



CLASS SCHEDULE: October 20 – December 17, 2017 **ONLINE**

PROFESSOR: Josh Murdock – jmurdock3@valenciacollege.edu

E-MAIL: **NOTE: When class begins, Blackboard Messages will be used for all course-related communications. Atlas email should be used for official grade inquiries and other college communications, such as registration, financial aid, etc.**

Connect



Facebook Page – Professor Josh’s Tech Corner

<http://www.facebook.com/ProfessorJosh>



Twitter Page - @ProfessorJosh

<http://twitter.com/professorjosh>



Blog – Professor Josh’s Blog

<http://professorjosh.com/>

DEPARTMENT: **Educator Preparation Institute**

DEPARTMENT OFFICE AND PHONE: **West Campus 1-255; 407-582-5473**

PROFESSOR’S OFFICE PHONE: **407-582-5423**

PROFESSOR’S OFFICE HOURS: **By Appointment Only**

CATALOG COURSE DESCRIPTION: This course focuses on teaching the participant to employ technology as an integral part of the teaching and learning process. Instruction is provided in commonly-used software suites and on the Internet. Technology and Internet integration into the classroom is emphasized.

CREDIT: 3 hours

ONLINE COURSE: An online course is a course where all of the content is delivered online at Valencia using the college approved course management system. Online courses can provide opportunities for students to attend anytime from anywhere; however, the online student must take responsibility for his or her own learning. In any distance education program, the capacity for self-directed learning is crucial. While instructors and fellow students can provide some support, the online distance learner is expected to provide the internal motivation to manage his or her

own learning during the course of study and have a basic grasp of Internet navigation skills and word processing skills. Blackboard is used to deliver all instruction in this online course and the student is responsible to learn to use this delivery system. To assess your readiness for an online course, you are encouraged to take the self-assessment at <http://valenciacollege.edu/oit/learning-technology-services/student-resources/amiready/skill-requirements.cfm>

Due to the compressed nature of this course and the interaction that is required, students should expect to spend 12 hours per week working on course requirements and should visit the course at least every 48 hours to remain up to date on communications from the instructor and fellow students. Additionally, daily participation may be required during some weeks of the course.

REQUIRED TEXT(S):

As you complete EPI courses, you will find that some concepts are repeated in multiple courses and you may have some of the same reading assignments in more than one class. That is by intention and design. Each course is a kind of lens with which to view course content. For example, the way you think about a lesson from a classroom/behavior management perspective should differ a bit from the way you might view a lesson from an instructional strategies viewpoint. The concepts of teaching and learning are substantive and your understanding of them will change and grow each time you encounter them as you have new insights; therefore, each time you see a concept which has been previously addressed, your goal should be to add to and refine your thinking. Eventually the content from individual courses will fuse together as you develop the professional knowledge needed to demonstrate FEAPS (Florida Educator Accomplished Practices). Competencies.

The texts provide key information for starting your journey of demonstrating FEAPS; however, they are not exhaustive treatments of the concepts. Your readings will be supplemented by online/digital content; however, you should be the judge of your understanding. You should ask your peers and instructors for clarification and search for other information on the WWW for additional information.

FREE ePub Book: <http://faculty.valenciacollege.edu/ePub/eme2040b/>

The following EPI required textbooks are available at Valencia's West Campus Bookstore:

1. TaskStream Subscription
2. Demonstrating the New Florida Educator Accomplished Practices: A Practical Guide for Becoming an Effective Educator (2nd Edition) by Cross, Pullease, Targoff; Pearson.
3. FTCE Professional Education Test Prep (3rd Edition) by McCune and Alexander, CliffsNotes.
4. A Critical Thinker's Guide to Educational Fads by Paul and Elder, The Foundation for Critical Thinking.

TECHNOLOGY REQUIREMENTS: For internet and computer hardware requirements please visit <http://valenciacollege.edu/oit/learning-technology-services/student-resources/>

A flash drive or Cloud Space (OneDrive/Dropbox) is mandatory for storing class materials and artifacts.

Microsoft Office 365 FREE for Valencia students ([How to access](#))

Students should [Valencia Online 101 – The Student Experience](#) in Blackboard

If you need assistance with Blackboard, contact the Valencia Online Help Desk by calling 407-582-5600 (24/7) or visiting <http://valenciacollege.edu/oit/learning-technology-services/student-resources/> .

<p><i>COURSE OUTCOMES: At the end of this module, learners should be able to. . .</i></p>	<p><i>by completing the following ARTIFACTS and/or ASSIGNMENTS. . .</i></p>
<p>1. Demonstrate computer-based record keeping</p> <p>Due: 11/3 50 Points</p>	<p>1. Excel Grade Book Assignment Competencies: Technology, Learning Environment</p> <p>FEAPs - Assessment</p>
<p>2. Create multimedia presentations</p> <p>50 Points</p>	<p>2. PowerPoint Assignment – All About Me Competencies: Technology, Planning Due: 10/27 20 Points</p> <p>3. Screencasting your PowerPoint Assignment Due: 11/17 30 Points</p>
<p>4. Demonstrate how to integrate technology into the learning process</p> <p>Due: 11/10 50 Points</p>	<p>3. Student Newsletter</p> <p>Competencies: Technology, Planning, Knowledge of Content, Critical Thinking</p> <p>FEAPs The Learning Environment Instructional Design and Lesson Planning Instructional Delivery and Facilitation</p>
<p>5. Create a Webquest</p> <p>Due: 11/27 50 Points</p>	<p>4. WebQuest Artifact</p> <p>Competencies: Technology, Planning, Knowledge of Content, Critical Thinking</p> <p>FEAPs The Learning Environment Instructional Design and Lesson Planning Instructional Delivery and Facilitation</p>

6. Create a Glog/Webpage Due: 12/1 50 Points	5. Teacher Glog Competencies: Technology, Role of the Teacher
7. Identify Internet resources to use in classroom instruction Due: 11/10 20 Points	6. Web Scavenger Hunt Competencies: Technology
8. Demonstrate how to use technology in content area instructional strategies 9. Describe how to use computer aided instruction	7. Lesson Plan Competencies: Technology, Planning, Knowledge of Content 8. Software/App Evaluation Due: 12/8 50 Points Competencies: Technology, Knowledge of Content
10. Identify copyright and fair use guidelines. Due: 12/8 10 Points (Quiz)	9. Copyright and Fair Use Quiz Competencies: Technology, Role of the Teacher, Ethics

COURSE ASSIGNMENTS:

1. **Individual Artifacts** will focus on application and demonstration of course content. All artifacts must earn at least an 80%, or they will have to be corrected and resubmitted. Artifacts scoring above 80% may be corrected and resubmitted if the student so chooses. The artifacts should be typed using 12 font in Times New Roman, double spaced (when appropriate) and submitted through the appropriate assignment in Blackboard. The appropriate template should be used for artifacts when provided. Additional information for creating artifacts and the scoring rubrics are provided on Blackboard. 300 total points
2. Participation in **Weekly Discussions via Blackboard** will also be graded. For each discussion topic, you must write your own response to the discussion topic, read at least five and reply to at least three other students' responses. Except for the final week of the course, each topic will remain open for 2 weeks. Your original post should be made by 11:59 PM on Friday of the first week and your readings and replies by 11:59 PM on Friday of the second week. You should follow the criteria for each discussion topic to receive full credit. Responses to each discussion topic are 10 points for a total of 80 points.
3. **Weekly Article Discussions** will be graded. The articles and questions can be found in Blackboard in the Discussions section. For each Article Discussion you must answer the questions asked about the article(s), read at least five and reply to at least three other students' responses. You should follow the criteria for each Article Discussion to receive full credit. Responses for each Article Discussion are 10 points for a total of 80.
4. **Weekly Journals** will be given on the weekly readings. They can be found under the each module in Blackboard. Journals must be completed before the due date and time. Each journal entry will be worth 10 points for a total of 70 points
5. Each week's **learning module** must be completed in its entirety. This means that all assignments and discussions must be completed and submitted by the due date. Points have been assigned to each assignment/discussion.
6. Ten hours of **Volunteering/Observation** must be completed by students who **ARE NOT** full time teachers, or a teacher's aid (paraprofessionals). This experience will aid these students in understanding how the content in this course applies in real teaching situations. The observation discussion postings throughout the course must be completed by all students, regardless of teaching status.
7. At the end of the course each student must complete their **FEAPs Evaluation Portfolio Cover page Assignment in TaskStream**. These will be graded satisfactory or unsatisfactory and must be completed to receive a passing grade for this course.

All formal assignments should adhere to standard written English. If you have any doubts about your writing skills, please go to the Writing Center on any one of the three campuses. See <http://www.valenciacollege.edu/tutoring/> for more details.

GRADING SCALE:

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90% and above	A	Artifacts	300
80%-89%	B	Assignments	200
70%-79%	C	Discussions	160
Below 70%	F	Journals	70
		Total	730

POLICIES AND PROCEDURES:

Blackboard: All assignments and their due dates will be located in Blackboard for the course. Additional readings and information will also be posted.

COMPUTER LAB USAGE: Remember that when utilizing Valencia Community College computer labs, food and drink are not permitted. For additional information, see <http://www.valenciacollege.edu/labs>.

ACADEMIC HONESTY: All forms of academic dishonesty are prohibited at Valencia Community College (Policy Number 6Hx28: 10-16). For more information, see <http://www.valenciacollege.edu/policies>.

STUDENTS REQUIRING ACADEMIC ACCOMMODATION: Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. For more information, see <http://www.valenciacollege.edu/osd/>.

VALENCIA STUDENT CORE COMPETENCIES: The faculty of Valencia Community College has established four Core Competencies that describe the learning outcomes: THINK, VALUE, COMMUNICATE and ACT. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice. They enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry. Further details about these competencies can be found at <http://valenciacollege.edu/competencies>.

POSSIBLE NECESSITY OF SCHEDULE/CONTENT MODIFICATION: Course schedule and/or content may be changed at the professional discretion of the professor.

Educator Preparation Institute Online Course Expectations	
<p>Technical Help Available 24/7: Call Blackboard Help at 407-582-5600 or http://valenciacollege.edu/oit/learning-technology-services/student-resources/</p>	
Course Description	<ul style="list-style-type: none"> • A fully online course conducted in an asynchronous format. • This is an interactive course not an independent study.
How an Online Course Is Different from a Face-to-Face Course	<ul style="list-style-type: none"> • It can feel overwhelming—especially in the first week. You’ve probably forgotten how ill-at-ease you felt when you first went to school, but taking an online class for the first time is very similar. It takes a while to learn your way around the “virtual campus”. • It fits more easily into your schedule. However, since you will do most of your work at home, it requires more self-discipline in setting aside time to study and participate in the course’s learning activities. • As in any course in which you want to do well, this course will take more time than you expect. • All reminders of when things are due are electronic. If you don’t access the course regularly, you may miss key assignments and due dates. • You will collect, reflect on, and respond to information that you have gathered. In an online course, responsibility for learning rests equally on participants and facilitators. • It works best when you enjoy using technology and interacting with others online.
What You Will Need to Be Successful	<ul style="list-style-type: none"> • Access to a computer with a high-speed connection. • Basic computer skills, such as the use of word processing software, sending email with attachments, uploading and downloading files from external sources. • A preference for visual or kinesthetic learning, because online learning is very visual and very “hands on the keyboard.” (If you don’t know your preference, take the online version of the Barsch Inventory to find out.) • An open-minded attitude, personal honesty, and a willingness to share your knowledge and ideas with others. • The belief that online learning is more convenient, but not easier than face-to-face learning. • The belief that quality learning can happen anytime and anywhere. • An interest in self-reflection. <p style="text-align: right;"><i>From: The Virtual Student by Palloff and Pratt</i></p>

<p>Online Course Components (that you will find on the course website)</p>	<ul style="list-style-type: none"> • Syllabus including a description of course, requirements, and expectations of participants, posted on course website. • Course goals, or Learning Outcomes, linked to each course activity. • Calendar, including all due dates. • Web links for required, online reading. • Narrated presentations. • Threaded discussions. • Assignments (or learning activities). • Assessments in the form of quizzes. • Course email to facilitate communication among participants.
<p>My Expectations of You</p>	<ul style="list-style-type: none"> • Have access to computer equipment necessary to run course delivery platform (Blackboard). • Active engagement in all course activities, readings and discussions. • Access the Blackboard at least every other day if not every day for the duration of the course. • Complete all learning activities on time. • Provide substantive feedback to peers (For tips review Giving and Receiving Feedback Online) • Develop/refine materials you can use in your classroom. • Practice professional ethics. • Observe the Rules of Netiquette. • Provide feedback- Complete an online evaluation of this course.
<p>What You Can Expect From Me</p>	<ul style="list-style-type: none"> • Prompt responses to your questions and emails, within 24 hours M-F. • Daily monitoring of course website M-F. • Thoughtful discussion facilitation (although I may limit my involvement so you spend more time in discussion with peers). • Prompt action on technical problems within my control, such as broken links, file size, discussion settings, etc. • Respect for your area of expertise, as well as for your ideas and opinions.
<p>What Makes A Good Discussion Post</p>	<ul style="list-style-type: none"> • Substantial- thoughtful, original, relevant and contributes to the overall learning of the group • Thought-provoking- stimulates thinking and reasoning • Timely- post early to give your peers time to respond, this contributes to a rich discussion • Logical, concise and grammatical • Conveys “your presence”- reinforce your conclusions with real life and professional experiences

Tips For Success	<ul style="list-style-type: none">• Perform the Browser Check on the Blackboard log-in page BEFORE beginning course work. Performing this tune-up ensures optimal performance. (Install Firefox browser for best visual display of online course.)• Print a copy of the course syllabus and schedule. Keep it by your computer.• Work offline if you prefer-print your assignments and read them offline, use Microsoft Word to compose your work before posting them to the course.• Check the course website and course email regularly.• If you have a question, post it on the course discussion board. Often a colleague will have a good answer for you.• Set aside specific times during the week to complete class activities. If not, your other work will expand to fill all the time you have.• Expect electronic glitches/power outages and plan ahead. Don't wait until the last minute to submit your work.• If the course website has been working well for you, but begins to "act up," contact the Blackboard Help Desk immediately (407-582-5600).• Maintain back-up copies of all of your coursework on a flash or jump drive & Sky Drive available through your Atlas Email.
Questions?	<ul style="list-style-type: none">• About the course: Post them in the Discussion area of the course under the topic for questions.• Personal or private: Message me in Blackboard.

Course Schedule

All Assignments Due at 11:59 PM

Week	Topics	Assignments
1 Due 10/27	<ul style="list-style-type: none"> - Introduction to Course - Introduction to EdTech - Multimedia Presentations 	<ul style="list-style-type: none"> - Course Orientation - Start Observation Postings - Read Section 1 ePub - Journal Section 1 - PowerPoint Assignment - Discussions
2 Due 11/3	<ul style="list-style-type: none"> - Computer-Based Record Keeping - Computer in Education 	<ul style="list-style-type: none"> - Read Section 3 ePub - Journal Section 3 - Discussions - Excel Grade Book Assignment
3 Due 11/10	<ul style="list-style-type: none"> - Integration of Technology and the Learning Process - Instructional Design - Learning Theories 	<ul style="list-style-type: none"> - Read Section 4 & 5 ePub - Journal Section 4 & 5 - Discussions - Student Newsletter Artifact - Web Scavenger Hunt
4 Due 11/17	<ul style="list-style-type: none"> - Internet Resources - Screencasting - EdTech Tools for English Language Learners 	<ul style="list-style-type: none"> - Read Section 6 & 7 ePub - Journal Section 6 & 7 - Discussions - Screencasting PPT
5 Due 11/27 Extended for Thanksgiving Holiday	<ul style="list-style-type: none"> - WebQuest - Assistive Technology 	<ul style="list-style-type: none"> - Read Section 8 ePub - Journal Section 8 - Discussions - WebQuest
6 Due 12/1	<ul style="list-style-type: none"> - Computer Aided Instruction - Web 2.0 Development - Technology Looking Ahead 	<ul style="list-style-type: none"> - Read Section 9 ePub - Journal Section 9 - Discussions - Teacher Glog
7 Due 12/8	<ul style="list-style-type: none"> - Identify copyright and fair use guidelines - Ethics and Technology 	<ul style="list-style-type: none"> - Copyright and Fair Use Quiz - Read Section 2 ePub - Journal Section 2 - Discussions - Software / App Evaluation
8 Due 12/15	<ul style="list-style-type: none"> -Content Area Instructional Strategies 	<ul style="list-style-type: none"> - Discussions - Volunteer/Observation Postings - FEAPs Portfolio