

## **Title**

Using the Computer for Personal Productivity (formerly Tech125)

## **Audience**

This course is intended for K-12 pre-service and in-service teachers.

## **Prerequisites**

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary or middle school educational content.

## **Course Description**

This course is designed to help educators use their planning time more efficiently by examining how technology can be used to increase communication with colleagues, parents, and students; improve lesson planning; create teaching materials and assessments; and manage information. Learners will explore specific areas where the computer can be used to increase their personal productivity, and then develop and implement a personal productivity plan that will help them make best use of their available resources.

## **Instructor/Facilitator**

See instructor/facilitator sheet

## **Credits**

To be determined by college or university

## **Goals**

The overall goal of this course is for learners to develop and implement a plan that will use the computer to increase their personal productivity.

By the end of this course, learners will:

- Understand and be able to use technology outside the classroom in a manner that increases personal productivity.
- Understand how to use technology to improve communication with parents, colleagues, and students; create lesson plans; manage information; and develop teaching materials and assessments.
- Make best use of the software, hardware, and Internet resources that they have available at their school to improve personal productivity.
- Incorporate the use of the computer for personal productivity into their professional teaching practice.

### **Outline of Content and Assignments**

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Essential information pertaining to the topic is presented within each session. Learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. For the final project, learners will be asked to develop a detailed personal productivity plan, which they will revise based on feedback from their peers, implement, and then write about in a reflection paper. In earlier sessions of the course, they will begin to work on different sections of the plan, and then choose one of the sections to further develop and implement.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS\*T:

#### **I. Technology Operations and Concepts**

Teachers demonstrate a sound understanding of technology operations and concepts.

- B. Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

#### **II. Planning and Designing Learning Environments and Experiences**

Teachers plan and design effective learning environments and experiences supported by technology.

- C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

#### **IV. Assessment and Evaluation**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

- A. Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

#### **V. Productivity and Professional Practice**

Teachers use technology to enhance their productivity and professional practice.

- A. Teachers use technology resources to engage in ongoing professional development and lifelong learning.
- B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Teachers apply technology to increase productivity.
- D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Visit [cnets.iste.org](http://cnets.iste.org) for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

#### **Session 1: Outside the Classroom**

Educators often find that they never have enough time in the day to complete all of the activities that support their teaching. Their "free" time outside of the classroom is spent developing lesson plans, assessing student work, preparing materials, and communicating with parents, colleagues, and



administrators. In this session, learners will examine the tasks that they currently complete outside of class time and explore what productivity resources they have available at their schools.

Learners will:

- Define their professional goals and expectations for this course in their online journal.
- Explain their prior knowledge and experiences about tasks they complete outside of regular class time that are related to their role as an educator in their online journal.
- List all the duties and tasks that they are currently completing outside the classroom or outside of regular class time and describe two tasks in detail in their online journal.
- Discuss the impact of better use of time outside of the classroom on the learning that takes place inside the classroom.
- Create an inventory of the software and hardware that they have available to them that can be used to increase their personal productivity.
- Describe the ways the computer is being used to increase personal productivity by others in their school in their online journal.

Read

- “Strategies of Successful Technology Integrators, Part 1: Streamlining Classroom Management”

Write in online journal

- Reflect on professional goals and expectations for the course.
- Reflect on prior knowledge of tasks they currently complete outside of regular class time that are related to their role as educators.
- Reflect on ways technology used to assist in responsibilities outside of the classroom could have a positive impact on what goes on inside the classroom.

Additional activity (not required)

- Reflect on “Mr. Vincent’s Day” and compare to case scenario.

Participate in an online discussion

- Share personal information to help build a learning community in the Virtual Café.
- Respond to a case scenario of a teacher who has many tasks to complete outside of the classroom and identify how he could use technology to increase his personal productivity. What would the impact be on student learning?

Watch video

- “The Computer for Personal Productivity”

Complete assignment

- Productivity Tools Inventory

## Session 2: Communication

This session explores how the computer can help teachers make the home/school connection more efficient and productive. Learners will examine the benefits and challenges of using technology for communication. Using the productivity tools that they identified available to them at their school in Session 1, they will create the first part of their productivity plans.

Learners will:

- Describe and discuss how educators are using e-mail and Internet communication with colleagues, students, and parents.
- Evaluate the benefits and challenges of developing class Web pages in their online journal.

- Create a plan for using the computer to improve communication between colleagues, parents, and/or students.
- Analyze plans for improving communication developed by other learners and provide feedback in the discussion forum.

## Read

- “A Seamless Integration of Technology”

## Explore resources

- PBS Teacher Previews
- From Now On – The Educational Technology Journal

## Watch videos

- “Using E-mail to Communicate with Parents”
- “Creating a Classroom Web Site”

## Participate in an online discussion

- Respond to the following: “How can e-mail help increase communication with parents, students, and colleagues? What are some challenges of using e-mail communication?”
- Complete two peer reviews on plans posted by other learners for improving communication.

## Write in online journal

- Reflect on experiences with class Web pages.

## Complete assignments

- Update Productivity Tools Inventory with information on tools for communication.
- Create a plan for using at least one productivity tool for improving communication.

## Additional readings (not required)

- “Writing with Weblogs: Reinventing Student Journals”
- “Classroom Web sites: Renovating the Classroom”

## Additional resources (not required)

- Yahoo Mail
- Hotmail

## Additional activities (not required)

- Placemark Newsletter WalkThrough
- Scholastic Class HomePage Builder
- Microsoft Excel Spreadsheet WalkThrough or Microsoft Excel X for Mac Spreadsheet WalkThrough

## Session 3: Lesson Planning

This session will focus specifically on using technology during the lesson planning process.

Learners will:

- Critically evaluate the process of implementing lesson plans found online in the online journal.
- Explain and discuss the benefits and challenges of using the Internet to find lesson plans.
- Create a plan for using the computer to improve lesson planning.
- Analyze plans for improving lesson planning developed by other learners and provide feedback in the discussion forum.

## Read



- “Lesson Plan Portals”
- “Technology Tidbits #4”

Explore resources

- PBS TeacherSource

Write in online journal

- Reflect on lesson plan found on the Web.

Participate in an online discussion

- Discuss benefits and challenges of using Web to find lesson plans.
- Complete two peer reviews on plans posted by other learners for improving lesson planning.

Complete assignments

- Update Productivity Tools Inventory with information on tools for improving lesson planning.
- Create a plan on using the Internet for improving lesson planning.

#### Session 4: Creating Teaching Materials and Assessments

Teachers present a lot of written information to their students in the form of handouts, tests, and notes. A computer can assist them in creating these documents. By using word processing programs and both software and Internet resources created specifically for developing teaching materials, they can publish professional-looking materials for their students. Building from the use of technology for improving lesson planning that was explored in Session 3, this session explores how technology can help learners create materials and assessments to use during their lessons.

Learners will:

- Explain how they can use technology to create assessments in their online journal.
- Create a plan for using the computer to develop teaching materials and assessments.
- Analyze plans for developing teaching materials and assessments using technology developed by other learners and provide feedback in the discussion forum.

Read

- “Rubrics, Portfolios, and Tests, Oh My! Assessing Understanding in Project–Based Learning”

Participate in an online discussion

- Complete two peer reviews on plans posted by other learners for creating teaching materials and assessments.

Write in online journal

- Reflect on experience with using the computer to create assessments.

Complete assignments

- Update Productivity Tools Inventory with information on tools for creating teaching materials and assessments.
- Create a plan for developing teaching materials and assessments.

Activities (not required)

- Graph Master WalkThrough
- Inspiration WalkThrough
- Inspiration Free Trial
- TimeLiner WalkThrough
- TrackStar WalkThrough
- Web Worksheet Wizard WalkThrough



- QuizStar WalkThrough
- Rubistar WalkThrough

Session 5: Managing Information

The computer is an amazing tool for helping teachers to organize and manage information. They can keep track of student records and assessments, and drastically cut the amount of time spent calculating averages. During this session, learners will explore using the computer to manage information such as grades.

Learners will:

- Explain and discuss the ways they have used the computer to manage grades.
- Create a plan for using the computer to manage information.
- Analyze plans for using technology to manage information developed by other learners and provide feedback in the discussion forum.
- Select and develop one of the four parts of their productivity plan and implement it in their classroom.

View video

- “Using Grading Programs”

Participate in an online discussion

- Respond to the video and your own experiences in keeping track of grades.
- Complete two peer reviews on plans posted by other learners for creating teaching materials and assessments.

Complete assignments

- Update Productivity Tools Inventory with information on tools for managing information.
- Create a plan for using tools to manage information.

Final project

- Revise and implement one aspect of productivity plan.

Session 6: Improving Productivity Beyond this Course

In this session learners will complete their final projects by putting together the required parts of their productivity plan. They will also reflect on the knowledge that they have acquired in this course and how this course will impact their professional practice.

By the end of this session, learners will be able to:

- Reflect on the process of implementing one part of their productivity plan.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting about their professional goals and expectations in their online journal.

Final project

- Complete the personal productivity plan.
- Write a reflection paper on experiences in implementing part of the personal productivity plan.

View video

- “The Paradigm Shift”

Write in online journal

- Reflect on steps learner will take to continue to shift his or her use of technology for personal productivity in a positive direction.
- Reflect on acquired knowledge.
- Reflect on professional goals.

## **Schedule**

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections and a final project.

## **Requirements**

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge
- Be self-directed and self-motivated
- Ask for assistance when they need it

## **Assessment Criteria**

Learner in this course will be required to:

- Participate in discussions during each session
- Submit assignments at the end of each session
- Reflect on their learning in the online journal
- Submit a final project

Overall performance will be determined by the facilitator. He/she will check that learners have met all the course requirements and will also determine if the learner has met the performance expectations for this course.

## **Materials (hardware, software, plug-ins)**

### **Technical Requirements**

- Word processor
- Internet service provider
- E-mail

## **Academic Dishonesty Policy**

To be inserted by university institution only

## **Evaluation**

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Last Update: May 13, 2005



