GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF HUMAN SERVICES

TA1367 SUPPORTING TECHNOLOGY IN THE CLASSROOM

Fall 2003:   September 4, 2003 to December 9, 2003

Credits: 2 (30 hours)

Times: Mondays and Wednesdays

            4:00 – 5:20

Location: A301

Instructor: Marsha C. Zalik

Office: H230

Phone: 539-2894

Email: **mzalik@gprc.ab.ca**

Office Hours: Tuesday and Thursday   2:30 – 4:30 p.m.
                 Friday   12:00 – 1:00 p.m.

While I prefer seeing students during scheduled office hours, I understand that there are times when these hours are not convenient. In this case, students are welcome to make appointments outside of my office hours. Students are also welcome to just drop in. If I can make time to see you right then, I will. If I can't, we will schedule an appointment at a mutually convenient time.

Many student concerns and questions can be handled by email. I encourage you to use this medium to contact me.

This course will have its own email site and I will do my best to check it twice daily.

COURSE DESCRIPTION

1. This course provides students with the competence required to support children in their use of technology. It provides opportunities for student to acquire basic knowledge of computer software, peripherals, and Assistive Technology.

CLASS FORMAT

This is a Web-enhanced course with extensive utilization of WebCT.

WebCT is a computer platform designed for the delivery of courses. A Web-enhanced course uses the web to supplement classroom instruction. You will need to use WebCT for

- Learning modules
- Assignment guidelines
- "Handouts"
- Lesson plans outlining what was covered in class so that learners who had been absent can learn what they missed.
- Some lecture notes

WebCT will also provide us with a course email system. It is the most efficient way to contact me as I check course email at least once during the day and usually again in the evening.

Your use of WebCT throughout this course will further enhance your comfort and skill with the computer. Learners who have no experience with WebCT and who have not participated in a WebCT training workshop will need to identify themselves to the instructor on the first day of classes so that a tutorial can be set up.

Classes will use a variety of formats. There will be small group work, class discussions, mini-lectures, and a great deal of hands on work on the computers.

Student participation in learning activities is vital to this course. According to Edgar Dale's (University of Texas) research, we tend to remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and **90% of what we both say and do.**

Strategies promoting active learning are, therefore, critical to this course. Learners must come to classes prepared, with assigned readings and exercises thoughtfully completed, in order to be able to fully participate and benefit from classroom learning activities.

As Learners enter this course with a wide range of computer skills, choices will be provided with respect to module content. The intent is, that every Learner will enhance her computer skills regardless of her entry level.

Computer Skills instruction is presented in modules. Module 1: Basic Computer Skills and the Windows environment is compulsory. Learners will complete three (3) additional modules of their choice from the list below.

COURSE OBJECTIVES

Upon completion of the course Learners will demonstrate written and/or practical competencies in the topic areas listed below.

1. Technology strategies for students with various exceptionalities

2. Technology and communication

   i. Enhanced computer skills

3. Computers as instructional tools

REQUIRED TEXTS and MATERIALS:

Bryant, D.P. and Bryant, B.R. (2003). *Assistive Technology for People with Disabilities.* Pearson Education; Allyn and Bacon: Boston.

One pair of **headphones** for use in the computer lab.

One piece of **educational software** appropriate for use by school age children.

- Software may be purchased, borrowed, something your children use at home, or downloaded from the net.
- A limited number of affordable CD ROMs with affordable educational programs is available in the college bookstore.
- Some of the other sources for educational software include
  - Future shop
  - Amazon.com
  - London drugs

<u>Other assigned readings</u>:

The text will be supplemented by other assigned readings learning modules. These will be available on WebCT, on the World Wide Web, or on reserve in the library.

<u>USEFUL WEB SITES</u>

There is a vast amount of computer skill instruction material on the web. Below are listed just a few of the sites you might find useful. You will find these links and others on WebCT.

Note: If while surfing through computer skill and softwear sites you find one (or more) that is particularly helpful, interesting, or fun, it would be appreciated if you would email the url to the instructor.

Shelley, et al., (2nd ed.). [on-line] *Teachers Discovering Computers: Integrating technology in the classroom.* *http://www.scsite.com/tdc2/default.cfm*

EZInstructions.com for Computer Novices
http://www.ezinstructions.com/
- This site includes instructions for the use of
  - Windows
  - AOL
  - Microsoft Word
  - Microsoft Excel
  - Netscape Navigator
  - Internet Explorer
  - Outlook Express
  - Microsoft Works
  - Anti-virus programs
  - Graphic Programs
- There are also a multitude of tips and virus alerts.
- Links to search sites are provided.
- Links to a variety of other interesting and / or fun sites are included.

Computer Instruction Modules
Washtenaw Community College
http://courses.wccnet.org/computer/mod/
- Includes eleven modules, some more advanced than required in this course, but many applicable.

Washtenaw College
Computer Instruction Links
http://www.washtenaw.cc.mi.us/library/aca_computer.php

MODULES

Required:

Module 1: Basic Computer Skills and the Windows Environment

Module 2: Assistive and Adaptive Technology

Each Learner will choose the equivalent of (3) additional modules from the following:

Module 2: Email

Module 3: The Internet

Module 4: Beginner Word Processing

Module 5: Intermediate Word Processing

Module 6: PowerPoint

Module 7: Website Construction

Module 8: Software Evaluation

Module 8: Troubleshooting Common Computer Problems

STUDENT EVALUATION

1. 50%   Modules

Requirements for each module:

- Completion of all learning activities
- Completion of all assignments

2. 15 %   Educational Software Activity and Assignment

3. 30 %   Tests

There will be two (2) tests which will focus **only** on textbook content.

4. 5 %   Attendance

This course has no final exam.

STUDENT SUPPORT

1.   The Writing Centre is available to assist students with written assignments.

2.   ** The following **Student Success Workshops, presented by the Student Mentor Program are available to all GPRC students on a drop in basis. Thel workshops are held from 11:45 to 12:45 in room D208. Students are encouraged to take advantage of these opportunities.

Sept. 10: Your Learning Style

This workshop provides you with an opportunity to ask questions of returning students in small group settings. You'll also learn about your personal learning style and corresponding strategies for classroom success.

Sept. 24: Learning Effectively

Just how do you decide what's important enough to write down? You'll learn how to take effective notes.

Are you worried about how to find time for all that reading? You'll develop reading strategies that will increase your reading efficiency and decrease your reading time.

Oct. 8: Let Go Of Test Anxiety

Increase your marks by learning successful exam writing and studying techniques.

Oct. 22: Too Stressed for Success?

Bet you wish this session had been held a month ago. Alas. Better late than never.

This session will focus on successful time and stress management techniques. Believe it or not, you can.

Nov. 5: Career Direction

Explore various career and education options. Learn of the various career services in Grande Prairie.

Nov. 19: Healthy and Successful

Learn how to increase your physical, mental, and emotional health. Learn about the various health services available to students.

Dec. 4: Christmas Crunch

Get tips on budgeting for Christmas and finding Christmas employment. Learn to make an affordable and practical Christmas craft.. Get information about charitable options such as the Salvation Army and the food bank.

3. **N.Q.A.** (No Questions Asked) **coupons** worth 4 days of extensions on assignments will be distributed early in the semester. Students are advised to use these coupons wisely. Other extensions will not be considered.

   When submitting a late assignment indicate both due date and date submitted on the cover page and attach you NQA coupon. Unused coupons may be redeemed at the end of the semester. 1% will be awarded for every 2 unused N.Q.A. days. Keep your coupons safe. Replacement coupons will not be available.

   note: **Weekends, holidays and school days are ALL counted when calculating penalties for late assignments and / or N.Q.A. extensions.**

4. **WebCT:** WebCT will increase your access to course materials, your instructor, and your classmates. You are encouraged to use it often.

GRADES

Grande Prairie Regional College uses the **ALPHA** grading system**.**   This system is described in the table..

Grade	Descriptor
A + A	Excellent
A - B+	First Class Standing
B B -	Good
C + C C -	Satisfactory
D + D	Poor
F	Failure

> **In order to obtain credit for this course, students must achieve a grade of C -**

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 36 and 37 of the college calendar.

1. Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of <u>5% per day</u>. For instance, an assignment given a mark of 75% would be awarded 70% one day past the deadline, 65% two days past the deadline, and so on.

2. <u>N.Q.A. Coupons</u>. Each student will be provided with a "No Questions Asked" coupon worth five days of extensions on assignments. Students are advised to use these coupons wisely. Other requests for extensions will NOT be considered.

3. **Assignment Requirements.**

   Assignments must be typed, double spaced, and have at least one inch margins. They must be printed on only one side of the page. These requirements enable the instructor to provide students with meaningful feedback.

   A cover page must be attached indicating
      a. Course name, number, and section
      b. Instructor's name
      c. Assignment name
      d. Due data (and date submitted is the assignment is late)
      e. Your name and student number

You are advised to keep either a hard copy or an electronic copy of everything you submit.

Late Assignments.

Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of 5% per day. For instance, an assignment given a mark of 75% would be awarded 70% one day past the deadline, 65% two days past the deadline, and so on.

6. **Tests**.

Any student not able to write a **test** on the date scheduled must speak with the instructor BEFORE the test providing the reasons for not writing at that time, otherwise a grade a zero will be assigned. The instructor reserves the right to determine if the absence will be excused. Should it be agreed to excuse the absence, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.

Only ONE alternate writing time will be scheduled regardless of the number of students involved. Every effort will be made to schedule to alternate writing at a mutually convenient time.

7. **Absences.**

Should a student need to be absent from a class, it is the student's responsibility to obtain material missed from classmates and from WebCT. If you need further explanation after having reviewed this material, the instructor will be available to you.

8. **Late arrival.**

Late arrivals are disruptive to the class. If you must arrive late, take the first seat available closest to the door. Get information about material missed from your classmates at breaks or after class. Avoid asking neighbours during class for information you missed. It disrupts that person's learning as they shift their attention from current class content to addressing your needs.

9. **Learning environment.**

The classroom learning environment is created by joint effort between students and the instructor. If we work together we can make our classes enjoyable and productive. Stay on topic. Avoid personal and private conversations. Ask for clarification whenever you need it. Often you'll find many of your classmates need the same clarification. Your questions will enhance your learning and the learning of others.

Hard as it may be, teach yourself to leave problems and issues not related to the course at the classroom door. We can always talk after class if you need to "unload".