The Impact on Teaching and Achievement." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Foulger Teresa S. "Innovative Technologies, Small Groups, and a Wiki: A 21st Century Preservice Experience Founded on Collaboration." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Fraser, Virginia, Joe Garofalo, Nicole Juersivich "The Use of Technology in Facilitating Student Teachers" Lesson Planning Process and Improving Their Quality of Classroom Life." Retrieved 17 November 2008.

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Hall, Bettie C. Kenneth E. Martin, "Relationships Among Computer Self-Efficacy, Professional Development, Teaching Experience, and Technology Integration of Teachers." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Nguyen Thanh Truc T. "Technology Tango: School Library Media Specialists and Technology Coordinators." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Ray Andrea L. "Changed by Design: Using Instructional Strategies to Influence Teachers' Attitudes." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Assignments and Materials are due by December 31st

PowerPoint Presentation Rubric

Category	4	3	2	1
Organization	The presentation is disorganized. 50-60 Points	Information and graphics are placed haphazardly on the page. 60-75 Points	Presents findings and conclusions with some degree of organization. 75-90 Points	Presents findings and conclusions in an organized manner. 90-100 Points
Content - Accuracy	Includes little essential information. Content is typically confusing or contains more than one factual error. 50-60 Points	Includes some essential information. The content is generally accurate, but one piece of information is clearly flawed or inaccurate. 60-75 Points	Includes essential information. Most of the content is accurate but there is one piece of information that might be inaccurate. 75-90 Points	Covers topic completely and in depth. All content throughout presentation is accurate. There are no factual errors. 90-100 Points
Presentation	Presentation includes less than 6 slides. Information on slides contains many sentences and group cannot expand on facts. 50-60 Points	Presentation includes 6 - 7 slides. Information on slides contains many sentences and group has difficulty expanding facts. 60-75 Points	Presentation includes 8 - 9 slides. Information on slides contains many sentences and group has some difficulty expanding facts. 75-90 Points	Presentation includes 10 slides. Information on slides is kept short and group can expand on facts during presentation. 90-100 Points
Visuals	Several graphics are unattractive AND detract from the content of the presentation. Font formats makes it difficult to read the material. 50-60 Points	All graphics are attractive but a few do not seem to support the content of the presentation. Font formats have been planned to complement topic, but may be a little difficult to read. 60-75 Points	A few graphics are not attractive but all support the content of the presentation. Font formats have been planned to enhance readability. 75-90 Points	All graphics are attractive and support the topic of the presentation. Font formats have been carefully planned to enhance readability. 90-100 Points
Spelling and Grammar	Presentation has more than 2 grammatical and/or spelling errors. 50-60 Points	Presentation has 1-2 grammatical errors, but not misspellings. 60-75 Points	Presentation has 1-2 misspellings, but no grammatical error. 75-90 Points	Presentation has no misspellings or grammatical errors. 90-100 Points