

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: Internet for the Classroom Teacher

CTED736

Instructor

Jim Ruid

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

Web Page: www.jimruid.com

What you will need:

A personal computer connected to the Internet

What is provided in the course kit:

Registration and Evaluation materials.

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

Registration from each person in your group.

Completed Activities

Return to St. Thomas

Evaluation materials follow direction on form.

Course Description

One of the hottest topics in educational technology is that of the Internet. The Internet has been referred to as “unorganized and difficult to use”, but is loaded with a wealth of educational resources. With World Wide Web software this vast amount of information can be

organized in a way never thought possible. The classroom teacher can create a “textbook” for a specific lesson that is ever changing and up-to-date. (More about this latter).

You will have questions and by working with your group you will be able to work through most of them. When you get stumped, PLEASE contact me. I will promptly get a solution to you.

Goals and Objectives

Upon completion of the course participants will be able to:

- Browse the World Wide Web using Netscape or Internet Explorer
- Search the World Wide Web (WWW) using various search engines
- Use the Internet to create lesson plans
- Research topics
- Create and maintain a blog
- Discover and use teacher resources

Texts/Readings

The required reading/viewing is found at www.jimruid.com/teacher and a series of article reprints (enclosed with syllabus):

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
Go to www.jimruid.com/teacher Using Browsers	<p>Topics: Using Browsers</p> <p>Assignment 1: Use the links provided to learn the ins and outs of your browser. Create a lesson plan that will teach your students the basics of using your browser of choice. You are teaching your peers and the class is an hour in length. Include specific assignments for your students to complete. Include information from “Easy Guide to the Internet. Save as <i>lesson</i> and return a copy to the instructor.</p>

Reading Material	Packet 2 Topics & Assignments
www.jimruid.com/teacher Search Engines	<p>Topics: Search Engines</p> <p>Assignment 2: Research educational topics.</p> <ul style="list-style-type: none"> • Research an educational topic that relates to your teaching area. List the web site and write a short paragraph that summarizes the information you found on each web site. Paper should be five pages in length double spaced size 12 font. Sites must be cited at end of paper. Topics should include: <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? • Find at least 10 sites and save the document as <i>search</i>. Print a copy and return to the instructor.

Reading Material	Packet 3 Topics & Assignments
www.jimruid.com/teacher Blogs	<p>Topics: Blogs</p> <p>Assignment 3 Create a blog for your class or you and your colleges. Pick a topic relative to your group have 10 people participate over a two week period. Each person should have at least five entries and have value adding entries. The blog should begin with a paragraph explaining your view and what you are looking for in responses. Save the link in a document and save as <i>blog</i> and send to instructor.</p>

Reading Material	Packet 4 Topics & Assignments
www.jimruid.com/teacher Electronic portfolio	Topics: Electronic Portfolio Assignment 4 Create an electronic portfolio of your career. Post your resume, professional and personal accomplishments, educational history. Use video, photos, audio as needed. Save the link in a word processor and save as <i>portfolio</i> and send to instructor.

Reading Material	Packet 5 Topics & Assignments
Go to www.jimruid.com/teacher Educational Magazines	Topics: On-line educational magazines Assignment 5: Write a research paper Go to at least five different educational magazine web sites and research technology/Internet as it relates to education. In your discussion include: <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? Label the paper Technology. Paper is eight pages in length, double spaced, size 12 font and Times New Roman. References are required. Save as <i>technology</i> and return a copy to the instructor.

Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Tri-fold Brochure
10%	Assignment Three:	Table
10%	Assignment Four:	Merge Table into Labels
20%	Assignment Five:	Create Newsletter and Merge
10%	Assignment Six:	Forms
10%	Assignment Seven	Lesson Plan

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

Bailey, J (2002) Leadership and No Child Left Behind. Technology and Learning. Volume 22, Number 11.

Beckett, C, Marques-Chisholm, I and Wetzel, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11

Cerini, K (2002) Jumpstarting the work fore of tomorrow. (Not-for-Profits). Long Island Business News, Volume 49, Issue 11.

Dugger, W, Meade, S, Delany, L and Nichols, C (2003) Advancing Excellence in Technological Literacy. Phi Delta Kappan. Volume 85, Issue 4

Lewis, A (2004) Direct from Washington. Techdirections. Volume 62, Number 9

McCullen, C (2002) Preventing Digital Plagiarism. Technology and Learning. Volume 22, Number 9.

Tomlinson, H (2003) Educational PDA Games Engage Students, Teach Essential Language Skills. The Journal. Volume 31, Number 2.

Wong, W (2004) Applying Tech: Lights, Camera, Action. Edtech. Spring 2004

Assignments and Materials are due by August 31st

(This is not a flexible deadline!)