

## GS 301 Instructional Uses of Technology, Fall 2007

<b>Instructor</b>	Hugh Crumley, PhD	<b>Sections</b>	1) Wed 6:00 – 7:45	Bostock 023
<b>Email</b>	crumley@duke.edu		2) Thur 10:20 – 12:05	Soc Sci 229
<b>Office</b>	Bostock 026 (CIT)	<b>Help</b>	Fri 3:00 – 4:30	Tech Alcove
<b>Phone</b>	660-5975	<b>Office Hrs</b>	By appt/drop in	

### Course description

This course is designed to provide graduate students across disciplines with opportunities to develop confidence and competence with current, pedagogically effective uses of technology in the university classroom. Topics include introduction to using technology in teaching; creating course web pages; effective in-class presentations; and communication and interactivity tools. Completion of this course includes development of an electronic teaching portfolio. Credit: 1 unit.

### 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
- Demonstrate an understanding of instructional design by doing the following in a teaching with technology statement
  - Write basic learning objectives
  - Describe your understanding of the teacher/learner relationship
  - Explain your understanding of the process of teaching and learning
  - Provide concrete examples of your use (or proposed use) of technology to support this process
  - Reflect on your experience with instructional technology and
- Develop and refine an electronic portfolio centered on this 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.
- Dreamweaver. Personal copy *strongly* recommended; available at Duke Computer Store.

## Evaluation

The table below show the (tentative) list of graded tasks in the course, their due dates and their values. A total of 80% of the available points is required to receive credit for the course.

<i>Task</i>	<i>Due date</i>	<i>Points</i>
1. Participation, attendance at all class meetings	Ongoing	15
2. Discussion postings	Ongoing	10
3. Regular technology reflection journals entries	Ongoing	20
4. Website skeleton & content	9/26-27	10
5. Bb tasks	10/3-4	10
6. Redesign project	10/10-11	10
7. PowerPoint/presentation software show	10/31-11/1	10
8. Teaching with technology statement draft & components	11/7-8	15
9. Final portfolio	12/7	100
<i>Total</i>		<b>200</b>

## Electronic Portfolio

A teaching with technology statement is the heart of this portfolio, as all other materials are there to provide support for the claims that you make. The statement should clearly answer the following questions:

1. What do you teach, and what are the objectives of your course? Summarize what your students should be able to do after your course.
2. How do your students learn? Explain how you understand the process of teaching and learning. Is it through interaction, practice, imitation, reflection or some other activity/mental process?
3. What is your role as an instructor/what is your relationship to students? Describe your job: do you have a metaphor for it?
4. Given the above, what do you do to facilitate learning? How does technology fit? You should provide concrete examples and link to at least 7 pieces of evidence to support claims made in statement.
5. Reflecting on your teaching experience, relate at least three insights you have gained (or lessons you have learned) about teaching with technology.



The materials you may wish to include as evidence may include:

- Current CV
- Syllabi
- Presentation materials
- Screen captures from Bb
- Links to other online resources (e.g., course-specific sites, online articles, online study guides, lecture notes, data sets, etc.)
- Lab materials
- Statement of research interests
- Samples of work/writing
- Descriptions of projects
- Links to projects, other evidence of work
- Video of teaching
- Self evaluation
- Student course evaluation
- Mentor/supervisor evaluation
- Publications
- Multimedia files

## Tentative Schedule of Class meetings

	Dates	Topic	To be completed before class
1	Wednesday 8/29 Thursday 8/30	Introduction; Discussion; Form groups	<ul style="list-style-type: none"> <li>Zhu &amp; Kaplan "Technology &amp; Teaching"</li> <li>Chickering &amp; Ehrmann "Implementing the Seven Principles: Technology as Lever"</li> <li>Post reaction on discussion board</li> </ul>
2	Wednesday 9/5 Thursday 9/6	Basic design; Intro to HTML	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 1</li> <li>Williams 1 &amp; 2 (Intro &amp; Proximity)</li> </ul>
3	Wednesday 9/12 Thursday 9/13	Dreamweaver 1; FTP; CSS	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 2</li> <li>Williams 3 (Alignment)</li> </ul>
4	Wednesday 9/19 Thursday 9/20	Dreamweaver 2;	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 3</li> <li>Three portfolio content page drafts</li> <li>Williams 4 (Repetition)</li> </ul>
5	Wednesday 9/26 Thursday 9/27	Bb 1; Bloom's Taxonomy	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 4</li> <li>Frame skeleton + min content online</li> <li>Tansey "A Graduate's View of the Course Management System"</li> <li>Williams 5 (Contrast)</li> </ul>
6	Wednesday 10/3 Thursday 10/4	Bb 2; Experiential learning	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 5</li> <li>Create, deploy, take tests &amp; manage gradebook</li> </ul>
7	Wednesday 10/10 Thursday 10/11	Web 2.0 & Interactivity; ism vs. ism	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 6</li> <li>Williams 6 &amp;</li> <li>Page redesign due in class</li> </ul>
8	Wednesday 10/17 Thursday 10/18	Intellectual property Copyright & fair use	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 7</li> <li>(Assignment TBA)</li> </ul>
9	Wednesday 10/24 Thursday 10/25	PPT	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 8</li> <li>Creed "PowerPoint No, Cyberspace Yes"</li> <li>Rocklin "PowerPoint Is Not Evil"</li> <li>Atkinson &amp; Mayer "Five Ways to Reduce PowerPoint Overload"</li> </ul>
10	Wednesday 10/31 Thursday 11/1	Interactivity: PRS	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 9</li> <li>PPT show online</li> </ul>
11	Wednesday 11/7 Thursday 11/8	Portfolios	<ul style="list-style-type: none"> <li>Tech journal: reflection on week 10</li> <li>Draft of teaching &amp; technology statement online and content or placeholders</li> </ul>

12 Wednesday 11/14 TBA  
Thursday 11/15

- Tech journal: reflection on week 11

13 Wednesday 11/28 TBA  
Thursday 11/29

!!! Friday 12/7 Portfolio due before 5:00