



# AMERICAN SAMOA COMMUNITY COLLEGE

## Teacher Education Department/American Samoa Bachelors in Education Program

ED 240 – Instructional Technologies – Section 16

Summer 2021 – 2<sup>nd</sup> Session

**Course Alpha/Title/Section:** ED 240 – Instructional Technologies

**Class Days/Time:** Daily; RM 10; 10am – 12:50pm

**Academic Department:** Teacher Education/ASBEP

**Office Location:** Vice President's Office  
(upstairs – across from business office)

**Instructor:** Sonny Leomiti

**Office Hours:** By appointment only.

**Contact Email:** s.leomiti@amsamoa.edu

**Contact Number:** 699-9155, ext. 325

**Textbook Title:** Roblyer, M. D., & Doering, A. H., Integrating educational technology into teaching. 6<sup>th</sup> Ed.

**ISBN Number and Price of textbook:** ISBN-10:0-13-26-1225-8. \$146.36

**Publisher Name/Copyright Year:** Pearson Education, In., Allyn & Bacon, Boston, MA. 2013

**Additional Materials/Resources:** Flash-drive or external USB drive (2 gigabytes minimum). The instructor will provide supplementary readings and resources.

**Course Description:** This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands-on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); internet resources and issues; video technologies; video teleconferencing and broadcast systems; on-line course management systems; and testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers and administrators. Finally, this course will present the use and operations of the Person Digital Knowledge Box Educational Server. Students will be able to prepare on-line lesson plans for the elementary grade classrooms.

**Pre – requisite(s):** ED 150, ICT 150

### Course Learning Outcomes (CLO):

1. CLO 1: Uses explanations and representations that link curriculum to prior learning; (PLO 1: K – 2)
2. CLO 2: Designs instruction for students, stages of development, learning styles, strengths, and needs; (PLO 4: D – 1)
3. CLO 3: Selects, constructs, and uses assessment strategies appropriate to learning outcomes; (PLO 6: D – 1)
4. CLO 4: Applies technology to the delivery of standard-based instruction; (PLO 3: K – 1)
5. CLO 5: Uses technology to manage and communicate information. (PLO 3: K – 2)

### Course Objectives:

1. Students will comprehend, interpret, and evaluate modern information and communication technologies and how they are used in education;
2. Students will describe the major components of a computer and perform basic system maintenance, organize files, and archive files chronologically;
3. Students will access (download & upload) information resources on the network and participate in asynchronous and synchronous learning environments;
4. Students will demonstrate proficiency in the use of applications & software for educational purposes – electronic mail, Internet, word processor, presentation software, graphic software, and electronic spreadsheet;
5. Students will implement the utilization of technology standards in the designing of lesson plans appropriate to



# AMERICAN SAMOA COMMUNITY COLLEGE

software, application programs, or technological skills addressed in class;

- Students will discuss trends in educational technologies and the importance of Acceptable Use Policies and procedures defined by public schools.

## Methods of Instructions

- Lecture (*Reinforcing Student Learning Outcomes a, b, & c*)
- Class Discussions (*Reinforcing Student Learning Outcome a, b, & c*)
- Presentations (*Reinforcing Learning Objectives a, b, c, d, e, & f*)
- MOODLE Accessibility & Accountability: All students will access assignments on Moodle and participate in online discussion boards, course quizzes, and other assignments as indicated in the syllabus.
- Google Meet Accessibility: Every Friday we will be meeting virtual through Google Meet via G-Suite.

## Grading Scale:

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

## Course Requirements:

1. Post Surveys	200 pts.	5%
2. Philosophy Statement	100 pts.	20%
3. Mini Projects:		
<i>a. Lesson Plans</i>	100 pts.	15%
<i>b. Projects</i>	200 pts.	20%
4. Portfolio	100 pts.	10%
5. Quizzes	100 pts.	10%
6. Tests	100 pts.	10%
7. Attendance (90%-100%)	50 pts.	5%
8. Class Participation (Read/Disc)	50 pts.	5%

---

**1000 pts.**

**100%**

## Important Dates:

- July 06 – 07
  - July 06**
  - July 06 – 07
- 2<sup>nd</sup> Summer session Late Registration  
**INSTRUCTION BEGINS**  
 Add and Drop Period



# AMERICAN SAMOA COMMUNITY COLLEGE

- July 07 – 09 Administrative Drop/Drop Only Period
- July 12 – 23 2<sup>nd</sup> Summer Session Withdrawal Period to Receive a “W”
- July 26 – 30 2<sup>nd</sup> Summer Session Withdrawal Period to Receive a “W/NP” or “W/F”
- **August 06 INSTRUCTION ENDS**

## **Attendance:** (2020-2022, ASCC General Catalog, p. 34-35)

*All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. Instructors are required to include in their course syllabi the College's attendance policy and have it distributed to students during the first week of instruction. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for CAPP and summer sessions. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.*

*15 Weeks Semester(s) = 6 absences for courses offered on Mondays, Wednesdays, and Fridays  
= 4 absences for courses offered on Tuesdays and Thursdays*

*10 Weeks Session(s) = 4 absences for courses offered on Mondays, Wednesdays, and Fridays  
= 3 absences for courses offered on Tuesdays and Thursdays*

*6 Weeks Session(s) = 3 absences for courses offered daily*

***5 Weeks Session(s) = 2 absences for courses offered daily***

*A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide documentation for absences to the Dean of Academic Affairs.*

*Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.*

## **Textbook Policy:** (2020-2022 ASCC General Catalog, p. 38)

*Students are required to purchase textbooks, workbooks, and other instructional materials designed for the course(s) they are enrolled in. Textbook costs vary from course to course. Every student must have the required materials identified in the current syllabus of the course(s) in which they are officially enrolled by the end of the first week of instruction. Students' failure to provide their instructors proof of this requirement will result in an immediate recommendation by the instructor to drop the course(s). If the student does not drop the course or purchase the required materials, then the instructor may initiate an administrative drop. (Administrative Drop, 2018-2020 General Catalog, p. 29)*

## **Academic Honesty and Integrity:** (ASCC General Catalog 2020-2022, p. 33)

*ASCC prohibits the following actions:*

- *Plagiarism, the submitting of one person's written ideas or thoughts as one's own without giving proper citation or credit to the original author; and,*
- *Cheating that includes, but is not limited to, unauthorized sharing of information on any exam with others before the end of all final exams; and,*
- *The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted materials; and,*
- *Knowingly furnishing false information to the college with the intent to deceive or fraud; and*
- *Forgery, alteration or misuse of documents, records, or identification; and,*
- *The attempted or actual theft or damage of college property.*



# AMERICAN SAMOA COMMUNITY COLLEGE

*Students in violation of any of the actions listed above will be reported to the Dean of Student Services to be disciplined and/or counseled, which may result to probation, suspension, or expulsion in accordance to the severity of the action.*

**Access and Reasonable Accommodation:** (ASCC General Catalog 2020-2022, p. 9)

*ASCC is committed to assist and provide appropriate academic access services to students with a certified disability who meets the academic and essential requirements for admission or participation in any education program or activity at the College to which they can be given appropriate and reasonable accommodation.*

## Topical Outline:

	Content Outline	Objectives:	CLO's:	Assessment:
Week 1: Part I	Introduction to Course/Syllabus/Assignments/Chap. 1: What is Educational Technology: <ol style="list-style-type: none"> <li>How has the past influence today's education technology?</li> <li>What factors shape the current and future climate for technology in education?</li> <li>Launching of Educational Technologies Vision Statement</li> </ol> Pre-Assessment Survey for MODULE I MODULE I: Computer Basics <ol style="list-style-type: none"> <li>Identify PC hardware and peripherals</li> <li>Managing Desktop &amp; Window</li> <li>Managing Disks</li> </ol>	1-6	CLO 1, CLO 1, CLO 3, CLO 4, CLO 5	Philosophy of Education Rubric, Lesson Plan Rubric, Typing Test-Speed, and Accuracy File Convention
	Continue MODULE I: Computer Basics <ol style="list-style-type: none"> <li>Create and Manage Folder &amp; Files</li> <li>Managing Application Programs</li> <li>Assignment: Computer Basics Integrated Lesson Plan</li> </ol> Post Assessment Survey Chapter 2: Planning & Implementation for Effective Technology Integration <ol style="list-style-type: none"> <li>Technology Integration Planning Model for Teachers</li> <li>Theoretical Foundations of Directed Instruction</li> <li>Theoretical Foundations of Constructivism</li> <li>Technology Integrated Strategies</li> </ol> Pre-Assessment Survey for MODULE II	1-6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	



# AMERICAN SAMOA COMMUNITY COLLEGE

<b>Week 1: Part II</b>	<p>MODULE II: Keyboarding</p> <ul style="list-style-type: none"> <li>a. Appropriate Keyboarding Practices</li> <li>b. Online Keyboarding Resources</li> <li>c. Keyboarding Lesson Plan Format &amp; Resources</li> </ul> <p>Continue MODULE II: Keyboarding</p> <ul style="list-style-type: none"> <li>d. Keyboarding Typing Test</li> <li>e. Assignment Keyboarding Integrated Lesson Plan</li> </ul> <p>Post-Assessment Survey/Pre-Assessment Survey</p>	<p>1-6</p>	<p>CLO 1, CLO 1, CLO 3, CLO 4, CLO 5</p>	
------------------------	--	------------	--	--



# AMERICAN SAMOA COMMUNITY COLLEGE

<p><b>Week 2: Part I:</b></p>	<p>MODULE III: Trouble Shooting</p> <ol style="list-style-type: none"> <li>Basic Trouble Shooting Computer &amp; Printer Problems</li> <li>Basic Trouble Shooting Network/Internet Access Problems</li> <li>Assignment: Trouble Shooting Integrated Lesson Plan</li> </ol> <p>MODULE III Post-Assess. Survey</p> <p>Chapter 8: Integrating the Internet &amp; Distance Resources into the Curriculum</p> <ol style="list-style-type: none"> <li>Reaching out to the world of Resources</li> <li>Resources available to support Web Based Learning</li> <li>Integration Strategies for Distance Lessons</li> </ol> <p>Pre-Assessment Survey for MODULE IV</p>	<p>1-6</p>	<p>CLO 1, CLO 2, CLO 3, CLO 4, CLO 5</p>	<p>Lesson Plan Rubric, Annotation &amp; Citations, Forum Discussion Rubric</p>
<p><b>Week 2: Part II</b></p>	<p>MODULE IV: Internet Explorer</p> <ol style="list-style-type: none"> <li>History of the Internet</li> <li>Internet Explorer Tools</li> <li>Components of Internet Explorer</li> <li>Netiquette</li> </ol> <p>Continue MODULE IV: Internet Explorer</p> <ol style="list-style-type: none"> <li>Creating Folders in the Favorite Menu</li> <li>Conducting Research Using Search Engines</li> <li>Using Meta Search Engines</li> <li>Creating Alias</li> </ol> <p>Post-Assessment Survey/Pre-Assessment Survey for MODULE V</p>	<p>1-6</p>	<p>CLO 1, CLO 2, CLO3, CLO 4, CLO 5</p>	
<p><b>Week 3: Part I</b></p>	<p>MODULE V: Webmail – Outlook Express</p> <ol style="list-style-type: none"> <li>Program Components</li> <li>Sending &amp; Receiving Mail</li> </ol> <p>Continue MODULE V: Webmail – Outlook Express</p> <ol style="list-style-type: none"> <li>Adding Contacts &amp; Sending Attachments</li> </ol> <p>Creating Distribution Lists</p>	<p>1-6</p>	<p>CLO 1, CLO 1, CLO 3, CLO 4, CLO 5</p>	
<p><b>Week 3: Part II</b></p>	<p>MODULE VI: Moodle</p> <ul style="list-style-type: none"> <li>Course Management Systems</li> <li>Modular Object Oriented Dynamic Learning Environment</li> </ul>	<p>1-6</p>	<p>CLO 1, CLO 1, CLO 3, CLO 4, CLO 5</p>	
<p><b>Week 4: Part I</b></p>	<p>Chapter 5 &amp; 6: Integrating Word Processing &amp; Spreadsheets into Teaching &amp; Learning</p> <ol style="list-style-type: none"> <li>Introduction to Software Tools</li> <li>Using Word Processing Software</li> <li>Using Planning &amp; Organizing Tools</li> </ol> <p>Pre-Assessment Survey for MODULE VII</p>	<p>1-6</p>		



# AMERICAN SAMOA COMMUNITY COLLEGE

	<p>MODULE VII: Word Processors</p> <ul style="list-style-type: none"> <li>a. Components of Microsoft Word</li> <li>b. Formatting Text</li> </ul> <p>Pre-Assessment Survey for MODULE VII</p> <p>Continue MODULE VII: Word Processors</p> <ul style="list-style-type: none"> <li>c. Bullets, numbering, borders, &amp; shadings</li> <li>d. Inserting Tables, Headers, &amp; Footers</li> </ul> <p>Post-Assessment Survey</p>	1-6	CLO 4, CLO 5	Newsletter, Brochure
Week 4: Part II	<p><b>Launch Portfolio Criteria: Rubric Provided</b></p> <p>MODULE VIII: Spreadsheets</p> <ul style="list-style-type: none"> <li>a. Components of a Spreadsheet</li> <li>b. Identifying Spreadsheet Functions</li> </ul> <p>Continue MODULE VII: Spreadsheets</p> <ul style="list-style-type: none"> <li>c. Formatting Columns &amp; Rows</li> <li>d. Graphing Information on a Spreadsheet</li> </ul>	1-6	CLO 2, CLO 3, CLO 4, CLO 5	Record Grade Book
Week 5	<p>MODULE IX: Power Point</p> <ul style="list-style-type: none"> <li>a. Basic Power Point Components</li> <li>b. Managing Power Point Tools</li> </ul> <p>Continue MODULE IX: Power Point</p> <ul style="list-style-type: none"> <li>c. Creating a Power Point Presentation</li> <li>d. Individual Presentation</li> </ul> <p>Post-Assessment Survey</p>	1-6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	Final Philosophy, ePortfolio, Final Exam, Individual Presentation

**Disclaimer:** Subject to change to accommodate circumstances beyond the control of the instructor.