Fall Semester 1998

EDUC 482 - 4
Designs for Learning:
Educational Uses of Computers
E01.00

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PREREQUISITE
Educ 401/402

COURSE DESCRIPTION
Students will develop a critical understanding of the role of computers in education and will learn how microcomputers can be used in the classroom.

OBJECTIVES
This course will examine the various ways that computers might influence the teaching-learning process and classroom management. This will include the use of microcomputers and related software found in the classroom, use of intranets, internet, e-mail, electronic conferencing and the World Wide Web (WWW) in an educational context.

Students in this course will:
a. develop competencies in the operation of microcomputers.
b. develop skills in the selection, evaluation and appropriate uses of computer-based learning materials.
c. develop awareness of the ways the computer can be used by the teacher to support instructional and administrative tasks.
d. develop awareness of the benefits and resources available when computers are connected to local and remote networks.
e. develop a critical awareness of the role of computers in society and the implications of this for education.

This course is **not** designed as a computer programming course which will prepare teachers to write computer-assisted learning materials or to prepare the teacher to teach computing science courses.

OUTLINE OF TOPICS
1. Operation of Microcomputers
2. Modes of computer utilization
3. Selection and utilization of software
4. Computer literacy

COURSE ACTIVITIES
Course activities will consist of lectures and discussions, tests, demonstrations, readings and laboratory assignments. Working in groups students will prepare demonstrations and participate in peer tutoring activities.

REQUIREMENTS
1. Lab Exercises & Student Group Demonstrations - 35%
2. Short tests related to lectures, labs and readings - 25%
3. Maintaining an electronic portfolio of work - 15%
4. Implementation Project - 25%

REQUIRED TEXT
Grabe.M. & Grabe. C. (1996). Integrating Technology for Meaningful Learning. Toronto: Houghton Mifflin. ISBN 0-395-67305-4.