

**EDM 310 MonWed 4:30 - 5:45 Spring 2006 Microcomputing Systems**

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**<http://www.johnstrange.com>**

**class web site: <http://www.johnstrange.com/edm310monwedspring2006>**

**EDM 310 Class Blog on Using Technology in Education: <http://edm310spring2006.blogspot.com>**

**Office Hours: Mon, Tue 3:00-4:30 and 5:45-6:30; Thur 3:00-4:30 and by appointment**

### **Some Strange Comments on Teaching and Learning**

First, a few comments about my approach to learning. I do NOT consider myself a teacher. Instead I see myself as a coach and as some one who is responsible for creating and maintaining an environment in which learning can take place. I am also a critic and an evaluator.

Second, I do not believe in “burp back education.” Research shows conclusively that facts learned are forgotten in almost exactly the same amount of time that it took to learn them *unless* you use them. Experience is a great teacher. You cannot learn to ride a bicycle without a) practice in actual riding the bicycle and b) falling off. You cannot learn to use technology unless you a) use the technology and practice it regularly and b) make mistakes (lots of them). Expect to spend AT LEAST 2 hours per week in the lab (or at home) in addition to class time.

Third, it is important to have fun. Pick projects that are fun. If you have fun you will perform much better!

### **Some Strange Comments on EDM 310**

Students have enter this course with a very wide range of skills, experiences and abilities. If you are a beginner you will have to practice even more than others in the class. Do not fear, however. You will catch up quickly.

### **A Summary of Course Objectives**

There are ten primary objectives of the course.

1. I want you to understand, in very general terms, the various parts of a personal computer and how a personal computer works.
2. I want you to understand, in a general way, the role that technology is playing and will play in society, especially in the educational systems of which you are a part.
3. I want you to become highly proficient in using a word processor to produce letters, papers, brochures, longer publications such as books or long articles.
4. I want you to be able to use graphics (some you create, many from other sources) in the products you develop.
5. I want you to be able to create and use a spreadsheet for record keeping and data manipulation that primarily involves numbers and calculations.
6. I want you to be able to create and develop a database that helps you organize and make use of a wide variety of data types.

7. I want you to be familiar with the acquisition of multimedia components that are part of our communications systems today, especially sounds, digital still pictures, and digital motion pictures.
8. I want you to have the understanding and confidence to use both common computer platforms: Macintosh and Windows and to see their inherent similarities.
9. I want you to be able to access and make full use of the World Wide Web and to be able to create a basic web site and a blog which contains at least weekly postings, pictures and audio.
10. I want you to be able to use presentation software to develop a presentation of moderate complexity and to make your presentation in a formal manner to an audience of your peers.

### **More Strange Comments - PLEASE NOTE: THIS IS VERY IMPORTANT!**

You WILL NOT be able to learn, as I have said above, in any way EXCEPT BY PRACTICING! You MUST plan on spending AT LEAST 2 hours per week practicing outside of class, either on your own personal computer or in the lab. There is no other way to learn!

### **Individual Products to Be Produced**

This course will require that you produce seven products due on the dates specified elsewhere in this document. The specific requirements for these products will be distributed in class.

1. A presentation, presented to the class as an audience, created in Powerpoint.
2. Your personal Blog associated with this course, with at least weekly postings, pictures and audio and meeting other specifications as specified on separate instructions to be distributed and/or posted at various times during the semester.
3. A conversion of your Powerpoint presentation into a web site using the html guide provided in class.
4. A web site coded by you in HTML
5. A trifold brochure created in Word.
6. A database using Excel
7. Significant contributions to class blog (<http://edm310spring2006.blogspot.com/>). Detailed instructions will be distributed in class.

### **Number and Type of Examinations To Be Given During The Semester**

1. Diagnostic examination for word processing. (Does not count toward grade. Diagnostic)
2. Math diagnostic. (Does not count toward grade. Diagnostic)
3. Data base and spreadsheet examination.
4. Word processing skills examination.
5. There will be a Final Examination from which you will be exempt if you have demonstrated competence in all areas covered by this course prior to the Final Examination.

### **Attendance - PLEASE NOTE: THIS IS VERY IMPORTANT!**

I have no attendance requirement. But I do keep track of who comes to class, whether they arrive on time or not, and whether they leave early. Each student must assume responsibility for his or her learning. Instruction is offered at the specified times. If you choose to not take advantage of those opportunities, you may greatly undermine the effectiveness of this course and undermine your ability to successfully complete the required projects. Past experience leads me to advise you that students whose skills are in need of improvement cannot afford to miss class under any circumstances. You are an adult and you must take responsibility for the choices you make. Since part of your grade is based on class participation, failure to attend class will possibly lower your course grade for that reason as well.

## **Dates on Which Attendance is REQUIRED**

Having said what I did about attendance, there are some dates on which you are REQUIRED to be in class unless PRIOR permission has been granted for an absence (even if prior is 5 minutes before class, it has to be PRIOR to the starting time of class). These dates are clearly designated on this syllabus.

## **Tools**

Word Processing - Word

Spreadsheets/Data Base - Excel

WWW Browser - Firefox (HIGHLY RECOMMENDED), Netscape, Explorer, Blogger, Audioblogger

Graphics - Photoshop Elements, Picasa, Hello

Presentation Software - Powerpoint

## **Textbook**

Fewell & Gibbs, Microsoft Office for Teachers, 2nd edition,

Elizabeth Castro, Publishing A Blog with Blogger, Peachpit Press, 2005

Elizabeth Castro, Creating a Web Page with HTML : Visual QuickProject Guide, Peachpit Press, 2004.

**\*\*\*\*\*USB Pen Drive (minimum size of 128 (preferably 256) mg) is REQUIRED\*\*\*\*\***

You are required to have your own 128 (preferably 256) megabyte (or larger) USB Flash Pen Drive which can be purchased at the University Book Store, Best Buy, Office Max, Office Depot, or by mail order from any computer supply store. USB Flash Pen Drives range in price from \$20 to \$40 or more depending on size.

## **Project Due Dates and Penalties for Late Work - EXTREMELY IMPORTANT! TAKE NOTE!**

All projects have due dates (as specified in this syllabus) which MUST BE MET or grade reductions will result. Deadlines are extremely important and DUE DATES ARE ABSOLUTE unless permission is granted in advance or, in cases of medical emergency, exceptions to this ABSOLUTE POLICY are allowed. Failure to complete your project on time and to present it as specified above opens the possibility for an F in the course.

## **Policy on Making Up Examinations or Presentations**

Only under the most unusual emergencies will an alternate examination or project presentation date and time be arranged on an individual basis.

## **Determination of Final Grade**

Your grade is based on the examinations you take, the seven projects you prepare, the formal presentation you make, the critiques you provide of other students' products and presentations, and your class participation. An A represents Outstanding work; B Above Average; C Average; D Below Average; F Unacceptable. You must be able to use word processing software, presentation software, spreadsheets, web based programs, and data bases at a level required for effective use in other classes at the University of South Alabama to get a grade better than an F. **Projects submitted late without permission will be subject to significant grade reductions!**

## **Statement Regarding Students With Disabilities**

In accordance with the Americans with Disabilities Act, students with *bona fide* disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please provide the professor with certification from Disability Services (Office of Special Students Services). The Office of Special Students Services is directed by Ms. Bernita Pulmas. It is located in Student Center Room 270, Phone 460-7212.

## **Changes in Course Requirements**

Since all classes do not progress at the same rate, the professor reserves the right to modify the above requirements or their timing as circumstances dictate. The instructor may wish to change the number and frequency of presentations, or the number and sequence of assignments. If such changes occur, all students will be given adequate notification through one or more of the following: announcements made in class; printed notices distributed in class; notices posted to the class web page:

<http://www.johnstrange.com/edm310monwedspring2006/>

## **Plagiarism and Academic Misconduct**

Academic misconduct includes, but is not limited to, cheating on tests, receiving inappropriate assistance on papers and projects, and plagiarism. Each student must be familiar with the University's Student Academic Conduct Policy. The policy can be found in the student handbook, The Lowdown, and online (<http://www.southalabama.edu/lowdown/policies.pdf>). The Department of Behavioral Studies and Educational Technology does not tolerate academic misconduct. The department will aggressively pursue all appropriate penalties whenever an instance of academic misconduct is discovered. Penalties could range from receiving a zero on an assignment to being dismissed from the program. It is the responsibility of each student to know what constitutes acceptable academic conduct. The student should contact their professor, or another faculty member, for guidance if they have any questions about appropriate academic conduct. Consider also The American Psychological Association Guidelines on Plagiarism: "[Authors] do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally."

## Class Schedule

### **Week 1 - Jan 9 and 11: Class Procedures; Introduction; Class Pictures and Contacts; Computer Basics; Diagnostic Examinations; Using a Digital Camera; Using an Hierarchical File System; Project # 1 - Presentation Software**

#### Introductory Material

You will take a diagnostic word processing examination which does NOT count toward your class grade. It is intended to provide me with information about what you already know and can do so that I will not waste time covering material that has already been mastered. You will also take a diagnostic math exam to help me determine what I need to cover in spreadsheets. It also is PURELY DIAGNOSTIC and has no bearing on your grade.

You will begin to plan your first project - a Powerpoint Presentation about YOU!

You will develop a presentation of moderate complexity for presentation in class during Week 4. The subject of your presentation will be YOU. Who are you? What are your interests? What do you do? Who are members of your family?

The presentation must contain at least 12 slides. It must also include at least eight photographs (digital images) and two graphics. Since it is a presentation, emphasis will be on limiting the use of aspects of presentation software that are more suited to stand alone presentations or multimedia “events”. You will be required to make a FORMAL presentation. Your audience will evaluate you using instruments that will be provided to you in advance.

**Assignment:** Spend at least 2 hours developing your presentation.

### **Week 2 - Jan 16: No Classes Martin Luther King Day; Jan 18: Project # 2 - Blogs: Creating a Blog and Participating in a Group Blog (Project # 7)**

We will show you how to create a Blog (Project #2). Instructions for your participation will be distributed and discussed. We will discuss adding comments to a blog and how they can be used by a Blog “owner.”

You will be invited to participate in a group blog (Project #7) and instructions for your participation will be distributed and discussed. You must begin to make a significant contribution to the class blog on Using Technology in Education (<http://edm310spring2006.blogspot.com>) . Do searches, listen for ideas in other classes, on TV. Watch for ideas in publications. The objective is to engage in an ongoing discussion about ways in which technology can be effectively used in education. Detailed instructions will be provided.

### **Week 3 - Jan 23: Adding Pictures/ Sounds to a Blog and Jan 25: Using Picasa**

We will learn how to add pictures and sounds to a blog. You will learn how to use Picasa to reduce the physical (storage) size of your images for your web site.

**Assignment:** Add at least one post indicating the focus of your Powerpoint presentation. Include at least two pictures (counting yours) and one audio post.

### **Week 4 - Jan 30 and Feb 1: ATTENDANCE REQUIRED -Formal Presentations of Presentation Software Projects**

**Assignment:** Post to your blog following separately distributed instructions.

### **Week 5 - Feb 6 and 8: Begin Project #3 - Convert Presentation to a World Wide Web Site**

Instructions will be provided for converting your presentation into a web site using HTML Project #3).

### **Week 6 - Feb 13 and 15: Addressing Web Site Issues; Picasa Reviewed; Instructions for Sizing Images**

Using “width” to set screen size for images; using path names; using Picasa to generate thumbnail pages and large picture pages; making use of Picasa generated pages in your web site.

### **Week 7 - Feb 20 and Feb 22: Presentation Web Site Due: Begin Project #4 - Personal Web Site**

Project #3 is due at the start of the first class. The fourth project builds on the knowledge gained in completing Project #3. Project #4 consists of a personal web site that each student will develop and which will be placed on the World Wide Web. The web site must consist of at least 8 pages. It MUST be written in HTML. It must contain links to all pages in the project and at least 2 links to external web sites (one of which must be your blog). It must contain at least one digital image on each page. It must incorporate all HTML tags as shown on the separate Instructions for Creating an HTML Web based Site. Storyboards must be prepared for all sites and must be approved by me before you work a lot on your web site.

### **Week 8 - Feb 27 and Mar 1: Enhancing Your Blog with HTML**

In addition to using HTML to create a web site, you can also use HTML to enhance your Blog. Blogs make use of HTML and Cascading Style Sheets. You will learn how to use HTML tags in your Blog and how to modify the look of your Blog by addressing CSS issues.

**Assignment:** Spend at least 2 hours working on your web site and on enhancing your Blog with HTML code and adjustments to CSS as appropriate. Contribute to class blog.

### **Week 9 - Mar 6 and Mar 8: Project # 5 - Trifold Brochure (Project #5); Posting to Blog**

The fifth of 7 projects begins - a trifold brochure. It should be of professional quality. Samples will be available to help you understand the possibilities for your brochures. Each brochure must contain a “cover” page, a “mailing” page, and two or more content pages. All brochures MUST be done in Microsoft Word (not Publisher). ALL text and pictures MUST be placed in text boxes. The use of digital images (photographs) is encouraged. The use of color is required. All brochures (after approval and acceptance by me) will be printed on heavy stock in order to produce a professional quality brochure.

Individual blogs are reviewed.

**Assignment:** Spend at least 2 hours working on your trifold brochure. Prepare “final” draft which is due at the start of class in Week 12. Post to your blog. Comment to at least 2 other Blogs of members of this class. Continue contributing significantly to class blog.

### **Week 10 - Mar 13 and Mar 15: NO CLASSES - Spring Break**

### **Week 11 - Mar 20 and Mar 22: Draft Trifold Brochures Due; Web Site and Blog Development**

Print Drafts of Final Brochures. Make needed corrections. Continue Web Site and Blog Development

**Assignment:** Work on your web site. Post to Your Blog. Add comments to at least 2 other Blogs of members of this class. Contribute to all class blog.

**Week 12 - Mar 27 and Mar 29: Final Tri Fold Brochures Due (Mar 27); Draft Web Site Due (Mar 29); More on Blogs**

**Submit completed Trifold Brochures at start of class Mar 27. Submit your Draft Web Site at start of class Mar 29.**

**Assignment:** Review your site on the web. Make a list of changes and corrections needed. Post to Your Blog adding pictures and sounds as appropriate. Add comments to at least 2 other Blogs of members of this class. Enhance your Blog with HTML code and adjustments to CSS as appropriate. Review your web site and the site of one other person in class (you will be assigned to a partner for this purpose). Prepare a list of suggestions for improving your site and the site of your partner. Give me a copy (and your partner a copy) of your suggestions. Contribute to all class blog on Using Technology in Education. **Bring data for an address book to class.**

**Week 13 - Apr 3 and Apr 5: Data Bases; Project #6; Spreadsheets Part 1**

**Data Bases and Project #7**

Introduction to data bases and spreadsheets.

**Assignment:** Prepare your own address book following directions that will be distributed in class. Due Apr 10. Complete final version of WWW Project due Apr 12. Post to your Blog. Comment on other student blogs. Contribute to all class blog on Using Technology in Education.

**Week 13 - Apr 10: Address Book Due, Spreadsheets Part 2 and Apr 12: FINAL WEB Site Due, Spreadsheet Part 3**

**Assignment:** Spend at least 2 hours preparing for spreadsheet exam. Post to your Blog. Comment on other student blogs. Contribute to all class blog on Using Technology in Education

**Week 14 - Apr 17: Word Processing Review; Apr 19: ATTENDANCE REQUIRED Word Processing Examination**

**Assignment:** Spend at least 2 hours preparing for spreadsheet exam. Post to your Blog. Comment on other student blogs. Contribute to all class blog on Using Technology in Education

**Week 15 - Apr 24 and 26: ATTENDANCE REQUIRED Spreadsheet Examination**

**Assignment:** Spend at least 2 hours preparing for final exam. Post to your Blog. Comment on other student blogs. Contribute to all class blog on Using Technology in Education

**LAST DAY OF CLASSES - Final contributions to your personal blog and the class blog will be terminated at 5:00 pm on April 27. Any final modifications to your web site, and all other outstanding work, must also be submitted by that time.**

**May 1: Final Examination (If Required)**

The final examination will be individualized. It will address those areas in which you could improve your grade with a more advanced demonstration of competence.

## **Competencies:**

### **You will be able to:**

#### **General Computer Skills and Knowledge**

1. Understand the parts of a computer and how they work (hard drive, input devices, output devices, networks).
2. Understand the various formats available for storing documents (text, specific applications, vector graphics, bit mapped graphics, digital video, pict, jpeg).
3. Be able to select things for the computer to use or act upon.
4. Be able to understand and properly make use of a computer's hierarchical file system.
5. Be able to identify a cursor's "hot spot" and to understand the differences between cursors and insertion points.
6. Be able to effectively use cursors and insertion points.
7. Understand the differences between, and make proper use of, Save and Save As...
8. Be able to create folders and make use of the computer's hierarchical filing system.

#### **World Wide Web**

1. Have a general understanding of how the world wide web has been created and how it works.
2. Make use of the web in locating useful sites.
3. Make use of various search engines available on the web.
4. Be able to differentiate between useful sites and not useful sites and to specify the criteria used to differentiate the two.
6. Be able to create a "basic" site using HTML.
7. Be able to create a Blog and use it as part of a learning process.
8. Be able to add pictures and audio to a Blog

#### **Word Processing:**

1. Create text on a page.
2. Be able to select items through the use of appropriate selection techniques. Special emphasis is placed on the Click/ShiftClick technique which will be demonstrated in class.
3. Cut, paste and copy text.
4. Add footnotes, end notes, headers and footers to text or a page.
5. Automatically number pages, and distinguish between a cover (title) page and other pages for numbering and other purposes.
6. Set margins, indentations, tabs (3 types).
7. Use find and change tools.
8. Change fonts, styles, alignments, justifications.
9. Use and create outlines of a variety of types.
10. Create a brochure in the form of a trifold document.
11. Use spell checker, thesaurus, and hyphen controls.
12. Create and use special characters.
13. Create columns for text.
14. Divide a document into sections.
15. Preview a document.
16. Be able to keep certain items divided by a space together at all times.
17. Use text and graphic frames.
18. Make use of "hidden characters".
19. Perform the above across computer software and platforms.

## **Spreadsheets:**

1. Understand the creation of a spread sheet and the meaning of cells, rows, columns, entry bar, functions
2. Be able to enter data and make use of formulas and operators in a spreadsheet.
3. Be able to cut, copy and paste data, columns, and rows.
4. Be able to apply appropriate formats to data and cells.
5. Be able to “wrap” a cell entry
6. Be able to sort data.
7. Be able to change page formatting including row and column size, borders, display options.
8. Be able to use functions in a spreadsheet.
9. Be able to create charts and graphs from data in a spreadsheet.
10. Be able to add spreadsheets to word processing documents.
11. Be able to move data between spreadsheets, text documents, and databases.

## **Databases:**

1. Understand fields, records.
2. Be able to define field.
3. Be able to enter data
4. Be able to sort data
5. Be able to automate the creation and entry of certain data.
6. Be able to create totals and other summary data.
7. Be able to create and format layouts.
8. Be able to find and select records
9. Be able to create mail merge products.
10. Be able to move data between spreadsheets, text documents, and databases.

## **Graphics**

1. Be able to acquire digital still pictures
2. Be able to understand the differences between bit mapped and vector graphics and to find and edit them
3. Make use of graphics and still pictures in word processing documents, spreadsheet and databases.
4. Understand and properly use text wrap techniques with graphics.
5. Be able to scan pictures for use in blogs, word processing, presentation, and other applications

## **Presentation Software**

1. Be able to develop a presentation using master slides, transitions, graphics
2. Be able to use graphics in presentation software
3. Be able to use a range of controls to present slides during a presentation
4. Be able to give a formal presentation of moderate complexity to an audience of your peers