Department of Instructional Technology
GDIT 755-55 – Online Tools and Educational Applications
Spring 2011

Instructors

Jessica Barron, MA Office Hours 2:00 pm – 4:00pm MWF barronj@duq.edu 717695-1516	Doug Strahler, MS Office Hours 9:00 am - 11:00 am MWF strahlerd@duq.edu 724-813-7184 @profstrahler	Tammy Wiens, MDiv Office Hours by appointment wienst@duq.edu @tammylws

Classroom

Classes will be held online synchronously using Wimba. On select days, classes will be held asynchronously as well. Please consult your syllabus for specific dates and times of asynchronous assignments.

Meeting Time

Wednesdays 6:00 pm - 9:00 pm

Course Description

This course is a graduate level class that promotes critical and creative thinking. It is designed to create an immersive environment with the purpose of introducing the learners to the concepts and theories behind using a variety of online tools and applications for instructional use. Learners will research and apply their knowledge with a variety of methods.

Teaching Strategies

Course content will be presented to the student in a variety of ways. Electronic methods such as PowerPoint presentations, internet research, and interactive software will be used to aid instruction. Learners will be expected to come to class prepared, having read the assigned material so that class discussion will be productive and engaging. Participation and attendance account for 20% of the final grade.

Textbooks

Mayer, R. Ed. (2005) *The Cambridge Handbook of Multimedia Learning*. Cambridge, UK: Cambridge University Press.

Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Thousand Oaks, CA: Corwin, 2010. ISBN: 1412977479
(insert more textbooks here?)

Software
- Microsoft Office Suite 2007
- Internet Explorer
- Blackboard

Educational Objectives
After completing this course, students will be able to:
- Understand the rationale behind a variety of online tools and their uses
- Recognize the theory that supports the use of online tools
- Identify and use different online resources for instructors
- Master a variety of multimedia tools such a blogs, wikis, and discussion boards

Class Outline

Class 1	Introduction to class: Online Tools and Applications
Class 2	Blogging in the classroom
Class 3	Asynchronous class: Blogging exercise
Class 4	Wikis
Class 5	Asynchronous class: Wiki exercise
Class 6	YouTube
Class 7	Asynchronous class
Class 8	Podcasts
Class 9	Asynchronous class
Class 10	Social Networking: Facebook, Twitter and MySpace
Class 11	Asynchronous class
Class 12	Wimba classroom
Class 13	Asynchronous class
Class 14	Final project: Learners will present final projects

Assessments

Attendance	10%
Participation	10%
Wiki	10%
Youtube	10%
Blog	10%
Podcast	10%
Social Networking	10%
Discussion Board	10%
Final Project	20%

Grading

A	93 – 100 %	Outstanding Work
A-	90 – 92 %	Excellent Work
B+	88 – 89 %	Very Good Work
B	83 – 87 %	Good Work
B-	80 – 82 %	Satisfactory Work
C	Below 80 %	Unsatisfactory Work

Academic Integrity Statement

It is the responsibility of the candidate to maintain academic integrity with regard to class assignments, exams, and any other course requirements; thus cheating, plagiarism, and/or knowingly assisting someone to violate academic integrity are all violations of academic integrity. Violations of academic integrity are subject to disciplinary action including, but not limited to, lowering of or receiving failing grades and/or suspension/dismissal from class or University.

For the official School of Education's Academic Integrity Policy, please review the policy document included in this course site (Under the "Syllabus" folder).

Incomplete Grades

"I" Grades will be granted in extenuating circumstances only when a student has completed the majority of course requirements successfully. A Contract for Completion of Incomplete Grades must be negotiated and signed by the instructor and student. An "I" grade must be removed within a year.

Students with Disabilities

Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Duquesne University, the Office of Freshman Development and Special Student Services, located in room 309 Duquesne Union (412-396-6657), is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member, at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Freshman Development and Special Student Services. Before accommodations will be granted, the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Freshman Development and Special Student Services. The purpose for implementing reasonable accommodations is to allow for equal opportunity for students with disabilities. It is the student's responsibility to demonstrate that the cognitive, behavioral and professional competencies have been acquired to a satisfactory degree in order for successful completion of the course.