

Fall Semester 1997

EDUC 497 - 3

**Special Topics: Using Multimedia and the
World Wide Web for Classroom Instruction
E1.00**R. Nadon
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EDUC 482 or equivalent with permission of instructor.

COURSE DESCRIPTION

With advances in educational technology, it has become possible and practical to create interactive instructional multimedia materials for use in the classroom. This course will investigate pedagogical issues in the design and use of student developed multimedia and World Wide Web projects. Through literature reviews, lectures, and practical lab exercises the student will develop an understanding and the necessary basic skills with which to begin to develop, implement and use multimedia and World Wide Web within the classroom setting.

OBJECTIVES

Students will demonstrate:

- an understanding of the historical development of the educational uses of multimedia and the world wide web;
- skills in using multimedia software and the world wide web in the classroom environment;
- an ability to evaluate the instructional effectiveness of multimedia software and world wide web sites; and
- ability to design multimedia or world wide web projects for use by students in the classroom.

TOPICS

- The Internet: History, design and use.
- Issues in Web presentations and design.
- Hypermedia: History, design and use.
- Design elements for effective classroom use.
- Presentation criteria for effective use.

ASSIGNMENTS

Students will complete the following formal assignments:

- Create an annotated bibliography of literature in a specific curricular area of interest to the student;
- Construct an instructional Web site, include links to other sites within a specific curricular area of interest to the student;
- Demonstrate the effective classroom use of a multimedia software; and
- Create a student based curriculum project using a multimedia software and/or a world wide web authoring software.

Students will be expected to participate in discussions, work collaboratively with peers, problem solve technical issues, prepare presentations and incorporate equipment and software into their assignments.

EVALUATION

- Annotated bibliography - 15%
- Construction of Web site - 25%
- Demonstration of software - 15%
- Curriculum project - 25%
- Use of Technology & Software - 10%
- Participation(attendance, discussion, collaboration) - 10%

Assessment will be based on conducting and completing relevant research, selecting the appropriate model of instruction, selecting content and considering the instructional resources and facilities required, completing instructional design components using appropriate technologies and instructional strategies, and demonstrating a critical understanding of the role of technology in education.

TEXTBOOK

There is no single, required textbook for this course. Students will use the WWW to locate material related to their projects and specific curricular area of interest.

SUGGESTED READINGS

Anderson, Carol, and Mark D. (1990) Veljkov. *Creating interactive multimedia: a practical guide*. Glenview, Ill: Scott, Foresman.

Delany, Paul and Landow, George P.(Eds). (1991) *Hypermedia and literary studies*. Cambridge, Mass: MIT Press.

Franklin, Ursula. *The Real World of Technology*. Toronto: CBC Lecture Series

Kommers, Piet A.M., Grabinger, Scott and Dunlap, Joanna C. (1996) *Hypermedia learning environments: instructional design and integration*. Mahwah, N.J.: L. Erlbaum Associates.

Landow, George P. (1992) *Hypertext: the convergence of contemporary critical theory and technology*. Baltimore: Johns Hopkins University Press.

Landow, George P. (Ed.). (1994) *Hyper/text/theory*. Baltimore: Johns Hopkins University Press.

Nielsen, Jakob. (1990) *Hypertext and hypermedia*. Boston: Academic Press.

Nielsen, Jakob. (1995) *Multimedia and Hypertext: the Internet and beyond*. Boston: AP Professional.

Pfaffenberger, Bryan. (1997) *The elements of hypertext style*. Boston: AP Professional.

Rada, R. (Roy). (1995) *Developing educational hypermedia : coordination and reuse*. Norwood, NJ:Ablex Publishing.

Seyer, Philip C. (1991). *Understanding hypertext: concepts and applications*. Blue Ridge Summit, PA: Windcrest.

Ward, A.W.(Ed) (1994) *Multimedia and Learning: A School Leader's Guide*. National School Boards Association.

Woodhead, Nigel. (1991) *Hypertext and hypermedia : theory and applications*. Reading, Mass: Addison-Wesley Pub. Co.

Zen and the Art of the Internet: An Online Publication

NOTE: Because much of the technology incorporates the use of computers and other technology, use of this equipment at the CET lab or other locations will be necessary in order to complete the course requirements.

CATALOG 49748

97-2 (IS)

~~497-4~~ Course Outline: Special Topic
Educ. ~~4XX-4~~: Understanding and Teaching Children At Risk
Elementary focus. Open to secondary student teachers. Intersession
Thurs. 1:00-5:00 on campus., Mon. 10:00-2:00 fieldwork (Week 1: campus)

Introduction

Three "Big Ideas" or major concepts underlie the content and the design of this course.

1. Children at risk may be empowered in their learning only after there is systematic attention to their social and emotional developmental needs.
2. Teachers gain in their ability to empower children at risk through in- depth case study within a theoretical framework, and through opportunity to apply therapeutic skills-training in a field setting.
3. New specialty skills are best developed in a learning cycle of: understanding; practise; application; reflection; reapplication.

Objectives

Through their work in this course participants will:

- clarify and articulate values and beliefs related to teaching children at risk, and to perspectives regarding children's healthy social and emotional growth.
- establish understanding of human growth and behaviour principles and emotional needs theory, and their application to children at risk.
- develop diagnostic skills and resources-- toward specific competency in observing, analysing, and responding to the social, emotional, and behaviour difficulties of children at risk, in playful ways.
- increase understanding of the facility of teacher interactions and relationships with children, and their significance in promoting a child's healthy development.
- train in effective therapeutic interaction skills that promote social/emotional growth and create opportunity for children's successful learning.

Course Requirements

1. Attendance and Participation
The course consists equally of: 1) on-campus study and training, and 2) in teams of 2, 3, or 4 students, "practicum" or field placement in an elementary school setting in direct association with children at risk See Note *** below.) Students will participate fully in their fieldwork, including collaboration with other student-teacher members of their field placement team. Similarly, during campus work students will make contributions to seminar discussions and to the professional growth of others in the class.

2. Readings

You will read the three course texts: Meeting Children's Emotional Needs; Reclaiming Youth at Risk; and Human Relations Development. Two other readings will be chosen from the list of Recommended Readings, and articles may be assigned in preparation for campus sessions and seminar discussions.

3. Instructional Tasks

An Action Research format will provide the framework to complete tasks that taken as a whole comprise a clinical case study. A sequenced series of skill development tasks will advance students' interpersonal, or interaction, skills.

Students will complete one video transcript of their work to demonstrate their interaction skills and self-evaluation of skill development.

4. Journal

You are encouraged to maintain an up- to- date professional journal for reflection on theory, fieldwork and skills- development.

Evaluation

Final grades will derive from equal weighting of the Action Research (Clinical Case Study); the Interactions Skills tasks; Attendance and Participation in clinical practicum, and training and seminar activities; plus the transcript of the Demonstration video. Self- evaluation--- self-analysis and reflection on practise--- is a component of each of those four areas.

Readings

Brendtro, L, Brokenleg, M. and Van Brockern, S. Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN. National Education Service, 1990 ISBN 1-879639-05-X

Gazda, George, F.R. Asbury, F.J. Balzer, W.C. Childers, and R.P. Walters. Human Relations Development: A Manual for Educators. (Fourth Edition) Boston, Allyn and Bacon, 1991. ISBN 0-205-12653-7

Raths, L. E. Meeting the Needs of Children. Creating Trust and Security. Mimeo. reprint will be available through SFU Bookstore.

*** All course work occurring in the field placement will be conducted under the supervision of the course instructor and/or suitably qualified school district personnel-- who have made the necessary arrangements for such fieldwork with participating schools, teachers, and children.