Bilkent University

Graduate School of Education

TE 520 (504) Educational Technology and Material Development

Fall 2010

Syllabus

Credits: 3

ECTS Credits: 8

Name of Lecturer: Instructor Serpil Tuti Sarı, Minkee Kim

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Office Hours: Tuesday 15:00 - 16:00

*Lecture hours, Date, and Place: 8:40-12:30, Monday, GB55

* The Fall 2010 Section of This Course is for ETE students only.

I.   Catalog Entry of the Course:

The course includes concepts of instructional technology, characteristics of various types of instructional technology. The course considers the role and use of instructional technology in teaching, the identification of technology needs in the classroom/school, and the appropriate planning and management of the use of technology. Using technology to develop 2-D and 3-D materials, developing teaching tools (worksheets, activities, OHP transparencies, slides, visual media tools such as DVD, VCD and computer -based tools), analyzing educational software, evaluating teaching tools of varying quality, internet and distance education, principles of visual design, research pertaining to the effectiveness of teaching materials, and the state of instructional technology for teaching in Turkey and the wider world.

II. Course Description

This course will give students the opportunity to become familiar and operational with common software applications and tools used in education. This will be accomplished by hands-on experience creating discipline-based educational activities by using Information and Communications Technology (ICT) with a particular focus on improving students' learning. Students will actively participate in classroom demonstrations, develop lesson plans and teaching/learning materials based-on Educational Technology.

III. Course objectives

By the end of the course students will be able to:

- Use computer software applications such as word processing, spreadsheet, desktop publishing, multimedia presentation, and mind mapping to improve students learning.
- Use computers to support problem solving, data collection, information management, communications, presentations, and decision-making.
- Develop lesson plans and instructional materials using software applications and tools.
- Lead classroom investigations and demonstrations using technology tools and applications.
- Articulate the benefits of the use of technology in teaching, how it can improve students learning
- Explore, evaluate, and use computer/technology resources including applications, tools, educational software, and associated documentation.
- Select and evaluate ICT through rigorously applying relevant education criteria
- Demonstrate their ability to integrate ICT within selected curriculum contexts through preparing lesson plans (goals, content, teaching and learning strategies, developing useful instructional resources, and assessment)
- Work collaboratively in task oriented groups to solve significant problems.
- Develop and apply an evaluation process to judge the outcomes of using ICT in their own teaching.
- Determine how using ICT in the classroom changes the role of the teacher and student, as well as dealing with the implications for classroom management
- Demonstrate that they can apply techniques needed to formulate of a technology plan for their own department.
- Have produced a list of ICT resources, such as software and websites, that are relevant to high school teaching

IV.   Overview of Activities and Weekly Schedule

The weekly teaching and learning pattern will be:
1. **One hour** discussion of key aspects of using ICT in the curriculum
2. **Three hour lab session** – under the guidance of the Lecturer students will evaluate and use selected ICT resources, then integrate it within a teaching and learning process as part of a lesson plan format, provide a rationale for its use, as well as developing other instructional learning resources as appropriate.

Week and Date	Topics, Readings, and Activities

Week 1
20 September
	Introduction and overview of course.
	Lecturer's expectations and approach to learning and assignments.
	Policies on attendance, lateness and submission of assessments.
	*Computer competency test
	
	One-hour discussion topic:
	Teaching language with Technology (Dudeney & Hockly, 2007, ch.1)
	  ▪ Technology in language teaching
	  ▪ Attitudes to technology
	  ▪ Implementing ICT in the classroom
	  ▪ Skills and equipment for getting started
	
	    Three hour lab session
	
	"TOP TEN: Strategies for Teaching in English/Language art" (Roblyer, 296)
	  ▪ Work in groups (mostly three groups)
	  ▪ Join Moodle course page, focus first week and listen to audios, and share what you LEARN.
	  ▪ Good to Great Teachers!

	One-hour discussion topic:
	Using Word processors in language teaching (Dudeney & Hockly, 2007, ch. 2)
	▪ Why use word processors?
	▪ Word processors for teachers: creating materials
	▪ Word processing activities for learners
	▪ Using word processors: considerations
	Three hour lab session
	**Acknowledgment**
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
Week 2 27 September	"TOP TEN: Strategies for Technology in ELL/Foreign Language Instruction" (Roblyer, 314)
	▪ Word processing ideas
	o Ways of using word processors with learners, including free writing activities, and using the Grammar Checker and Comment functions in a word processing program such as Microsoft Word. http://www.emunix.emich.edu/~krause/Tips/word.html
	▪ Word Processing-Based Activities for a Language Class
	o A comprehensive collection of activities using words processors for language learners, from a variety of sources and writers. http://edvista.com/claire/wp.html
	▪ Using Images to Create Teaching Materials
	o Help on how to create professional-looking handouts using, for example, scanned magazine pages. http://www.lmp.ucla.edu/UsingImages.aspx?menu=011.02
	▪ Creating Test Forms in Word
	o Help on how to create forms for tests, using Microsoft Word. http://pubs.logicalexpressions.com/Pub0009/LPMArticle.asp?ID=216
	Assignment 1: Develop word processing activities and lesson plan

Week 3
4 October
	One-hour discussion topic:
	Using websites in language teaching (Dudeney & Hockly, 2007, ch. 3)
	■ Using websites in the classroom
	■ ELT websites or authentic websites?
	■ How to find useful websites
	■ How to evaluate websites
	■ Planning lessons using the Internet
	■ Working with lower levels of language proficiency
	■ Web teaching dos and don'ts
	
	Three hour lab session:
	Acknowledgment
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
	■ Using the Internet
	
	    o An article that looks at using the Internet as a materials resource, as well as how to prepare for and manage Internet lessons.
	    http://www.teachingenglish.org.uk/think/resources/knowledge_net2.shtml
	
	■ How to teach Business English using the web
	
	    o An article on how to use the Internet with Business English learners, including writing practice ideas, and using the web for research and project work.
	    http://www.onestopenglish.com/teacher_support/methodology/archive/specific-purposes/teaching_business_english.htm
	
	■ Designing a WWW reading task
	
	    o An article giving advice on designing tasks based on the Internet.
	    http://www.teachingenglish.org.uk/think/read/WWW_read.shtml
	
	Assignment 2: Develop an activity and lesson plan by using the internet resources

Week 4
11 October
	One-hour discussion topic:
	Internet-based project work in language teaching (Dudeney & Hockly, 2007, ch.4)
	    ▪ Why do internet-based project work?
	    ▪ Basic projects
	    ▪ Internet-based simulations
	    ▪ Webquest creation
	    ▪ A link to internet from PowerPoint
	
	Three hour lab session
	Acknowledgment
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
	
	▪ Why Webquests
	
	    o A brief look at why Webquests are useful as a language-learning tool.
	    http://www.ardecol.ac-grenoble.fr/english/tice/enwebquest2.htm
	▪ The Webquest Design Process
	
	    o A detailed look at how to design your own Webquest.
	    http://tommarch.com/writings/wq_design.php
	
	▪ Sample Webquests at:
	
	    o http://www.webquest.org
	
	    o http://www.theconsultants-e.com/webquests/
	
	▪ Technology Integration Workshop (Roblyer, 303)
	Assignment 3: Develop activities and lesson plan by using PowerPoint and Webquest

Week 5 18 October	**One-hour discussion topic**: How to use e-mail in language teaching (Dudeney & Hockly, 2007, ch.5) - The benefits of e-mail - Basic email skills - Using email with learners out of class - Using emails with learners during the class - Keypal Projects **Three hour lab session** *<u>Acknowledgment</u>* Weekly activities are adopted from Dudeney & Hockly, and Roblyer - The Core Rules of Netiquette - Taken from the book Netiquette by Virginia Shea, this website gives you an overview and explanation of the most important rules of netiquette (the rules governing online communication and behavior). http://www.albion.com/netiquette/corerules.html - E-Pals Global Network - A site for finding keypals in other countries. The free version of E-Pals can be used with up to 35 student accounts. http://www.epals.com/ - Its'-penpals - A site from it's Magazine to find both email and postal penpals. Divided into a section for adolescent learners (aged 12-17) and a section for adults (aged 18+). http://www.its-myworld.com/open/penpals.asp - EFL Penpal projects - Examples of real keypal projects carried out by an EFL teacher in Spain, Isabel Perez. http://www.isabelperez.com/students.htm#Projects **Assignment 4:** Develop Activities and lesson plan by using e-mail

Week 6
25 October
	One-hour discussion topic:
	How to use chat in language teaching (Dudeney & Hockly, 2007, ch.6)
	    ▪ Chat in language teaching
	    ▪ Types of chat
	    ▪ Chat programs
	    ▪ Why use chat in language teaching?
	    ▪ How to start using text or voice chat with learners
	    ▪ How to structure a text or voice chat lesson
	    ▪ A sample text chat lesson plan
	
	Three hour lab session
	__Acknowledgment__
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
	
	    ▪ A Taxonomy of Educational Chats for EFL/ESL
	
	        ○ An article in which Daphne Gonzalez, a teacher in Venezuela, explains her taxonomy of chats used in education.
	        http://dafnegon.tripod.com/chats/paper-chattaxonomy
	
	Assignment 5: Develop Activities and lesson plan by using CHAT programs

Week 7
1 November

One-hour discussion topic:
Blog, Wikis and Podcasts (Dudeney & Hockly, 2007, ch. 7)
- Social software
- Blogs in language teaching. How to start using Blogs with learners?
- Wikis in language teaching. How to start using Wikis with learners?
- Podcasts in language teaching. How to create leaner Podcasts?

Three hour lab session
Acknowledgment
Weekly activities are adopted from Dudeney & Hockly, and Roblyer

BLOGS
- Blogging for ELT

    o A comprehensive article on blogs and blogging in ELT
       http://www.teachingenglish.org.uk/think/resources/blogging.shtml

    o Examples of real EFL blogs and vlogs, made by teachers and/or learners:
       Brazil / Argentina blog exchange http://brazilargentina1.edublogs.org/

          A blog for EFL young learners http://c3viseu.blogspot.com/

          A blog for FCE learners http://fceblog.blogspot.com/

          The Daily English Show (vlog) http://thedailyenglishshow.blogspot.com/

PODCASTS
- Examples of real EFL podcasts, made by teachers and/or learners:

    o Level 4 transmitting http://aprilfoolsday.podomatic.com/

    o Absolutely Intercultural http://www.absolutely-intercultural.com/

    o ESL podcasts; a regularly updated page of recent ESL/EFL podcasts.
       http://a4esl.org/podcasts/

WIKIS
- Design Patterns for Edu-WIKIS

    o Ideas for ways of using WIKIS with learners (Edu-WIKIS).
       http://edwiki.org/mw/index.php/Design_Patterns_for_EduWikis

- What is a WIKI?

    o A 2-page downloadable document on uses of a WIKI in education, from the
       University of Southern California.
       http://www.educause.edu/ir/library/pdf/ELI0626.pdf

Assignment 6: Develop Activities and lesson plan by using BLOGS, WIKIS, and PODCASTS

Week 8 8 November	**Midterm Examination, and** **First submission of E-portfolio**

Week 9
22 November
	One-hour discussion topic:
	Online reference tools and Technology-Based Courseware (Dudeney & Hockly, 2007, ch.8-9) - Dictionaries and thesauruses - Encyclopedias for research and project work - CD-ROMs and DVDs - Evaluating CD-ROMs - Computer-Based Testing - Electronic portfolios - Interactive Whiteboards
	Three hour lab session
	Acknowledgment
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
	
	Automatic Speech Recognition
	  o A 2006 study, which analyzed the benefits and limitations of using a speech recognition program with a group of Korean EFL learners.
	    http://www.ifets.info/journals/9_1/26.pdf
	
	Using DVD feature films in the EFL classroom
	  o An article with ideas of how DVDs films can be used with EFL learners.
	    http://www.eltnewsletter.com/back/February2002/art882002.htm
	
	An Introduction to Electronic Portfolios in the Language Classroom
	  o A comprehensive article on setting up and using electronic portfolios with language learners. http://iteslj.org/Techniques/Ali-Portfolios.html
	
	TIE into practice: Technology Integration Examples (Roblyer, 321)
	Assignment 7: "Technology Integration Idea: Support for text production by using word" (Roblyer, 317), and go on developing your e-portfolio

Week 10
29 November
	One hour discussion topic:
	Producing Electronic Materials (Dudeney & Hockly, 2007, ch. 10)
	    ▪ What are electronic materials? Creating Electronic materials online
	    ▪ What is an authoring tool? Using authoring tools to produce materials
	
	Three hour lab session
	<u>Acknowledgment</u>
	Weekly activities are adopted from Dudeney & Hockly, and Roblyer
	
	Activities for ESL Students
	
	    ▪ A website from The Internet TESL Journal (http://iteslj.org/) which has links to websites with puzzles, games, quizzes, podcasts and other activities for EFL and ESL learners. http://a4esl.org/
	
	Charles Kelly's Quiz Generator
	
	    ▪ This page makes simple multiple-choice quizzes. You follow a series of simple instructions which guide you through the exercise generation process, and can then save your prepared exercises for printing, or store them in various online formats, including simple WebPages. http://a4esl.org/c/qw.html
	
	E. L. Easton
	
	    ▪ A collection of links to online exercise generators and exercise banks. A useful portal-style page which links to many online resources for building electronic materials, and featuring general English, business English as well as general knowledge tests and links to interactive materials in other languages. http://eleaston.com/quizzes.html
	
	Birgit's Homepage (Catalan and English)
	
	    ▪ http://pie.xtec.es/~bferran/
	
	    ▪ Another portal collection of exercises and reading mazes, as well as useful links to similar resources. Birgit Ferran is a secondary school teacher in Spain and has spent considerable time building up this very useful resource. A good starting point for links to a wide variety of interactive materials and materials generators. If you would like to explore the commercial side of multimedia creation, you may like to look at:
	
	        o Macromedia Director http://www.adobe.com/products/director/
	        o Neobook http://www.neosoftware.com/nbw.html
	        o Mediator http://www.matchware.com/en/products/mediator/edu/why.htm
	
	Technology Integration Idea
	Assignment 8: "Motivating students writing" (Roblyer, 298), and go on developing your e-portfolio

Week 11 6 December	**One hour discussion topic**: E-learning: online teaching and training (Dudeney & Hockly, 2007, ch. 11) ▪ What is E-learning? ▪ Teaching and learning online ▪ Course design for online learning: Examples ▪ Course design for online learning: considerations ▪ How to get started with online learning ▪ Teacher training and online learning ▪ Discussion lists and online groups **Three hour lab session** *Acknowledgment* Weekly activities are adopted from Dudeney & Hockly, and Roblyer Well-known hosted (commercial) VLEs: ▪ Blackboard – a hosted VLE http://www.blackboard.com ▪ WebCT – a hosted VLE http://www.webct.com Open source (free) VLEs: ▪ Moodle – an open source VLE http://www.moodle.org ▪ Sakai – an open source VLE http://www.sakaiproject.org ▪ Bodington – an open source VLE http://www.bodington.org VLE Comparison tool ▪ A tool for comparing the features of different VLEs, which can compare up to 10 different VLEs at a time. http://www.edutools.info/item_list.jsp?pj=8 Instructional Design for Self-Learning in Distance Education ▪ A clear and concise article outlining the main areas to take into account when designing and implementing online courses http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/KS2000%20Instructionaldesign.pdf **Assignment 9:** "Technology Integration Idea: Publishing students writing" (Roblyer, 302), and go on developing your e-portfolio

Week 12 13 December	**One hour discussion topic:** Preparing for the future (Dudeney & Hockly, 2007, ch. 12) ▪ The state of the art ▪ How to keep up-to-date ▪ Web 2.0 ▪ The future of online learning ▪ Virtual learning ▪ M-Learning **Three hour lab session** *Acknowledgment* Weekly activities are adopted from Dudeney & Hockly, and Roblyer A Day in the Life of Web 2.0 ▪ An article describing the practical application of several Web 2.0 tools in teaching and learning. http://www.techlearning.com/showArticle.jhtml?articleID=193200296&pgno=1 All Things Web 2.0 ▪ A comprehensive list of tools and sites that reflect Web 2.0 principles. http://www.sacredcowdung.com/archives/2006/03/all_things_web.html Second Life ▪ A series of links to videos, slide shows, and articles about Second Life, as well as advice on how to get started with Second Life. http://www.theconsultants-e.com/edunation/ Case Studies of Innovative Practice ▪ A series of ten case studies on innovative practice in the use of mobile and wireless technologies, including the use of tablet PCs, wireless laptop computers, and PDAs (personal digital assistants), carried out in UK Higher Education Institutions in 2004 - 2005. http://www.jisc.ac.uk/eli_oucasestudies.html Mobile CALL Projects ▪ A website outlining projects with language learning and mobile platforms in English language teaching. This site also has useful links to articles on m-learning. http://www.studypatch.net/mobile/ Group presentations and demonstrations ✓ Blog and RSS ✓ Podcasts ✓ Wikis, pages, and site ✓ Digital storytelling ✓ Intelligent agents ✓ Course management systems: MOODLE ✓ Interactive White Boards ✓ Blackboards 9.1 ✓ M-Learning ✓ E-Learning ✓ Virtual Learning *** Course takers are recommended to integrate these technological tools into other GSE courses (Method, TP…) or a microteaching activity.**

Week 13 20 December	**Web resources** Group presentations and demonstrations ✓ Blog and RSS ✓ Podcasts ✓ Wikis, pages, and site ✓ Digital storytelling ✓ Intelligent agents ✓ Course management systems: MOODLE ✓ Interactive White Boards ✓ Blackboards 9.1 ✓ M-Learning ✓ E-Learning ✓ Virtual Learning *** Course takers are recommended to integrate these technological tools into other GSE courses (Method, TP...) or a microteaching activity.**
Week 14 27 December	Summary of class themes and outcomes. Evaluation of course Second submission of Portfolio.
Week 15 3 January	Final examination

V. Assessment

Type of assessment	%
Final exam – covering the whole course	**30**
<u>Course Work</u> **Individual E-Portfolio and Assignments 20%** You must submit your E-Portfolio <u>twice</u> during the semester. 10 marks will be allocated for each submission due on 8 November and the 27 December. Your E-portfolio will contain all activities, lesson plans, and presentations. **Group presentations 20%** Group presentations will begin in week 12 (December 13). Working in your subject area groups will develop, demonstrate and present a selected lesson plan using an ICT application, such as blogs, wikis, digital storytelling, podcasts… The lesson must be developed and presented by all members of the group. The presentation will be a full lesson. It must focus on that part where you have integrated the ICT application into the teaching and learning process. The lesson should not last more than 40 minutes.	**40**
Midterm Examination	**20**

Attendance
 	
    1. **Attendance and punctuality**
 	
       Each absence without a medical report   -3%
 	
       (Reminder that more than the equivalent of 3 weeks absence (even with medical reports)= Fail)
 	
       Each time "**Late**" -1/2
 	
       *('**Late**' means after the lesson has started)*
 	
    2. **Participation and attitude in class.**
	10

VI. Requirement

USB more than 1Gigabyte, reading text for each lesson, headphone, microphone

VII. Resources

Ally, M. (2009). Mobile Learning: *Transforming the Delivery of Education & Training.* Marquis Book Printing, Canada

Andrew-Power, K. and Gormley, C. (2009). *DISPLAY for Learning.* Network Continuum: New York

Borich, G. D. (2007). *Effective Teaching Methods: Research-Based Practice.* Pearson Education.

Burns, M. and Dimock, K. V. (2007). *Technology as a catalyst for school communities: Beyond Boxes and Bandwidth.* USA. Rowman & Littlefield Education.

Dudeney, G. and Hockly, N. (2007). *How to Teach English with Technology.* Pearson Education.

Ewy, C. A. (2003). *Teaching with Visual Frameworks: Focused Learning and Achievement Through Instructional Graphics Co-Created by Students and Teachers.* CORWIN PRESS, INC: California

Ivers, K. S. and Barron, A. E. (2006). *Multimedia Projects in Education: Designing, Producing, and Assessing.* LIBRARIES UNLIMITED: Wesport, Connecticut, London.
Green, T.D., Brown, A., Robinson, L. (2008). *Making the most of the web in your classroom.* CA: Corwin Press.

Lamb, A. (1997). *The Magic Carpet Ride: Integration Technology into the K-12 Classroom.* USA

Loveless, A. and Ellis, V. (2001). *ICT, Pedagogy and the Curriculum: Subject to Change.* London and New York. Routledge Falmer

Nelson, K.J. (2008). *Teaching in the digital age*, CA: Corwin Press.

Pitler, H., Hubbell, E.R., Kuhn, M., Malenoski, K. (2007). *Using Technology with Classroom Instruction that works:* ASCD, MREL

Revell, J. and Norman, S. (1999). Handing Over: NLP-Based activities for language learning. Saffire Press. England

Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching:* Pearson Prentice Hall.

Smaldino, E. S., Lowther, D. L., Russell, J. D. (2008). *Instructional Technology and Media for Learning.* Pearson Education.

Wegerif, R. and Dawes, L. (2004). *Thinking and Learning with ICT: Raising achievement in primary classrooms.* USA and Canada. Routledge Falmer.

Moodle will be used as a learning management system for this course.

*Supplementary reading for the course will be posted on the course website, available elsewhere online or in the library.