

TOURO UNIVERSITY – NEVADA
SCHOOL OF EDUCATION
Instructional Technology for Teaching
Microsoft Office – Fall 2012

Course: *Software Applications for Productivity - Why are Merlin and Rocky in My Office?*

Contact Information

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Materials: Computer, Internet Connection, Text

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Course Description

Many educators use familiar productivity tools such as the Microsoft Office Suite, but often don't know of many of the available features that would make the software more effective (such as the office assistants named in the course title). This course will specifically address how software programs can improve the personal productivity of the educator, providing for a more efficient course preparation period, course delivery period, aid with course management, improve parent communication, and of course, increase student achievement through effective assessment using technology.

Learner Outcomes:

The student will be able to:

- ✓ Use the tools in Paint to edit images and the drawing tools to produce a self-portrait.
- ✓ Create an introductory Word document and attach the self-portrait from the Paint project.
- ✓ Utilize MS Office Access for entering, organizing, and sorting data in databases and to improve personal productivity through the application of mail merge and labels.
- ✓ Use MS Access as an educational tool to enhance student learning through the use of technology.
- ✓ Produce a mail merge document, envelopes and labels.
- ✓ Create and share a lesson in which databases is the focus of the lesson
- ✓ Utilize MS Office Excel to enter data, sort data, apply formulas, and to create charts and graphs and to improve personal productive through educational applications.
- ✓ Use MS Excel as an educational tool to enhance student learning through the use of technology.
- ✓ Create and share a lesson in which spreadsheets are the focus of the lesson.
- ✓ Utilize features of MS Office Publisher as an formative and summative assessment tool through the production of posters, cards, business cards and more to improve personal productivity and to enhance student learning through the use of technology.

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- ✓ Create and share a lesson in which Publisher is the focus of the lesson.
- ✓ Use web applications to build rubrics, check for plagiarism, conduct surveys, and design lesson plans.
- ✓ Utilize MS Office PowerPoint to improve personal productivity and create interactive presentations and to apply features that will enhance student learning through the use of technology.
- ✓ Create and share a PowerPoint presentation to emphasize the key points of copyright laws as they apply to teacher; include a five item quiz within the presentation.

Referenced Text(s):

1. Newby, Timothy J.; Stepich, Donald; Lehman, James; Russell James D., *Educational Technology for Teaching and Learning* (3rd Edition) (Paperback), Prentice Hall, August 2005. ISBN-13: 978-0130467140
2. *Using Computer Databases in the Classroom* found at <http://www.teach-nology.com/tutorials/databases/>
3. *The Horizon Report, 2010 Edition*, The New Media Consortium, available online at <http://www.nmc.org/pdf/2010-Horizon-Report.pdf>
4. *Using Spreadsheets to teach Mathematics and Standards* found at: <http://www.angelfire.com/wi2/spreadsheet/necc.html>
5. *Why Teach Spreadsheets* found at: <http://www.ictineducation.org/>
6. Rader, J., Wiburg, K., *Microsoft Excel for Terrified Teachers*, Teacher Created Materials, 2003.
7. Ray, J.,; Ray, R., *Microsoft Access for Terrified Teachers*, Teacher Created Materials, 2002.
8. Lewis, P., *Spreadsheet Magic*, International Society for Technology in Education, 2001.
9. Nevada Standards for Content and Technology standards; found at <http://www.doe.nv.gov/Standards/ComputerTech/CompTechStandards.pdf>.

Note: additional readings are required

Methods of Assessment:

<u>Methods of Assessment:</u>	<u>Percentage of Grade:</u>
Students are responsible for completing the self-paced learning activities for this course. Evidence of successful completion will be based on rubrics and requirements presented with each assignment. Evaluation will be based on weekly assignments and projects. Additionally quizzes will be included in the self-paced learning activities.	70%
We will be using discussion forums for virtual discussions. Students are expected to contribute to the	30%

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<u>Methods of Assessment:</u>	<u>Percentage of Grade:</u>
discussions as outlined. Additional assessment topics include quizzes and article reviews.	

<u>University Grading Criteria</u>	
<u>Grade</u>	<u>Equivalent</u>
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	U

University Computer Lab/Library Services

Please refer to Section VI in the Student Handbook.

Disability Services

Please refer to Section VII in the Student Handbook.

Participation

Time Management: An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you to have the chance to work out problems or get help if needed.

Depending on the class activities, you are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis.

You will always be given explicit instructions on where to send your assignments. Assignments are usually due on a weekly basis – the exact dates will always be found in the activities. If you wish to complete an assignment prior to the due date, you may (however, a group assignment must be completed during the week assigned OR upon approval of every member of the group). This is a three week course, therefore, it is important to complete weekly assignments. This applies especially to assignments that require participation and interaction with classmates (i.e discussion forums, collaborative projects, peer review and evaluation). PLEASE BE AWARE OF THIS POLICY AND SUBMIT YOUR WORK ON TIME.

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Practice safe computing, download files to a common folder and make backup copies of your assignments.

Students should complete the introductory forum as soon as possible to demonstrate successfully logging into the online course and to establish und

Meeting Dates and Assignments

Week/Date	Class Activities	Textbook Readings	Assignment(s)
Introduction Activity	<p>Getting to know all about you. Post a comment about yourself in the Introduction Forum. Respond to at least two other students participating in CTE 629 D.</p> <p>Course introductions – Use a Moodle forum to introduce yourself; who you are and what you do.</p>		Posted response in the forum and two responses to other participants.
Activity 1 Paint	<p>A disadvantage of an online class is that participants don't have the opportunity to get to know each other. This activity is designed to help us get to know a little about each other and to learn to use Paint as an instructional tool.</p> <p>Paint is a very versatile tool for editing images, adding text to images, creating labeled drawings for students, un-labeling drawings for students, and instructional activities for students.</p> <p>Follow the instructions on the tutorial to edit images and create labeled and unlabeled drawing, and a self-portrait.</p> <p>Use Paint to edit an image. Use Paint drawing tools to edit images, save the image as a jpeg image, and insert these images in a Word document.</p> <p>Copy all images for this activity to a Word document and submit the Word document.</p>	<p>http://www.techeducator.net/moodle/file.php/22/Images/The_Power_of_Paint_Tutorial_and_Assignments.pdf; Teacher prepared Paint tutorial and the activities for your Paint Lesson.</p> <p>http://windows.microsoft.com/en-US/windows-vista/Using-Paint; an introduction to Paint from Microsoft and a brief tutorial.</p> <p>http://www.fayette.k12.il.us/99/paint/paint.htm; an explanation of Paint and how one school uses it.</p> <p>http://www.lkwdpl.org/classes/MSPaint/paint.html; a very complete explanation of Paint tools.</p> <p>http://pjnicholson.com/mjcomapp/mspaint.htm;</p>	<p>Post a observation in the Paint discussion forum.</p> <p>Upload a Word document that contains the images you edited for this activity and your biography with your self-portrait. Your biography will be shared with the class; I'll copy the biographies and paste them in one document that will be posed for all to read - another way to get to know who is in our class.</p>

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		<p>lesson plan, tutorial, and grading rubric for Paint.</p> <p>http://www.carolynrobertsart.com/paint.htm; fantastic ideas for using paint to teach art, math, geometry and more.</p>	
<p>Activity 2 Publisher and PowerPoint</p>	<p>Examine the features of a well made and the features of a not so well made PowerPoint.</p> <p>Practice using advanced PowerPoint features by creating a PowerPoint presentation that contains the prescribed skills.</p> <p>Investigate copyright laws as they apply to educators.</p> <p>Create a PowerPoint presentation of copyright laws as they apply to teachers. The PowerPoint should contain five interactive questions.</p> <p>Explore the educational uses of Microsoft Publisher; create and edit a variety of documents using Publisher.</p>	<p>Seven Deadly Sins of PowerPoint Presentations http://entrepreneurs.about.com/cs/marketing/a/7sinsofppt.htm</p> <p>9 Presentation Tips for Students http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm</p> <p>Teacher prepared tutorial</p>	<p>Describe and discuss the features of a good PowerPoint presentation in the PowerPoint Discussion Forum.</p> <p>Submit a PowerPoint presentation demonstrating the advanced features of PowerPoint.</p> <p>Submit a PowerPoint presentation of copyright laws as they apply to teachers. The PowerPoint should contain five interactive questions.</p> <p>Submit separate Publisher documents that illustrate the prescribed skills.</p> <p>Complete an online PowerPoint Quiz.</p> <p>Participate in a discussion forum on the educational applications of Publisher; as formative and summative tools.</p>
<p>Activity 3 Excel</p>	<p>Create and format charts in Excel from a given set of data.</p> <p>Explore the educational possibilities of spreadsheets while learning to create and modify interactive spreadsheets, charts, and data resources.</p>	<p><i>Using Spreadsheets to teach Mathematics and Standards</i> found at: http://www.angelfire.com/wi2/spreadsheet/necc.html</p> <p><u>Why Teach Spreadsheets</u> found at: http://www.ictineducation.org/ Rader, J., Wiburg, K., <u>Microsoft Excel for Terrified Teachers</u>,</p>	<p>Upload worksheets from the M&M Colors, M&M Probability, and M&M Exponential Decay.</p> <p>Upload a Word document containing eight charts created in Excel.</p> <p>Upload your algebra gradebook that incorporated the activities of the Excel tutorial.</p>

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		<p>Teacher Created Materials, 2003</p> <p>Lewis, P., <i><u>Spreadsheet Magic</u></i>, International Society for Technology in Education, 2001.</p> <p>Teacher prepared tutorial</p>	
Activity 4 Access	<p>Many educators use familiar productivity tools such as the Microsoft Office Suite, but often don't know of many of the available features that would make the software more effective. This course will specifically address how software programs can improve the personal productivity of the educator, providing for a more efficient course preparation period, course delivery period, aid with course management, improve parent communication, and of course, increase student achievement through effective assessment using technology.</p> <p>Use the search and sort features to find information in a set of databases.</p> <p>Participate in a lesson in which a database is used as the teaching tool.</p> <p>Create and modify a database.</p> <p>Use the features of Access to create a mail merge document and print labels. Create a lesson plan using Access as the main focus of the lesson. Design the lesson so that students are finding information in a database you have created or adding information to a database, or both.</p>	<p><i><u>Using Computer Databases in the Classroom</u></i> found at http://www.teach-nology.com/tutorials/databases/</p> <p>Ray, J.,; Ray, R., <i><u>Microsoft Access for Terrified Teachers</u></i>, Teacher Created Materials, 2002.</p> <p>Teacher prepared tutorial</p>	<p>Use Paint to edit images. Insert your edited image, and biography in a Word document and upload it to the Power Of Paint Forum.</p> <p>Create a lesson plan and lesson that uses a database of the main focus of the lesson. The database activity will be shared on the last day of class.</p> <p>Participate in a discussion of careers in data management.</p>
	Tables	Computer with Excel	Create and modify a table in Microsoft Word
Activity 5 Mail Merge	<p>Mail merge often refers to combining a list or database of information with another type of document (usually a Word document) for mass distribution.</p> <p>Apply the principles of Access to create a database for mail merge.</p> <p>Write a Word document to be merged with a database</p>	Teacher prepared tutorial	Upload merged letters, envelopes and address labels to the Mail Merge assignment folder.

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	Merge a database and Word document to produce a form letter, address labels and address envelopes.		
Final Project	<p>Submit a 5-day lesson plan which uses a technology rich approach to teaching a content area objective(s) or an area of your choice and a technology skill. If you are not assigned a subject or grade, pick a grade or subject area for your lesson plan.</p> <p>Your Technology-rich lesson is a lesson that has been enhanced through the use of some application of technology that we have studied in CTE 629D.</p>	Teacher prepared instructions.	<p>Lesson plan included items of the rubric:</p> <ul style="list-style-type: none"> •Title •Date •Grade and subject or content •Content Objectives •Language Objectives •Content and Technology Standards: List by number and description •Vocabulary •Materials and supplementary materials (handouts and student directions) •Lesson Sequence •Independent practice •Student Assessment •Closure