

Online Mini Course



One Tech a Week

Instructor's Guide

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Course Description

"One Tech a Week" is a 5-week course designed to introduce teachers or high school students to a variety of web tools that can be utilized in the classroom. Studies show that "...utilizing educational technology in teaching and learning is high on the list of educational managers, administrators and operatives."

(Hudson & Steele, 2001).

In this course we promote the use of educational tools and will focus on resources that are free and easy to learn for screencasting, presentations, and animation. Learners will get the chance to use some of these tools to create various products, and to integrate tools to create a final project. This course will not make learners experts in these tools; rather it is designed to spark more interest in these and other types of tools, and encourages teachers or students to continue learning after the completion of this introductory course.

Audience

This course is designed for both adult learners (teachers) and high school students (ages 14 to 18).

Among these learners there is a great diversity of learning styles and of prior knowledge. In both groups, there are novice tech users as well as experienced tech users. Even among the experienced tech users, however, learners may have some gaps in their tech knowledge and they will be able to pick and choose learning objects to fill in the gaps in their knowledge.

Although this is an introductory course, students are expected to be competent with basic use of computers and the internet. The online web delivery allows instruction to scaffold in order to meet the various learning objects to meet diverse learner needs. Students will be able to learn at their desired pace.

Learners will be able to learn asynchronously when it is convenient for them. This is particularly advantageous for busy teachers and high school students who have multiple commitments and packed schedules. Students will also be able to go back and review content any time they want to, regardless of the time of the day or where they are.

Objectives

Major Course Objective:

To introduce students and instructors to three categories of web tools -- Screencasts, Presentations, and Animations-- that can be incorporated in their educational endeavors.

Specific Learning Objectives (skills, knowledge or attitude being addressed by the course):

- a. Learners will be able to make Screencast tutorials in order to teach others about a specific skill using open source screencast tools: 1) Jing 2) Screencast-o-matic.
- b. Learners will be able to create engaging presentations using two open source presentation software: 1) Prezi 2) VoiceThread.
- c. Learners will be able to express themselves creatively by producing animated stories with moving graphics, characters, audio effects, and dialogue, using: 1) Animoto, 2) Go-Animate.
- d. Learners will reflect on experiences in utilizing the various tools
- e. Learners will be able to integrate 3 tools--one from each category--into a final project.

Instructor's Notes

Audience and Accountability

As this course is asynchronous and ungraded, it is designed for highly motivated learners, such as teachers who are in immediate need of improving their tech skills. The course can be adjusted to increase the demand for accountability, by adding modules or offering professional development or graduate credit for completed work.

Course Tools

The main vehicle to deliver the course structure is the online course management system, Lulima. Students may be unfamiliar with using Lulima, or with the course management system that you use. As this course was designed to be completely asynchronous, you may not have the opportunity to do a live demonstration of using Lulima. You might consider sending a welcome email with instructions on accessing and using Lulima. Alternately, you may create a video demonstrating Lulima, upload it to YouTube and send students the link.

Website

Lulima links to the course website. Materials on the website are also available on Lulima.

Reminders

Even though the schedule is posted on the Lulima site, learners may benefit from receiving weekly email reminders. A weekly email can be sent to the entire class through the Mailtool in Lulima. Possible things to include are: the weekly topic, links to the web tool, instructions for setting up an account, and due dates.

Timeline or Schedule

One Tech a Week is an asynchronous course that takes place for five weeks in the summer.

Here is a possible course outline:

WEEK	DATES	TOPIC	DUE DATES
1	June 4--June 10	Introductions and Screencast Tools	June 10--Week 1 Post June 12--Two Responses to Peers
2	June 11--June 17	Presentation Tools	June 17--Week 2 Post June 19--Two Responses to Peers
3	June 18--June 24	Animation Tools	June 24--Week 3 Post June 26--Two Responses to Peers
4	June 25--July 1	Final Project	July 3--Post link to Final Project
5	July 2--July 8	Peer Review of Final Project	July 8--Responses to Two other Projects

Assessment Rubrics

Rubric for Final Project

Do you have this?	Points	Score
One Page Overview: Objective Audience Analysis Rationale for choice of specific tech tools	10	
Presentation of Final Project 5-7 minutes Clips of all three tech tools are displayed Objective and rationale for using tech tools presented	10	
Screencast Component Duration of 3 to 5 minutes Audio is clear Monologue communicates what is happening on screen Use of tech tool appropriately matches the objective	20	
Presentation Component 10 slides or more Makes use of images and text Optional use of embedded links, video clips, audio Use of tech tool appropriately matches the objective	20	
Animation Component 1 minute or more Makes use of images, text, and music Optional use of video clips, voice-over Use of tech tool appropriately matches the objective	20	

Rubric for Discussion Posts

Post 1	Points	Score
Week 1 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 2 Response to Another Colleague	3	
Week 2 Second Response to Another Colleague	3	

Post 2	Points	Score
Week 2 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 2 Response to Another Colleague	3	
Week 2 Second Response to Another Colleague	3	

Post 3	Points	Score
Week 3 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 3 Response to Another Colleague	3	
Week 3 Second Response to Another Colleague	3	

Post 4	Points	Scores
Week 4 Post: Description	4	
Week 4 Response to Another Colleague	3	
Week 4 Second Response to another Colleague	3	

Post 5	Points	Score
Week 5 Post Response to 2 other projects	4	
Answer this question for both responses: <i>What worked well?</i>	3	
Answer this question for both responses: <i>If this were your project what might you change?</i>	3	

Point Distribution for Final Grade

Final Grade	Points
A	117-130
B	104 - 116
C	91 - 103
D	78 - 90
F	0 - 77

Follow-up Activities

- Complete Post Assessment
- Complete Online Course Evaluation Survey

Resources

Course Materials

Weebly website - <http://techaweek.weebly.com/>

Laulima website - <https://laulima.hawaii.edu/>

Screencasts

Jing - <http://www.techsmith.com/jing.html>

Screencast-o-matic - <http://www.screencast-o-matic.com/>

Presentations

Prezi - <http://prezi.com/>

Voicethread - <http://voicethread.com/>

Animations

Animoto - <http://animoto.com/>

GoAnimate - <http://goanimate.com/>

Research Sources:

Steel, J., & Hudson, A. (2001). Educational Technology in Learning and Teaching: The Perceptions and Experiences of Teaching Staff. *Innovations In Education & Teaching International*, 38(2), 103-111.
doi:10.1080/13558000010030158

Sources for Educational Standards:

NETS-S - <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

NETS-T - <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

Appendix A: Syllabus

Syllabus for “One Tech a Week”

Instructors:

Gayle Anbe
Susan St John
Ross Uedoi
Gavon Wong

Course content

This course will introduce learners to several different tools for screencasts, presentations, and animation tools. Students will get the chance to use some of these tools to create various products, and to integrate them into a final project. This course will not make them experts in these tools; rather, it is designed to spark more interest in these and other types of tools, and encourages learners to continue learning after the completion of this introductory course.

Although it is an introductory course, students are expected to be competent with basic use of computers and the internet. The online web delivery is preferred due to the ability to scaffold the various learning objects to meet diverse learner needs. Students will be able to learn at their desired pace. Students will also be able to go back and review content any time they want to, regardless of the time of the day, or where they are.

Learners will be able to learn asynchronously when it is convenient for them. This is particularly advantageous for busy teachers and high school students who have multiple commitments and packed schedules.

Major Course Objective:

To introduce students and instructors to three categories of web tools -- Screencasts, Presentation/Animations, and Collaboration tools -- that can be incorporated in their educational endeavors.

Specific learning objectives (skills, knowledge or attitude being addressed by the course):

1. Learners will be able to make Screencast tutorials in order to teach others about a specific skill using screencast tools:
 - a. Jing
 - b. Screencast-o-matic
2. Learners will be able to create engaging presentations using two presentation software:
 - a. Prezi
 - b. VoiceThread
3. Learners will be able to express themselves creatively by producing animated stories with moving graphics, characters, audio effects, and dialogue, using:
 - a. Animoto
 - b. Go-Animate

Class Meetings and Deadline:

One Tech a Week is an asynchronous class that takes place for five weeks in the summer. Here is our course outline:

WEEK	DATES	TOPIC	DUE DATES
1	June 4--June 10	Introductions and Screencast Tools	June 10--Week 1 Post June 12--Two Responses to Peers
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3	June 18--June 24	Animation Tools	June 24--Week 3 Post June 26--Two Responses to Peers
4	June 25--July 1	Final Project	July 1--Week 3 Post July 3--Two Responses to Peers
5	July 2--July 8	Peer Review of Final Project	July 8--Responses to Two other Projects

Course materials:

Weebly website - <http://techaweek.weebly.com/>
Laulima website - <https://laulima.hawaii.edu/>

SCREENCASTS

Jing - <http://www.techsmith.com/jing.html>
Screencast-o-matic - <http://www.screencast-o-matic.com/>

PRESENTATIONS

Prezi - <http://prezi.com/>
Voicethread - <http://voicethread.com/>

ANIMATIONS

Animoto - <http://animoto.com/>
GoAnimate - <http://goanimate.com/>

Course Deliverables and Respective Points:

Screencast - 20 pts
Example - <http://www.youtube.com/watch?v=GcY-Xnd5TLC&feature=related>

Presentation - 20 pts
Example - <http://www.youtube.com/watch?v=8jQccPTaCUk>

Animation - 20 pts
Example - <http://goanimate.com/videos/0rllQnsld9JM/1>

Grading Criteria

Rubric for Discussion Posts

Post 1	Points	Score
Week 1 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 1 Response to Another Colleague	3	
Week 1 Second Response to Another Colleague	3	

Post 2	Points	Score
Week 2 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 2 Response to Another Colleague	3	
Week 2 Second Response to Another Colleague	3	

Post 3	Points	Score
Week 3 Post Addresses at least 3 of the questions suggested At least 1 paragraph long Shows thought and reflection	4	
Week 3 Response to Another Colleague	3	
Week 3 Second Response to Another Colleague	3	

Post 4	Points	Scores
Week 4 Post: Description	4	
Week 4 Response to Another Colleague	3	
Week 4 Second Response to another Colleague	3	

Post 5	Points	Score
Week 5 Post Response to 2 other projects	4	
Answer this question for both responses: <i>What worked well?</i>	3	
Answer this questions for both responses: <i>If this were your project what might you change?</i>	3	

Rubric for Final Project

Do you have?	Points	Score
One Page Overview: Objective Audience Analysis Rationale for choice of specific tech tools	10	
Presentation of Final Project 5-7 minutes Clips of all three tech tools are displayed Objective and rationale for using tech tools presented	10	
Screencast Component Duration of 3 to 5 minutes Audio is clear Monologue communicates what is happening on screen Use of tech tool appropriately matches the objective	20	
Presentation Component 10 slides or more Makes use of images and text Optional use of embedded links, video clips, audio Use of tech tool appropriately matches the objective	20	
Animation Component 1 minute or more Makes use of images, text, and music Optional use of video clips, voice-over Use of tech tool appropriately matches the objective	20	

Participation

Posts, descriptions, and responses to colleagues will be included as participation points. Students need to accumulate 75% of the total points in order to receive a certificate of achievement, or credit (if credit is offered). Out of 130 total points, students need to earn a minimum of 100 points.

If you have registered for a letter grade, here is the grade break down by points:

Final Grade	Points
A	117-130
B	104 - 116
C	91 - 103
D	78 - 90
F	0 - 77

Student Expectations

Students are expected to actively participate, interact, provide feedback, grade, and respond professionally with their peers and instructors.

Students are expected to learn how to express themselves creatively, learn to work and collaborate with others, learn netiquette, learn how to communicate ideas effectively, and utilize these “techttools” for educational purposes throughout their lives.

Assignment Quality and Deadlines

DEADLINE POLICY:

All assignments must be turned in on the required dates in order to receive full credit points. Every day an assignment is late reduces total score by 1 point.

Technical difficulties will not be considered as a legitimate excuse for late assignments. Complete assignments early to avoid unexpected technical issues. Exceptions will be made on a case by case basis.

Hardware and Software

- Computer (PC or Mac)
- Internet Connection
- Headset and microphone (optional)
- Atomic Learning Account (optional)