Detailed Class Information

Computer Based Instruction - 18536 - CAT 531 - 900

Associated Term: Spring 2014
Levels: Graduate

Online Campus
Lecture Schedule Type
3.000 Credits

View Syllabus
View Catalog Entry

Registration Availability

<table>
<thead>
<tr>
<th>Seats</th>
<th>Capacity</th>
<th>Actual</th>
<th>Remaining</th>
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<tbody>
<tr>
<td>25</td>
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Base fees (other charges may apply)

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<th>Level</th>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>EDUCAION COLLEGE FEE</td>
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Restrictions:
Must be enrolled in one of the following Levels:
Graduate
May not be enrolled in one of the following Campuses:
English Language Institute
Computer Based Instruction

CAT 531 Section 900

Spring 2014, Lecture

Dr. Vivian Wright

Office Hours and Contact Information

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>CAT 531: Computer Based Instructional Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3 Graduate</td>
</tr>
<tr>
<td>Name:</td>
<td>Dr. Vivian H. Wright</td>
</tr>
<tr>
<td>Office Location:</td>
<td>208 A Graves Hall</td>
</tr>
<tr>
<td>Virtual Office Hours:</td>
<td>Skype by Appointment @ vhwright1</td>
</tr>
<tr>
<td>Phone:</td>
<td>(205) 348-1401</td>
</tr>
<tr>
<td>Email:</td>
<td>Use Blackboard Learn Mail tool. Emails will be answered within 2 business days.</td>
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Prerequisites

UA Course Catalog Prerequisites

No prerequisites or none listed.
Course Description

An introductory course for teacher educators in the fundamentals of computer applications for educational use. It covers historical and social contexts of computer development, fundamentals in computer systems, Macintosh and DOS, configuring hardware, and the use of word-processing, database, and spreadsheet software applications for personal productivity and educational uses.

Student Learning Outcomes

Conceptual Framework

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Clinical Experiences

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze k-12 student learning, and reflect on their practice in the context of theories on teaching and learning (NCATE/CAEP). You are required to have a clinical placement in this class. If you don’t have your own classroom, an appropriate placement will be procured for you through the
Office of Clinical Experiences.

Objectives

Upon the completion of this course, the student should be able to:

- Identify and evaluate technology resources and technical assistance. (i.e. those available on-line and on-site within a school and district setting). 290-3-3-.42 (2) (i)
- Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning. 290-3-3-.42 (2) (ii)
- Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited, to spreadsheets, web page development, digital video, the Internet, and email. 290-3-3-.42 (2) (vi)
- Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs). 290-3-3-.42 (2) (viii)
- Evaluate students' technology proficiency and students' technology-based products within curricular areas. 290-3-3-.42 (2) (ix)
- Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). 290-3-3-.42 (2) (x)

Additional and/or Specific Outcomes

- Develop lesson plans and productivity products incorporating word processing, databases, and spreadsheets in grade-level appropriate instructional activities. (290.3.3.04.g.1.v)
- Create an original spreadsheet appropriate for use in managing a specific grade or skill level. (290.3.3.04.g.1.vi, 2. vi)
- Create an original database, using online resources, for managing some aspect of the teaching/learning environment and enhancing professional development. (290.3.3.04.g.1.vi, vii, x)
- Evaluate and recommend content appropriate software for inclusion in a specific content area. (290.3.3.04.g.1.i, ii, vi, viii)
- Evaluate and recommend Web sites for inclusion in teaching and learning in a specific content area. (290.3.3.04.g.1.ii, v, viii)
- Evaluate and describe a technology plan, AUP, or current school problem, research the problem, and make recommendations. (290.3.3.04.g.1.iii)
- Use presentation software to develop a presentation for instructional purposes. (290.3.3.04.g.1.vii)
- Describe the Child Internet Protection Act (CIPA), copyright, and fair use guidelines affecting schools today. (290.3.3.04.g.1.iv)
- Locate teacher resources using the Alabama Virtual Library (AVL) and other online databases, along with other popular Internet teaching sites. (290.3.3.04.g.1.ii, vi, vii, 2. i, ii)
- Interview one faculty member and/or K-12 teacher to determine how he/she manages and facilitates
Course Objectives and Student Outcomes

Course objectives are designed to further prepare teachers and instructional technologists to use technology professionally and efficiently to enhance teaching and learning and are aligned with the International Society of Technology in Education's (ISTE) National Educational Technology Standards (NETS), NCATE, and ALSDE courses of study.

The student will develop cognitive competencies and/or skills as indicated:

- Knowledge of media communication technologies that enrich learning opportunities. Quality Teaching Standard (3)(c)1.(iii) (will be assessed using the 1-4 rubric located at the end of this syllabus)
- Strategies to identify and evaluate technology resources and technical assistance available within the school and district. 290-3-3-.42 (1) (i)
- Methods for assessing advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning. 290-3-3-.42 (1) (ii)
- Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. (290-3-3-.42 (1) (iii)
- Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and the Child Internet Protection Act (CIPA). 290-3-3-.42 (1) (iv)
- Characteristics of appropriate and effective learner-centered lessons and units that integrate technology. 290-3-3-.42 (1) (v)
- Technology tools for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students including but not limited to word processing, databases, spreadsheets, graphics programs, internet, and email. 290-3-3-.42 (1) (vi)
- How to facilitate students' individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information. 290-3-3-.42 (1) (vii)
- Strategies for addressing the variety and application of technologies that are sensitive to diversity, learning styles and special needs of all students. 290-3-3-.42 (1) (viii)
- Processes and criteria for evaluating students' technology proficiency and students' technology based products within content area learning. 290-3-3-.42 (1) (ix)
- Application of the resources for enhancing professional growth using technology (for example through accessing web-based information, online collaboration with other educators and experts, and online professional courses) 290-3-3-.42 (1) (x)
Meeting Quality Teaching Standards

In order to earn a passing grade in this course, all work submitted for meeting state standards must receive a score of Level 2 or above using the rubric below.

<table>
<thead>
<tr>
<th>(1) Unacceptable</th>
<th>(2) Developing</th>
<th>(3) Target</th>
<th>(4) Advanced</th>
</tr>
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<tbody>
<tr>
<td>Demonstrates a minimal level of understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is unacceptable.</td>
<td>Demonstrates a growing level of understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is consistent with pre-service teachers’ initial understanding and/or performance in this area.</td>
<td>Demonstrates acceptable understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is consistent with effective pre-service teachers.</td>
<td>Demonstrates exceptional understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance places the candidate at level far beyond peers.</td>
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Required Texts

UA Supply Store Textbook Information

Textbook data from the Supply Store not found for this course.

Texts will be online and assigned by the instructor.

Outline of Topics

Modules and assignments for this course include the following overarching topics:

- Basic Skills, Getting Started, and Word Processing
- Communication Tools
- Electronic Portfolios/Digital Tools
Grading Policy

The final grade will be based upon completion of all activities outlined below. All coursework must be completed before or by the due date. Incomplete grades: A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student’s overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal. Please refer to the Graduate School handbook for additional information/policy.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>M1 Technology in Education Paper</td>
<td>10</td>
</tr>
<tr>
<td>M2 Blog</td>
<td>10</td>
</tr>
<tr>
<td>M3 Resource Database</td>
<td>10</td>
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<tr>
<td>M4 Electronic Portfolio</td>
<td>50</td>
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<tr>
<td>M5 Team Report</td>
<td>15</td>
</tr>
<tr>
<td>M6 Newsletter and Spreadsheet</td>
<td>20</td>
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<tr>
<td>M7 Digital Presentation</td>
<td>15</td>
</tr>
<tr>
<td>M8 Research in Technology Paper</td>
<td>20</td>
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<tr>
<td>M9 Integrated Lesson Plan</td>
<td>10</td>
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Grade Ranges

144-160 = A
128-143 = B
112-127 = C
96-111 = D
0-95 = F

Policy on Missed Exams & Coursework

Make-ups may be arranged for exams or assignments missed for religious or medical reasons, with appropriate documentation/excused absences. Otherwise, late assignments may not be accepted and/or deductions are made.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at [http://wvuatv.com/content/weather](http://wvuatv.com/content/weather). WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone.
Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.