

GS 301 Instructional Uses of Technology, Fall 2009

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Class time Wed 10:05 – 12:05 LINK Class 3
Help session Fri 3:00 – 4:30 Tech Alcove
Office Hours By appt/drop in

Course description

This course is based on the assumption that you plan to teach. Although this course makes use of a wide range of technology, ultimately it is a course to help you be a better teacher and help your current or future students learn. To this end, GS 301 will give you opportunities to develop confidence and competence with current, pedagogically effective uses of technology in a college classroom. Completion of this course includes development of an electronic teaching portfolio; numerous students from previous semesters have found this to be extremely helpful in their job searches.

Objectives

By the end of GS 301, you will be able to

- Use the main functions of Blackboard for support of university classroom instruction. This includes tools related to course management, user management, content management, communication and assessment
- Hand code basic html documents and publish them using ftp software
- Create instructional materials (including webpages authored in and html editor such as Dreamweaver) that demonstrate an understanding of graphic design principles
- Create/modify a draft presentation file that demonstrates an understanding of best practices for content organization using presentation software (e.g., PowerPoint)
- Demonstrate or describe use of interactive technology to support instruction in your discipline; this may include iPods, wikis, blogs, personal response systems and online survey tools
- Develop and refine an electronic portfolio centered on a teaching with technology statement that provides evidence of your use of instructional technology in pedagogically sound ways for use in a job search

Activities

In this course, you will participate in a range of activities including hands-on tool use, small group projects, individual projects, synchronous and asynchronous online communication, lectures, class discussions, readings and other activities determined by class interest. You can expect to average about two and a half hours a week on out of class activities. Additionally, the instructor will be available for help sessions Fridays from 3:00 to 4:30 as well as for individual help as needed.

Required resources

- Williams, Robin. *The Non-designer's Design Book*. See Bb site for link to cheap copies.
- 2 gigabyte USB flash memory drive.
- Dreamweaver (recommended.) Available at Duke Computer Store.

Evaluation

The table below show the list of graded tasks in the course, their due dates and their values. Assignments are due at the beginning of the indicated class meeting; late work gets reduced points. A total of 80 points is required to receive credit for the course.

Task	Due date	Points
1. Three HTML draft pages & style sheet	9/16	5
2. Website skeleton & content	9/23	10
3. Bb tasks	9/30	5
4. Redesign project	10/7	5
5. Web 2.0 tasks	10/14	5
6. PowerPoint show	10/21	5
7. Teaching with technology statement draft & components	11/4	10
8. Final portfolio	12/3	30
9. Minor assignments & activities	Ongoing	10
10. Regular blog entries	Ongoing	15
	Total	100

Attendance & participation

This course is very hands-on and experientially oriented. Activities in class require you to 1) have done the readings, 2) be punctual, and 3) be an active participant. You are expected to attend and participate in every class meeting. If you miss any part of class for any reason, you are still responsible for finding out about any assignments or information from class.

Blog

Blackboard includes a blog tool that you can use to collect your reflections on the various tools that we will explore in the course. The short entries that you write will later be edited into your statement of teaching & technology for your portfolio. Currently, your blog is visible only to you and me. The blog can be found on Bb at this path: Bb > Tools > Course Journal > Blog Tool.

For each topic that we explore, answer these questions in your blog. Keep your entries brief: aim for 100 words. Think about the following prompts as you write:

1. In general, how does the resource or topic covered support teaching and learning? You might refer to Seven Principles or other readings during the term.
2. What is your reaction to this technology or resource?
3. How might this thing be used in teaching in your discipline?

For maximum credit, entries should be reflective and tie course content to personal experience and opinion (i.e., beyond just notes.) They should also be made at regular (at least weekly) intervals throughout the term, and you should post brief responses to at least two other entries each week.

Many students have found the Blog Tool a convenient place to take notes during class—these notes can then be revisited later and fleshed out into a blog entry. Note: if you navigate away from the Blog before saving, you will lose your work.

Schedule of class meetings**Assignments due/completed before class**

1	8/26	Introduction; Discussion; Form groups	<ul style="list-style-type: none">• Zhu & Kaplan in McKeachie "Technology & Teaching" (reading)• Chickering & Ehrmann "Implementing the Seven Principles: Technology as Lever" (reading)• Post reaction on discussion board• Buy the text book (Williams)
2	9/2	Basic design; Intro to HTML	<ul style="list-style-type: none">• Blog: reflection on week 1• Porter "Five Principles to Design By" (reading)
3	9/9	Dreamweaver 1: FTP; CSS	<ul style="list-style-type: none">• Blog: reflection on week 2
4	9/16	Dreamweaver 2: Templates	<ul style="list-style-type: none">• Blog: reflection on week 3• Three portfolio content page drafts
5	9/23	Blackboard; Bloom's Taxonomy, Design quiz	<ul style="list-style-type: none">• Blog: reflection on week 4• Frame skeleton + min content online• Tansey "A Graduate's View of the Course Management System" (reading)• Williams chapters 1-6 (reading)
6	9/30	Web 2.0 part one; Experiential learning	<ul style="list-style-type: none">• Blog: reflection on week 5• Bb tasks online• A vision of students today (video)• Gin, TV & the Cognitive Surplus (video)• Post reactions on discussion board
7	10/7	Web 2.0 part deux; ism vs. ism	<ul style="list-style-type: none">• Blog: reflection on week 6• Williams 6 (reading)• Page redesign due in class
8	10/14	PPT	<ul style="list-style-type: none">• Blog: reflection on week 7• Creed "PowerPoint No, Cyberspace Yes" (reading)• Rocklin "PowerPoint Is Not Evil" (reading)• Google & del.icio.us tasks
9	10/21	Interactivity: PRS	<ul style="list-style-type: none">• Blog: reflection on week 8• PPT show online
10	10/28	Intellectual property; Copyright & fair use	<ul style="list-style-type: none">• Blog: reflection on week 9• (Assignment TBA)

11	11/4	Portfolios	<ul style="list-style-type: none">• Blog: reflection on week 10• Draft of teaching & technology statement online and content or placeholders
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12	11/11	TBA	<ul style="list-style-type: none">• Blog: reflection on week 11
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13	11/18	TBA	
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!!! 12/3 Portfolio due before 5:00