

**Fresno Pacific University
School for Professional Studies
Center for Professional Development**

Course Syllabus

TEC 937 – Macintosh OS X in the 21st Century Classroom

Instructor:

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Number of Units: 3

Course Description

OS X is an entirely new operating system. Underneath the new Desktop of OS X is Unix, an industrial strength, rock-solid, OS that has not only been with us for many years, but drives many current websites and university networking systems. The Macintosh OS X has added many new features that change the way we can use computers in the classroom: new searching capabilities with Sherlock, new networking capabilities, multiple-user profiles, interface changes, new security features, along with a host of other powerful new options. Teachers are now empowered to spend less time struggling with their computer and more time focusing on lessons, content, and student achievement.

This course targets how the new OS may be used to make every classroom a more motivating and exciting place to learn, improve achievement, and make every teacher's life a little easier. This class is intended for the beginning computer user, as well as the intermediate user who may not be aware of all the power under the hood. Participants will access to a Macintosh computer with OS X.

National Standards for Technology are addressed throughout this course as teachers apply skills and techniques learned from the course experiences to the current classroom assignment and the lessons they prepare for their students. In addition, these skills and techniques are then applied to content standards in the other subject areas.

Support is provided via email or phone. Projects and activities are returned on disk or attached to emails for evaluation. Evidence of learning is tied directly to the stated objectives and is assessed via reflective journal entries, response to readings, and required projects in a curricular area.

Course Materials

Macintosh OS X for the 21st Century Classroom by Dennis Funk is used as the course textbook. It contains all the core learning material, readings, and activities.

Assignment Booklet – This booklet contains all the assignments that must be completed for this course.

Learning CD which contains all the support files necessary to complete this course. Additional resources are included on the CD including sounds, movies, pictures, and other valuable educational resources.

Course Requirements

Read the Instructional Manual and complete the following:

Assignments: Participants must complete all assignments. Students will be given the opportunity to make the connection between assignments completed in the course and National Achievement Standards in the subject areas.

While most of the assignments are broken down into smaller activities, some assignments include responses to reading as well as a thoughtful consideration of how Word can be used to support instruction and student learning

The assignments contained in this course are closely aligned to the ISTE National Content Standards established for technology known as the National Educational Technology Standards (NETS) and Performance Indicators. Each assignment identifies the standards being addressed. Journal entries give the students opportunities to make the connections with Achievement Standards in other subject areas and are identified as such.

Whenever a computer function is determined to have a potential impact in other subject areas, particularly with multimedia options, students will be encouraged to make the connection with national achievement standards in their subject areas.

Journal: Students must make Journal entries at strategic places in the course continuum. Students will be given the opportunity to reflect on their own teaching and how technology can be used to enhance the learning process and positively impact subject area standards.

Main Project – All students must demonstrate their learning in a self-selected project related to their current teaching assignment. This project must address at least one identified National Achievement Standard in a subject area.

Emails – There are three specific places in the coursework where students are to email the instructor. The first is part of the introductory process in which the student and instructor get to know a little about each other. The second email has two purposes, attaching a file to an email and providing a mid-course checkup to see how you are doing. The final email is at the end of the course and is intended as a reflection on the course and the concepts each teacher finds the most beneficial in their classrooms.

Readings

Information and Knowledge

Technology Integration – What Does It Look Like?

Items that must be returned for Evaluation:

Files

Clipboard
Draw
Echo.wav
Evaluation
File 14.wav
File 2.jpg
Formatting
Graphics.jpg
History
Journal
Margins
Paint
Project

Replace
Shirley.mp3
Sound
Tabs
Thesaurus

Folders

Column View
Delete
Drop Box
Icon View
List View
Organization

All coursework is to be returned on a CD or as an attachment to an email. A self-addressed, stamped envelope is included with the course for the return of all evaluation materials.

Support for the course is available by phone, fax, or email.

National Technology Standards

The assignments contained in this course are closely aligned to the ISTE National Content Standards established for technology known as the National Educational Technology Standards (NETS) and Performance Indicators.

The following technology standards are addressed throughout this course.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- A. promote, support, and model creative and innovative thinking and inventiveness.
- B. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- C. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- D. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in NETS-S.

Teachers:

- A. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- B. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- C. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- D. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

- A. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- B. collaborate with students, peers, parents, and community members using digital tools and resources to support student access and innovation.
- C. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- D. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global society issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- A. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- B. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
- C. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- D. develop and model cultural understandings and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- A. participate in local and global learning communities to explore creative applications of technology to improve student learning.

- B. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- C. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- D. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Technology Standards Addressed

Chapter	Topic	Technology Standards Addressed
1	Introduction to the Course	3a, 5b
2	The Macintosh Environment	3a, 5b
3	Organizing your Files with Folders	3a, 3b, 4b, 4c, 4d, 5b, 5c
4	OS X Desktop	3a, 5b
5	Working with Applications	1a, 1c, 2a, 3a, 5b, all subject areas
6	Working with Files	3a, 3b, 4b, 4c, 4d, 5b, 5c
7	Working with Volumes	3a, 3b, 4b, 4c, 4d, 5b, 5c
8	OS X Features	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
9	OS 9	3a, 5b
10	Word Processing	1a, 1c, 2a, 3a, 5b, all subject areas
11	Graphics	3a, 5b
12	The Internet	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
13	Using CDs and DVDs	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
14	Media	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
15	Mail and Address Book	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
16	Networking your Macintosh	3a, 5b
17	Dashboard	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
18	Maintenance and Troubleshooting	3a, 5b
19	OS X Freebies	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
20	Conclusion	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, Language Arts, Mathematics, Social Studies, Science

Primary Learning Objectives

1. Provide participants with a comprehensive understanding of the Macintosh environment
2. Provide participants with the skills necessary to organize and manage their computer files
3. Provide participants with the skills in computer use necessary to use it as a tool to foster learning
4. Help participants gain a greater understanding of how technology impacts society and education

In addition, students will:

- A. be able to apply technology to facilitate a variety of effective assessment and evaluation strategies.
- B. increase their ability to plan and design learning environments and activities supported by

- technology.
- C. be able to apply the use technology to enhance their productivity and professional practice.
- D. be able to implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- E. recognize the social, ethical, legal, and human issues surrounding the use of technology in our schools.
- F. consider the role technology can play in supporting the acquisition of language and the development of literacy skills.
- G. expand their use of technology in teaching, in that they will begin to try new things, take risks, and be more innovating in their teaching.
- H. identify new ways of doing things and share it with a colleague.
- I. identify the relationship between skills and techniques learned in this course with National Technology Standards.
- J. apply the technical skills and competencies they acquire in this class to achievement standards in the subject areas.

Evidence of Learning

There are two types of assignments in this coursework and each will be graded accordingly.

1. Skill Demonstration Activities

These assignments will be evaluated based on the level of completion. In these assignments the students demonstrate the fact that they understand the skill being presented and can show that they can apply that skill with the assigned activity. Some assignments are graded simply as completed or not completed and others are graded on a completion rubric.

2. Subjective Assignments

These assignments are to cause the student to think, to contemplate the issue at hand and how it can impact the 21st Century classroom, and how Word might be utilized to increase achievement in any subject area. These assignments are evaluated based on the connections they make with their current teaching situation and the demonstration that they have truly thought about the topics presented. These assignments include All About Me, the Journal file, and Project file.

Schedule of Topics

1. Introduction to the Course
2. The Macintosh Environment
3. Organizing your Files with Folders
4. OS X Desktop
5. Working with Applications
6. Working with Files
7. Working with Volumes
8. OS X Features
9. OS 9
10. Word Processing
11. Graphics
12. The Internet
13. Using CDs and DVDs
14. Media
15. Mail and Address Book
16. Networking your Macintosh
17. Dashboard
18. Maintenance and Troubleshooting
19. OS X Freebies
20. Conclusion

Grading

Assignments	50%
Project	10%
Journal	40%

Total Scores determine the final grade:

A or Credit	90% - 100%
B or Credit	80% - 89%

No Credit

79% or below

Instructor/Student Contact

Contact between Student and Instructor will take place via email, phone, and discussion board provided by the Instructor. Students will receive a welcoming email by the Instructor requesting general information prior to beginning the course. Students are required to email the Instructor with any issues they encounter along the way. Students are required to email a reflective response after reading an article provided by the Instructor. The Instructor will respond providing further ideas regarding the role technology plays in the Information Age. And, finally, several videos are included on the CD provided to the students which contain comments and ideas by the instructor.

References

Factors influencing the effective use of technology for teaching and learning: Lessons learned from the SEIR♦TEC intensive site schools (2nd ed.). Byrom, E., & Bingham, M. (2001). Durham, NC : SouthEast Initiatives Regional Technology in Education Consortium. <http://www.seirtec.org/publications/lessons.pdf>

Fostering the use of educational technology: Elements of a national strategy. Glennan, T. K., & Melmed, A. (1995). Washington, DC <http://www.rand.org/publications/MR/MR682/>

Megatrends 2000, John Naisbitt and Patricia Aburdene, 1990, Avon Books, New York

Megatrends, John Naisbitt, 1982, Warner Books, New York

The New Basics: Education and the Future of Work in the Telematic Age - David Thornburg. Association for Supervision and Curriculum Development, 2002.

New Research Literacies for Contemporary Research into Literacy and New Media? – Helen Nixon, Reading Research Quarterly, 2003

Potential for Technology in the Pursuit of Knowledge – Willis D. Copeland, Ph.D. California Public Schools Forum, Vol. 2, Spring, 1987

PowerShift, Knowledge, Wealth and Violence at the Edge of the 21st Century, Alvin Toffler, 1990, Bantam Books, New York

Research on technology and teacher education: Current status and future directions, Jerry Willis, Ann Thompson and William Sadera, Educational Technology Research and Development, Volume 47, Number 4, December 1999

School Reform in the Information Age, Howard D. Mehlinger, Ph.D, Phi Delta Kappan, Vol. 77, 1996

Technology standards for school administrators Technology Standards for School Administrators (TSSA) Collaborative. (2001).. <http://cnets.iste.org/tssa/pdf/tssa.pdf>

Technology Standards for Teachers (2000) <http://www.iste.org>.

The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say, John Schacter, Ph.D, Milken Family Foundation, 2/1/1999

The Third Wave, Alvin Toffler, 1980, Bantam Books, New York

A Whole New Mind: Moving from the Information Age to the Conceptual Age, Daniel H. Pink, Riverhead Books, 2005

Articles Online

<http://www.newhorizons.org/trans/goerner.htm> “Rethinking Education in Light of Great Change”, Dr. Sally J. Goerner, 2002

Links to Internet Resources

<http://www.microsoft.com/education/lessonplans.msp> (lesson plans in the subject areas)

<http://www.microsoft.com/education/teachers/default.aspx> (Microsoft website for Educators)

<http://www.internet4classrooms.com> (ideas for using the internet in the classroom)

<http://www.lite.iwarp.com/index.htm> (Literacy, Information and Technology In Education, Julie Coiro, University of Connecticut.

<http://www.ncrel.org/sdrs/areas/te0cont.htm> (North Central Regional Education Laboratory – Technology in Education issues addressed)

<http://www.microsoft.com/education/WordTutorial.msp> (Word processing and the writing process)

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Handbook.

University Information

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technology systems