NORTH DAKOTA STATE UNIVERSITY

Classroom Technology Integration with Microsoft Office
EDUC 600, 2 gr. cr.

Instructor
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Course Description:

Microsoft Office has been the standard suit since its inception. Discovery ways to integrate technology into your class room through the use of Microsoft Office. P-12 teachers are further encouraged as they learn new ways to increase student achievement in the classroom. All educators will find new ways to reach student with special needs as well as useful projects that can be used to meet educational and technology objectives and help students’ master content area learning standards. Microsoft Office is a tool that is indispensable when planning and creating lesson plans and instructional delivery. Upon completion, educators will have additional tools and knowledge to create effective formative and summative assessments as well as creative and innovative classroom materials. This course is designed to learn Microsoft Office by using the internet as a learning tool.

Goals/Objectives/Outcome:
During this course participants will:

- Research Youtube for 10 different training videos that pertain to the assignment and are from a reliable source. What is reliable? Consider the source, grammar, spelling, video and sound quality, but all these aside, does it work for you?

- Search Microsoft Help on 5 different topics that pertain to the assignment, are advanced (meaning you do not know how to do this activity now) and write paragraph which reflect your higher level of learning for each topic. How does this make you a better teacher, learner, person?

- Use Microsoft Word as a teaching tool by revising a current teaching/learning application. Use Youtube, Microsoft Help and me as your resources. The “New” teaching tool must incorporate the ISTE National Educational Technology Standards (NETS) standards and five new-to-you Word enhancements. You might consider a unit plan, a lesson plan, a worksheet, formative or summative assessment or any other document you use for planning or instruction. This document needs to be at least a full page in length and both the original and the “New” tool are required
Know the 6 NETS and Performance Indicators for Teachers by reflecting on how your “New” teaching tool meets each of the 6 standards. Write one paragraph which summarizes your integration of each standard into your “New” teaching tool.

Upon completion of this course the student will:

- Value the role of technology standards
- Appreciate the worth of on-line resources
- See Microsoft Office as an important technology resource

Texts/Readings

The required viewing is found on [www.youtube.com](http://www.youtube.com), Microsoft Help and ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers


Participants will complete the readings and independent activities described below to achieve the course objectives.
### Schedule of Readings, Topics, and Assignments

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 1 Topics &amp; Assignments</th>
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</table>
| ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers | **Topics:** NETS Standards  
**Assignment 1:** Click on the link to the left and read the NETS standards. Know the 6 ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers by reflecting on how your “New” teaching tool meets each of the 6 standards. Write one to two sentences (or as many as needed) which summarizes your integration of each standard into your “New” teaching tool. Use attached Rubric |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 2 Topics &amp; Assignments</th>
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| Go to [www.youtube.com](http://www.youtube.com) and use Microsoft Help as your resources | **Topics:** Use Microsoft PowerPoint as a teaching tool by revising a current teaching/learning application.  
**Assignments 2 and 3:** Use Youtube, Microsoft Help and me as your resources. The “New” teaching tool must incorporate the NETS standards and five new-to-you Word enhancements. You might consider a unit plan, a lesson plan, a worksheet, formative or summative assessment or any other document you use for planning or instruction. This document needs to be at least a full page in length and both the original and the “New” tool are required. Footnote the five new-to-you Word enhancements. Use attached Rubric |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 3 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| Go to [www.youtube.com](http://www.youtube.com) and find videos that correspond to the topics need to complete the topics. Also, in Microsoft Excel, go to help. You can also do general Internet searches. If you need help, please contact your instructor. | **Topics:** Youtube Videos  
**Assignment 4:** Research Youtube for 10 different training videos that pertain to the assignment and are from a reliable source. What is reliable? Consider the source, grammar, spelling, video and sound quality, but all these aside, does it work for you? Create a Rubric that assesses your experience searching for videos. Use the rubric at the end of this outline as an example. It should have at least five accomplishments. |

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<thead>
<tr>
<th>Reading Material</th>
<th>Packet 4 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| Review all materials | **Topics:** Creating a new document  
**Assignment 5:** Contact a local Church, Community Organization, Athletic Group, Activities Group or Non-Profit group and create either a 4 page newsletter or tri-fold brochure or other document that the group could use to promote itself. Use attached Rubric |
Assignments and Projects

The following assignments are required for this course:

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Assignment</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Assignment One:</td>
<td>NETS Standards</td>
</tr>
<tr>
<td>20%</td>
<td>Assignment Two:</td>
<td>Revise a current teaching/learning application.</td>
</tr>
<tr>
<td>20%</td>
<td>Assignment Three:</td>
<td>Footnote Help</td>
</tr>
<tr>
<td>20%</td>
<td>Assignment Four:</td>
<td>Youtube Video Rubric</td>
</tr>
<tr>
<td>20%</td>
<td>Assignment Five:</td>
<td>Creating a new document</td>
</tr>
</tbody>
</table>

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 90-100 points
B = 80-89 points
C = 75-79 points
F = less than 75 points
I = Incomplete Work

Students with Disabilities:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Academic Honesty Statement:

All work in the course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.

Tax Receipt:

If you wish to receive a receipt for tax purposes, please send a request to your instructor.
Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See http://www.revisor.leg.state.mn.us/arule/8710/2000.html). Licensure Competencies: Key:
Knowledge and understanding of the standard = K
Practice in applying the standard = P
Assessment/demonstration of attainment of the standard = A

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them; (K)

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)

D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)

E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)

F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)

G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K P, A)

H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K P, A)

I. monitor and adjust strategies in response to learner feedback; (K P, A)

J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K P, A)

K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K P, A)

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)
Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References


Fraser, Virginia, Joe Garofalo, Nicole Juersivich “The Use of Technology in Facilitating Student Teachers’ Lesson Planning Process and Improving Their Quality of Classroom Life.” Retrieved 17 November 2008.  


### Rubric

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Well Done</th>
<th>Excellent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No errors in spelling and grammar</td>
<td>Three or more errors in spelling or grammar are present.</td>
<td>Two errors are present in grammar or spelling.</td>
<td>One error in grammar or spelling is present.</td>
<td>No errors in grammar or spelling are present.</td>
<td>The brochure or newsletters appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td>Visual appeal of project</td>
<td>The project appears haphazardly constructed and opposes the templates constraints.</td>
<td>The project has noticeable issues with its visual appeal.</td>
<td>The project is not immediately aesthetically pleasing.</td>
<td>The project is immediately aesthetically pleasing.</td>
<td>The brochure or newsletters appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td>Font size, type, color, use</td>
<td>Three or more issues exist with font size, type, color, or use.</td>
<td>There are two issues with font size, type, color, or use.</td>
<td>There is an issue with font size, type, color or use.</td>
<td>Fonts size, type, color and use is appropriate and pleasing. 80-90 Points</td>
<td>The brochure or newsletters appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td>Use of clipart, logos, pictures, and other graphics</td>
<td>Graphics are lacking or inappropriate and distorted from their original aspect.</td>
<td>Several graphical elements are out of place, distorted or do not complement the information presented.</td>
<td>A graphical element is out of place, distorted or does not complement or related to the information presented.</td>
<td>Clipart, logos, pictures, and other graphics complement the project. 80-90 Points</td>
<td>The brochure or newsletters appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td>Instructions for the assignment and project followed</td>
<td>The instructions were not followed generally and the result is the project does not meet expectations.</td>
<td>Instructions are followed with a few lapses.</td>
<td>Instructions are followed mostly with one lapse.</td>
<td>The instructions are followed generally as expressed.</td>
<td>The instructions are followed exactly in every detail. 90-100 Points</td>
</tr>
</tbody>
</table>

- **No errors in spelling and grammar**: 50-60 Points
- **Three or more errors in spelling or grammar are present**: 50-60 Points
- **Two errors are present in grammar or spelling**: 60-70 Points
- **One error in grammar or spelling is present**: 70-80 Points
- **No errors in grammar or spelling are present**: 80-90 Points
- **The brochure or newsletters appears to be professional in all aspects**: 90-100 Points
- **Visual appeal of project**
  - **The project appears haphazardly constructed and opposes the templates constraints**: 50-60 Points
  - **The project has noticeable issues with its visual appeal**: 60-70 Points
  - **The project is not immediately aesthetically pleasing**: 70-80 Points
  - **The project is immediately aesthetically pleasing**: 80-90 Points
  - **The brochure or newsletters appears to be professional in all aspects**: 90-100 Points
- **Font size, type, color, use**
  - **Three or more issues exist with font size, type, color, or use**: 50-60 Points
  - **There are two issues with font size, type, color, or use**: 60-70 Points
  - **There is an issue with font size, type, color or use**: 70-80 Points
  - **Fonts size, type, color and use is appropriate and pleasing**: 80-90 Points
  - **The brochure or newsletters appears to be professional in all aspects**: 90-100 Points
- **Use of clipart, logos, pictures, and other graphics**
  - **Graphics are lacking or inappropriate and distorted from their original aspect**: 50-60 Points
  - **Several graphical elements are out of place, distorted or do not complement the information presented**: 60-70 Points
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