

## LRC 530 Syllabus

### **Course Description**

The purpose of this course is to assist teachers and teachers-in-training in learning how to use new technologies and new literacies to effectively to enrich the classroom learning environment. A wide variety of computer- mediated tools and resources and research will be covered. The emphasis of this course will be on integration of learning technologies into classroom teaching.

### **This course will focus on:**

- 1) Development and integration of software applications: producing a multimedia presentation, a website and a game.
- 2) Critical analysis of effective uses of computer technology in online learning environments.
- 3) Research findings pertaining to the use and evaluation of computer-mediated tools and resources.
- 4) Development of an instructional module and lesson plan.

### **Course Objectives**

Students will be accountable for creating and maintaining a web site for this course on the University server, and

- 1) Creating an annotated bibliography of research articles on a related theme.
- 2) Participating in class listserv, blog, wiki, and online course management system
- 3) Examination and evaluation of off-the-shelf educational software and online resources.
- 4) Planning and producing a computer-mediated teaching module or lesson plan.
- 5) Creating a podcast or video cast.
- 6) Create a multimedia presentation, web site, network, and game.

*Software covered includes: Google Docs, Google +, Powerpoint, SeaMonkey/Composer, Fetch/CyberDuck/WinSCP, Blogger, PBWiki, Dreamweaver, Podbean, Audacity, Garage Band, CMap/Inspiration. iMovie, Windows Moviemaker, StageCast Creator, and more...*

### **Course Format**

This course will have a lecture, discussion, workshops format with an electronic library or field research component. Several classes will meet online. After basic instruction as needed, students will, independently, produce a hypertext document. Other assignments may be done in teams of 2 or 3. Student projects and research will be shared with the class.

### **Textbooks**

1. Howland, Jane L.; Jonassen, David & Marra, Rose (2012). Meaningful Learning with Technology. 4th Ed. Boston. MA: [Pearson](#).

2. Christel, Mary T. & Sullivan, Scott (2010). Lesson Plans for Developing Digital Literacies. Urbana IL: NCTE.

### **Additional Readings on D2L**

Lemke, J. (2006) Toward Critical Multimedia Literacy: Technology, Research & Politics. In *International handbook of literacy and technology*. (Eds. Michael C McKenna, Linda D Labbo, Ronald D Kieffer, David Reinking) Vol 2. pp. 3-14.

Alvermann, D. E. (2006) Technology Use and Needed Research in Youth Literacies. In *International handbook of literacy and technology*. (Eds. Michael C McKenna, Linda D Labbo, Ronald D Kieffer, David Reinking) Vol 2. pp.327-333

### **Recommended Readings:**

Richardson W. (2006) BLOGS, WIKIS, PODCASTS, AND OTHER POWERFUL WEB TOOLS FOR CLASSROOMS. Thousand Oaks, C A: Corwyn Press.

Kress, G. (2003). Literacy in the New Media Age. New York: Routledge.

### **Major assignments**

#### 1. Annotated bibliography

Select five current journal articles related to educational media technology. Give the citation and summarize the topic, the research questions addressed, methodology used, findings, and implications. Then briefly evaluate the usefulness of the research.

#### 2. Web Site.

Using SeaMonkey/Composer and an FTP program, create a website portfolio for our class on your u.arizona account. Include a navigation index and each of the written assignments for this class, at least five links to WWW sites related to the classroom with descriptions.

#### 3. Multimedia Presentation

Using an available tool, prepare and present a hypertext/hypermedia portfolio presentation using tools that we have covered.

4. Final Project - Using tools from this class, create and present a classroom module in which you integrate multimedia learning technologies to teach a topic of your choosing to an hypothetical or real audience that you specify.

#### 5. Software Critique.

Review educational programs or websites (3) and software applications (2). Create an explicit rubric in detail and give your rationale for evaluation rubric.

## 6. Research Proposal ("Virtual")

Design a research study relating to computer-mediated language arts.

8-10 pages, starting with an Abstract and including:

1. Introduction - framing the issues involved; context, importance, etc.
2. Research question(s) - [very important] explicate each construct you use (make no assumptions on the part of the reader). Clearly explain what you mean by each term you use.
3. Review of the relevant literature as pertains to your proposed study.
4. Population - Who would be the population most effected by your question(s)? Here we are talking hypothetically, what is most desirable and possible in terms of where you would conduct your study?
5. Description of treatment implemented or program being considered.
6. Methodology. According to your research question(s), what would be the most appropriate ways to gather related information. This might be an instrument like a survey questionnaire, in which case you might show a sample of questions, a pretest-posttest design, interviews (the same), participant observations (no one-way glass, but interacting while observing), etc. (Action Research is a possible design format for classroom teachers especially.)
7. Procedure. Research plan and (ideal) schedule.
8. Possible Findings.

### Grading Policy

All work completed satisfactorily = B grade.

Evidence of scholarly and unique work beyond the confines of the assignments = A grade.

In the final self-reflection, justify the grade you believe you have earned.

Your participation, real and virtual, in the classroom-learning environment is important to your grade. The mid-term presentation and final projects you create will be evaluated by the instructor against the effective use of the media discussed in class and handouts. Your final course grade will be based on these evaluations, as well as the Annotated Bibliographies, Listserv participation, Software Critiques, and Home Page, which will be on a pass/fail basis only. These must be completed in order to receive full credit for your other work. Make it your business to meet with the instructor at least twice during the semester to discuss your program.

### **Evaluation and Projects - LRC 530**

<b>Participation (20)</b>	<b>Communication (20)</b>	<b>Demonstrations/ Presentations (20)</b>	<b>Final Paper (20)</b>	<b>Research Proposal (20)</b>	<b>=100)</b>
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## **Attendance Policy**

**Attendance is required, as is punctuality. If you must miss class, notify the instructor prior to class.**

**Final exam: Check official University schedule [tba]**

**Policies against plagiarism.** There is specific instructor policy regarding plagiarism in this course, as per the Student Code of Academic

Integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity/>

N.B. Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

## **Accessibility and Accommodations**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

## **LRC Statement of Principles**

The term "multicultural education" expresses the essential mission of the department and the university. Multicultural education is not just "about" certain subjects; it does not merely offer "perspectives" on education. It is an orientation to our purposes in education - and ultimately an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural. Learners bring a variety of linguistic and cognitive strengths from their families, communities and nations into the classroom; these strengths are resources to be appreciated as such by educators. Education must expand on the linguistic and cognitive strengths that learners already possess and bring with them to the classroom, rather than ignore or try to replace them with others. Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction.

We recognize the existence of a variety of communities - each with its own voice and interests - both within and outside the university; a broad education offers the opportunity to hear and study as many of these voices as possible. Such an accommodation includes those communities, which have traditionally been excluded or underrepresented in the university. Recognition of the validity of these general principles must be reflected in our courses, our relations with students, staff and other faculty members, and in the community life of the Department.