

MEDT 7467**ADVANCED COMPUTER UTILIZATION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

Email:

Distance Support: Distance Learning Library Services -
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library Distance Learning Services -
<http://westga.edu/~library/depts/offcampus/>
Ingram Sullivan Ingram Library –
<http://www.westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION:

Prerequisite: basic computer introductory course (MEDT 6401) or instructor's permission.

Advanced computer techniques and current trends and issues. Applications for curriculum and instruction included.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principals (INTASC), propositions

(NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's Objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate competencies in configuration and maintenance of Windows and Macintosh file systems (Green, Chilcott & Flick, 2003; Ivens, & Gardinier, 2000);

(Decision Makers; Lifelong Learners; Knowledgeable; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D);
2. adjust the accessibility options for special education students and non-English speaking students for both Windows and Macintosh operating systems. (Bray, Brown, and Green, 2004)

(Decision Makers; Lifelong Learners; Collaboration; Culturally Sensitive; Knowledgeable; Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D);
3. demonstrate competencies in working with a variety of Web publishing tools such as Dream weaver and FrontPage. (Cashman and Forsythe, 1996)

(Decision Makers; Lifelong Learners; Knowledgeable; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D, V-A, C, & D);
4. create a simple Web presentation using HTML, following the design principles discussed in class. (Williams, 2006).

(Decision Makers; Lifelong Learners; Knowledgeable; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D, V-A, C, & D);
5. demonstrate competencies in the use a combination of software tools create and publish an instructional WEB site (Green, Chilcott & Flick, 2003; Miller & Padgett, 2003; Sklar, 2000).

(*Decision Makers; Lifelong Learners; Knowledgeable*; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D, V-A, C, & D); and

6. discuss selected issues and trends of web publishing. (current professional articles).

(*Decision Makers; Lifelong Learners; Knowledgeable*; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T I-A & B, II-C & D, V-A, C, & D).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Williams, R., & Tollett, J. (2006). The Non-Designer's Web Book Berkeley, CA: Peachpit Press.

References:

Bray, M., Brown, A., Green T. (2004). *Technology and the Diverse Learner: A Guide to Classroom Practice*. Thousand Oaks, CA: Corwin Press, Inc.

Ivens, K. & Gardinier, K. (2000). Windows 2000: the complete reference [[computer file](#)]. Berkeley, CA: Osborne/McGraw-Hill.

Miller, M. & Padgett, T. (2003). Web design using Macromedia Dreamweaver. Boston, MA: McGraw-Hill.

Sklar, J. (2000). Principles of web design. Cambridge, MA: Course Technology

Williams, R., & Tollett, J. (2006). The Non-Designer's Web Book Berkeley, CA: Peachpit Press.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on designing and putting together an instructional web site based upon the criteria and resources located at ThinkQuest.com. During the site development students will review networking and site design principles. In addition, they will develop their skills in utilizing the advanced features available in Macromedia Dreamweaver and Fireworks software. The overall evaluation for this course is structured so that each project is aligned with completing a quality instruction web site. Due to the broad nature of the overall project, each conceptual framework descriptor is covered in the various course assignments. As students complete the course, they will have demonstrated achievement in the areas of *decision making*: selecting an instruction topic and developing a functional site design that conforms to instructional design principles. (**course activity 1-2, projects 1-14**); *lifelong learning*: studying how to use and integrate web technologies into the work place (**course activities 1-2, projects 1-14**); *collaboration*: working with colleagues to plan and develop instruction (**course activities 1-2, projects 1-14**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse learners (**course activities 1-2, project 1-14**); *knowledge*: drawing on pedagogical, content, and professional knowledge while designing and developing an instructional web site (**course activities 1-3, projects 1-14**); and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations to create effective instruction (**course activities 1-3, projects 1-14**).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is on designing and putting together an instructional web site based upon the criteria and resources located at ThinkQuest.com. During the site development students will review site design principles. In addition, they will develop their skills in utilizing the features available in Macromedia Dreamweaver and FrontPage software. The overall evaluation for this course is structured so that each project is aligned with completing a quality instruction web site. Due to the broad nature of the overall project, each conceptual framework descriptor is covered in the various course assignments. As students complete the course, they will have demonstrated achievement in the areas of decision making: selecting an instruction topic and developing a functional site design that conforms to instructional design principles. (course activity 2-3, projects 1-8); lifelong learning: studying how to use and integrate web technologies into the work place (course activities 2-3, projects 1-8); collaboration: working with colleagues to plan and develop instruction (course activities 2-3, projects 1-8); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse learners (course activities 2-3, project 1-8); knowledge: drawing on pedagogical, content, and professional knowledge while designing and developing an instructional web site (course activities 2-

3, projects 1-8); and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations to create effective instruction (course activities 2-3, projects 1-8).

Activities and Assessments:

1.0 Class Attendance and Participation (6 points)

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.

Absence from on campus sessions may lower a student's cumulative point total by **6 points**. For example if you have 125 points in class and miss one face to face class your final grade would be 120 points. If you miss two classes your final grade would be 115 points.

(Objectives # 1,2,3,4,5,6; disposition; teacher observation)

2.0 Weekly Work

2.1 Weekly Discussions (15 weeks @ 5 points each = 75 points)

Each week the student will respond to a discussion prompt provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of that week and follow up with a second posting **on a different day** of the week. In addition to the two postings students will be assessed on the quality of their postings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; Teacher Observation, WebCT postings, online discussions)

2.2 Weekly Quizzes (14 quizzes @ 2 points each = 28 points)

Each week a short quiz of no more than five questions will be made available though WebCT on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; WebCT Quizzes)

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

3.1 Basic Homepage Exercise (3 Points)

Using the directions provided through Vista and in class students will create a basic webpage that will serve as the home page for all of the instructional projects created in the class.

(Course Objectives 3, 4, 5; Knowledge, Skills, Disposition; rubric).

3.2 Working with Graphics and Flash (3 Points)

Using the directions provided in class students will create a basic webpage that will incorporate a variety of media including graphics and Flash objects.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.3 Working with Links (3 Points)

Using the directions provided through Vista students will create a basic webpage that incorporates links and basic JavaScript.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.4 Working with Tables (3 Points)

Using the directions provided through Vista students will create a basic webpage that utilizes tables.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.5 Collecting Data with Forms (3 Points)

Using the directions provided through Vista students will create a basic webpage that includes form elements.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.6 Style Sheets (3 Points)

Using the directions provided through Vista students will create a basic webpage that uses style sheets for formatting.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.7 Objects and Layers (3 Points)

Using the directions provided through Vista students will create a basic webpage that utilizes objects and layers.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.8 Multimedia Elements (3 Points)

Using the directions provided through Vista students will create a basic webpage that utilizes various multimedia elements.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.9 Working with Templates (3 Points)

Using the directions provided through Vista students will create a basic webpage that utilizes templates.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.10 Working with Library Elements (3 Points)

Using the directions provided through Vista students will create a basic webpage that utilizes Dreamweaver library elements.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.11 Managing a Website (3 Points)

Using the directions provided through Vista students will create and manage a small website.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.12 Land Regions of Georgia Exercise (3 Points)

Using the directions provided on the CD-ROM provided in class students will create a basic webpage that will present information about the geographic regions of Georgia and then present an interactive exercise that will reinforce student learning.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.13 FrontPage/Nvu Exercise (3 Points)

Using the directions provided in class students will create basic WebPages using Microsoft FrontPage and Nvu.

(Course Objectives 3, 4, 5; Knowledge, Skills; rubric).

3.14 Instructional Website (12 Points)

The student will complete an instructional website that incorporates the principles of effective instructional website design, media, and interactivity covered in class. In addition to the website the student will also include a storyboard developed during the course. The website along with the storyboard should be housed in the web space provided by the instructor. A readme file with links to the webpage along with the storyboard should be uploaded in the assignments area of WebCT.

(Course Objectives 3,4; Knowledge, Skills; rubric).

4.0 Final Exam (15 points)

A final exam, delivered though WebCT will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location
1 Class Participation	6	Teacher Observation	On-going
2.1 Weekly Discussions	75	Rubric	On-going
2.2 Weekly Quizzes	28	WebCT Quiz	On-going
3.1 – 3.13 Weekly Exercises	39	Rubric	On-going
3.8 Instructional Website	12	Rubric	April 22
4.0 Final Exam	15	WebCT Exam	8:00 PM April 30
Total Points	175		

GRADING SCALE:

A = 175-166 Points

B = 165-149 Points

C = 147-131 Points

Below 130 Points = F

CLASS POLICIES

1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

Students can expect instructor feedback to emails within 48 hours, minor assignments such as discussion postings within three days of the due date, and one week of a major assignment.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings).

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

3. Communication Policy

The official communication method for this class will be through WebCT Vista and campus e-mail (MyUWG). You will be responsible for checking your Vista and MyUWG email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

4. Extra Credit and Previous Work Policy

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

5. Disabilities Pledge

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law!

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS OUTLINE

This class is delivered using face-to-face instruction and WebCT at <http://www.mywebct.westga.edu>. There will be three face-to-face meetings in which students are expected to be participants as well as discussion forums. Students are expected to use WebCT for corresponding with each other and the Instructor.

Assignments: All evaluation checklists are listed in WebCT under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT.

Tentative Class Schedule

Week	Activities/Readings	Assignment Due
Week 1 <i>January 8-14</i> Online	Online Introductions Reading: NDWB Chapter One	Week One Discussion
Week 2 <i>January 16-21</i> Online	Getting Started With Dreamweaver and What is the Web Reading: NDWB-Chapters Two and Three	Week Two Discussion Quiz: NDWB Chapters One and Two Basic Homepage Exercise
Week 3 <i>January 22-28</i> Face to Face 1/22 5:30-8:00 ED-205 and Online	What are WebPages Anyway? Reading: NDWB- Chapter Three	Week Three Discussion Quiz: NDWB Chapter Three Working with Graphics and Flash Exercise
Week 4 <i>January 29 - February 4</i> Face to Face 1/29 5:30-8:00 ED-205 and Online	Things to Know Before You Begin Your Site Reading: NDWB-Chapter Four	Week Four Discussion Quiz: NDWB Chapter Four Working with Links Exercise
Week 5 <i>February 5-11</i> Online	Print vs. Web and How it Affects Design Reading: NDWB-Chapter Five	Week Five Discussion Quiz: NDWB Chapter Five Working with Tables Exercise
Week 6 <i>February 12-18</i> Online	Basic Design Principles for Non-Designers Reading: NDWB-Chapter Six	Week Six Discussion Quiz: NDWB Chapter Six Collecting Data with Forms

		Exercise
Week 7 <i>February 19-25</i> Online	Designing the Interface and Navigation Reading: NDWB- Chapter Seven	Week Seven Discussion Quiz: NDWB Chapter Seven Formative Evaluations Style Sheets Exercise
Week 8 <i>February 26 - March 4</i> Online	How to Recognize Good and Bad Design Reading: NDWB- Chapter Eight	Week Eight Discussion Quiz: NDWB Chapter Eight Objects and Layers Exercise
Week 9 <i>March 5-11</i> Online	Color on the Web Reading: NDWB- Chapter Nine	Week Nine Discussion Quiz: NDWB Chapter Nine Multimedia Elements Exercise
Week 10 <i>March 12-18</i> Online	Graphic Definitions You Must Know Reading: NDWB- Chapter Ten Reading: Accessibility of Elementary School Websites (Online Article)	Week Ten Discussion Quiz: NDWB Chapter Ten Working with Templates Exercise
Spring Break No Class		
Week 11 <i>March 26- April 1</i> Online	How to Prepare Image Files for the Web Reading: NDWB- Chapter Eleven	Week Eleven Discussion Quiz: NDWB Chapter Eleven Working with Library Elements Exercise
Week 12 <i>April 2-8</i> Online	Typography on the Web Reading: NDWB- Chapter Twelve	Week Twelve Discussion Quiz: NDWB Chapter Twelve Managing a Website Exercise
Week 13 <i>April 9-15</i> Online	Advanced Tips and Tricks Reading: NDWB- Chapter Thirteen	Week Thirteen Discussion Quiz: NDWB Chapter Thirteen Land Regions of Georgia Exercise
Week 14 <i>April 16-22</i> Online	Test and Fix Your Website Reading: NDWB- Chapter Fourteen	Week Fourteen Discussion Quiz: NDWB Chapter Fourteen Instructional Website Due April 22

Week 15 <i>April 23-29</i> Meet Face to Face April 23 5:30-8:00 ED-205 Online	Introduction to FrontPage and Nvu Burning Website CD (with Auto Run) Exam Review Reading: NDWB- Chapters Fifteen and Sixteen	Week Fifteen Discussion Quiz: NDWB Chapters Fifteen and Sixteen FrontPage/Nvu Exercise
Final Exam Week <i>April 30-May5</i> Online	Final Exam	Final Exam: Due 8:00 PM April 30