



**SCHOOL OF EDUCATION
Department of Teacher Education**

**Course Syllabus
Professor Richard Geib
EDUC 512
Instructional Applications of Productivity Software**

Mission Statement of Azusa Pacific University

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Diversity Statement

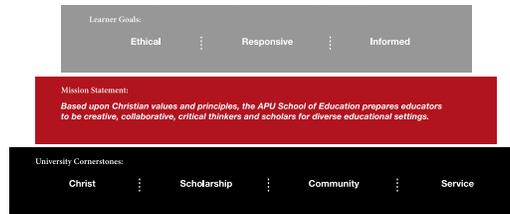
Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



School of Education Conceptual Framework



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus: Instructional Applications of Productivity Software

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|--------------------------------|--|
| Instructor: | Class Location: Online Class Hours: 4:45-9:30 |
| Office Phone: 805-665-3798 | Office location: Online |
| Office Email: rgeib@apu.edu | Office hours: |

Course Description

Students take the functional knowledge of productivity software and learn how to implement its use in instruction, projects, and analysis of student assessment data. Students reflect upon, and apply the use of productivity software to more effectively support teaching as direct, project-based, or small group instruction. The implementation strategies are designed to match the California State Content Standards and ISTE NETS standards of their own grade, and are appropriate for the technology environment in which new strategies will be implemented.

Program/Course Policies

Attendance

1. Online: Attendance for online classes is assessed through the instructor's examination of a number of factors, including a candidate's full participation in assignments and activities in the online environment, engagement with colleagues in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two sessions will result in a one-letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two sessions will result in a failing grade.

Requests for Graduate Course Incompletes

Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if the student has completed a substantial part of the coursework (approximately 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance that prevented the MA candidate from completing her/his work may be required.

Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

Academic Dishonesty Policy

Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program. Academic dishonesty includes: Cheating, fabrication (intentional invention or falsification of any information or citation in an academic exercise), facilitating academic dishonesty (knowingly helping others to commit academic dishonesty), plagiarism, or reuse of previously submitted work without prior approval or citation.

Carnegie Hours

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Credit Hours

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this three unit course, delivered over a nine-week term will approximate:

- 5 hours/week classroom or direct faculty instruction
- 0 hours/week laboratory work
- 0 hours/week internship
- 3 hours/week practice
- 0 hours/week studio work
- 4 hours/week online work

2 hours/week research

4 hours/week guided study

0 hours/week study abroad

0 hours/week other academic work

In addition, other out of class student work will approximate a minimum of 2 hours each week.

Total time = 45 hours faculty contact and 135 hours per week outside of the classroom work (total = 180 hours)

University Information

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective on truth and life.

School of Education Learner Goals

1. Ethical professionals who are able to understand and articulate the integration of a Christian worldview with their discipline in their communities of practice.
2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning.

Digital Teaching and Learning Program Mission Statement

The Master of Arts in Education: Digital Teaching and Learning program prepares teacher candidates to effectively design and implement technology-embedded curriculum to meet the needs of all K-20 digital learners.

Program Goals

Graduates of the Master of Arts in Education: Digital Teaching and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

Program Objectives

Students will have the opportunity to:

- Demonstrate a sound understanding of technology operations and concepts.
- Examine, explore, and articulate their role as a Christian educator.
- Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-14 schools and apply that understanding in practice.
- Use technology to support learner-centered strategies that address the diverse needs of students.

- Design and develop digital-age learning experiences and assessments.

Vision Statement

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Student Outcomes and Expected Competencies

To meet the goals and requirements of the course, students will have the opportunity to:

- Acquire Proficiency with basic technical skills utilized throughout the Master's program.
- Contribute to online and face to face discussions relevant to current issues in the implementation of educational technology today.
- Further professional practice through acquired skills and knowledge.
- Learn to present created materials in an engaging manner incorporating differentiated instructional strategies.
- Reflect on purposeful use of integrated software in both professional and personal duties.
- Develop content specific rubrics that aid in the assessment of student work.
- Become proficient in the use of productivity software.
- Demonstrate the ability to use word processing to increase personal and professional productivity.
- Become proficient in basic and intermediate skills of presentation software. This includes both linear and non-linear presentations that include hyperlinks and other elements to enhance instructional presentations.
- Create and use spreadsheets for both educational and personal purposes.
- Reflect on significant events that have impacted future decisions, personal relationships, and relationship with God.

IDEA Objectives

Essential IDEA objective for this course is:

#4 Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course.

Important IDEA objectives for this course are:

#3 Learning to apply course materials to improve thinking, problem solving, and decisions.

#9 Learning how to find and use resources for answering questions or solving problems.

By the end of this course students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

| Course/Student Learning Outcomes By the end of this course, students should be able to: | IDEA Objective | Assignments Used to Assess |
|---|--|---|
| Acquire Proficiency with basic technical skills utilized throughout the Master's program | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course | Word Processing, Presentation, and Spreadsheet practice assignments. Word Processing and Presentation Projects |
| Contribute to online discussions relevant to current issues in the implementation of educational technology today | Learning how to find and use resources for answering questions or solving problems | Class discussions Blog posts; Twitter |
| Learn to present created materials in an engaging manner incorporating differentiated instructional strategies | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course Learning to apply course materials to improve thinking, problem solving, and decisions | Keynote practice and project WebQuest Project |
| Reflect on purposeful use of integrated software in both professional and personal duties | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course Learning to apply course materials to improve thinking, problem solving, and decisions | Class discussions Blog posts In-class activities |
| Develop content specific rubrics that aid in the assessment of student work | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course | WebQuest Project |
| Become proficient in the use of productivity software | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course | Word Processing, Presentation, and Spreadsheet practice assignments. Word Processing and Presentation Projects |
| Demonstrate the ability to use word | Developing specific skills, | Word Processing in-class |

| | | |
|---|--|---|
| processing to increase personal and professional productivity | competencies, and points of view needed by professional in the field most closely related to this course | activities Word Processing Project |
| Become proficient in basic and intermediate skills of presentation software. This includes both linear and non-linear presentations that include hyperlinks and other elements to enhance instructional presentations | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course | Keynote practice assignment and project |
| Create and use spreadsheets for both educational and personal purposes | Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course Learning to apply course materials to improve thinking, problem solving, and decisions | Spreadsheet in-class activities and assignments |
| Reflect on significant events that have impacted future decisions, personal relationships, and relationship with God | Learning to apply course materials to improve thinking, problem solving, and decisions | Spiritual Timeline |

Required Hardware/Software

iPad 2 or newer

Laptop (less than 4 years old)

Google Apps

Word Processor (Word or Pages preferred)

Spreadsheet (Excel or Numbers preferred)

Keynote iPad App

Numbers iPad App

Copyright Responsibilities

Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Class Participation

Weekly participation in course assignments and discussions will enable all students to benefit from knowledge, experiences, and creative thought processes of each other. Together, we will

create a truly meaningful learning experience for all members of the class. It is expected that all students read, reflect upon, and respond to online articles. Online posts are expected to be thoughtful, academically and spiritually sound, and constructive. It is also expected that students complete all projects and other assignments before each class meeting.

ISTE NETS*T

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 2A, 2B, 2C, 3A, 3C, 4A, and 4C. Go to <http://www.iste.org> for a detailed listing of these standards.

Course Projects and Assignments

The assignments and projects are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practice as well as personal insight and knowledge base.

All assignments and projects will be discussed in class and are described in detail on my website at: <http://geibtechforlearning.org/apu/edu-512/>

Description of Projects

Keynote

Using Keynote on your iPad, you will create a presentation that can be used in your classroom. Your presentation should demonstrate your ability to use a variety of slide layouts and add images, transitions, animations, effects, and hyperlinks. At the same time you will demonstrate effective design principles as listed in the Presentation Guidelines.

Word Processing

Create an original document that demonstrates your ability to work with a variety of functions. Your project should display proficient application of page set-up, formatting, fonts, picture and/or graphic addition, etc. As well, you should demonstrate your proficient use of tables, borders, shading, drawing tools, and tabs.

WebQuest (Taskstream Signature Assignment)

You will create a WebQuest that you can use in your teaching with your students. WebQuests will include procedures for students, a rubric, standards covered, procedures for teachers, etc. A critical part of this project is the planning.

Information Literacy and the Use of the Library

Use of APU libraries is not required for this course.

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Individually or as a member of a group, use information effectively to accomplish a specific purpose.
- Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Grade Evaluation

The activities/tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Digital Teaching and Learning coursework. All work must be completed by the due dates specified in the course syllabus. Grades will be updated and shared with each individual student via Google Drive.

Late work

There will be a 10% deduction for work that is submitted up to one week late from the due date. All work submitted later than one week will receive a 20% point deduction. Work will not be accepted more than 2 weeks late.

Grading Scale

Final grades will be based on the following grading scale:

| | | | |
|-------------|-------------|-------------|------------|
| 94-100% = A | 88-89% = B+ | 80-82% = B- | 60-69% = F |
| 90-93% = A- | 83-87% = B | 70-79% = C | |

Definition of work quality as demonstrated by letter grades:

- A. Superior acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B. More than adequate acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C. Adequate acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Satisfactory progress toward the masters degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress. Receipt of grade lower than a B- or cumulative GPA lower than 3.0 may result in academic probationary status. A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained. Probation and dismissal actions are posted on a student's transcript.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

Academic Integrity

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

Teacher Candidate Dispositions

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our candidates in their endeavor to become Ethical, Responsive, and Informed educator candidates. Dispositions will be addressed will be assessed in designated courses across all programs. MA Candidates who fail to maintain the appropriate dispositions can be removed from the program.

In the Department of Teacher Education; Digital Teaching and Learning, dispositions are assessed in EDUC512 and EDUC526 courses. The dispositional assessment will be completed by the student and instructor in Taskstream in the final week of these courses. Dispositional assessments are a requirement of MA candidates and intended to show growth over the course of their program participation.

Course Taskstream Requirements:

All candidates in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All candidates are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. Students failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

| | | |
|-----------------|--------------|--|
| Taskstream – | 800-311-5656 | help@Taskstream.com |
| IMT Help Desk – | 626-815-5050 | support@apu.edu |

Available Support Services

For TaskStream assistance, go to: TaskStream (Monday – Thursday, 5:00am – 8:00pm PT; Friday, 5:00am – 4:00pm PT; Saturday, 9:00am – 2:00pm PT; Sunday, 3:00pm – 8:00pm PT)

Student Support Services

There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

Learning Enrichment Center

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

Class Schedule

This is an overview of each week of the course. Please refer to the class website for specific information on topics and assignments.

| Session 1 | Session 2 | Session 3 |
|---|--|---|
| <ul style="list-style-type: none"> • Course Introduction • Google+ • LiveBinders • Blogs & Tweets • Introduction to WebQuests | <ul style="list-style-type: none"> • iPad Basics • iCloud Account • WebQuest Topic • Spiritual Timeline • Scoring PowerPoints Article | <ul style="list-style-type: none"> • Digital Natives/Digital Immigrants Reflection • Copyright • Keynote Basics • WebQuest Project Planning |
| Session 4 | Session 5 | Session 6 |
| <ul style="list-style-type: none"> • Student Apps Sharing • Word Processing Basics • Online Storage • Keynote Projects • WebQuest Project Planning Continued | <ul style="list-style-type: none"> • Note Taking Apps • Word Processing Continued • Essential Questions • Tweeting • Spreadsheet Basics | <ul style="list-style-type: none"> • Teacher Apps • Spreadsheet Formulas and Graphs • WebQuest Pictures |
| Session 7 | Session 8 | Session 9 |
| <ul style="list-style-type: none"> • Google Hangout • Spreadsheets Continued • WebQuest Rubric • WebQuest Progress | <ul style="list-style-type: none"> • iPad Apps Sharing • Survey Monkey • Serial Mailer • WebQuest Comments | <ul style="list-style-type: none"> • WebQuest Project Due • WebQuest Project Published • Taskstream Signature Assignment Due |