

# Seminar: Technology in Career and Technical Education

Summer Semester 2007

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## Course Instructor:

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## Course Time and Location:

Monday thru Friday – 8:00am to 12:00noon • 246 Barnhart Building  
June 11-13 (M-W), June 18-19 (M-T), June 25-27 (M-W), July 5-6 (R-F)

## Course Description:

Exploration and application of technology for the enhancement of career and technical classrooms and programs.

## Course Objectives/Content Outline:

Through experiential learning experiences, projects, assignments, and examinations students will demonstrate the following:

1. Describe the modern computer, terminology and components
  - a. Describe the parts of a computer
  - b. Describe a computer's specifications
  - c. Describe the purpose of each computer peripheral
  - d. Describe a computer's operating system and utilities
2. Analyze the use of computers/technology in today's society and in education
  - a. Utilize a technological communication
  - b. Analyze the ramification of technological communities in the social patterns and engagement of students
3. Alter instruction using meaningful instructional technologies
  - a. Identify different techniques of tech moments
  - b. Create a lesson plan utilizing technology
  - c. Create an appropriate form of assessment for integrated technology
4. Utilize the internet and e-mail
  - a. Describe how the internet and e-mail works

- b. Send e-mails with attachments
  - c. Utilize a web search engine
  - d. Describe cautions on using websites and e-mail
5. Utilize a word processing program
  - a. Describe the functions of a word processing program
  - b. Describe shortcuts
  - c. Edit a document for the purpose of providing feedback
  - d. Create an application (officer, position, etc.) using the forms function
6. Utilize a spreadsheet program
  - a. Describe the functions of a spreadsheet program
  - b. Describe shortcuts
  - c. Create a spreadsheet for the management of information
7. Consume and report research about technology in career and technical education (or education in general)
8. Evaluate digital pictures
  - a. Describe the components of a digital camera
  - b. Describe the imaging of digital pictures
  - c. Analyze pictures for flaws
  - d. Select pictures for use in a variety of media
9. Select equipment for a slideshow
10. Create a slideshow with pictures and music
  - a. Describe the functions of a movie creation program
  - b. Select pictures for a slideshow
  - c. Select audio for a slideshow
  - d. Edit a slideshow
11. Evaluate a PowerPoint slideshow as a visual for a lesson
  - a. Describe the functions of a PowerPoint
  - b. Utilize the tools in PowerPoint
  - c. Create a PowerPoint slideshow as a visual for a lesson
12. Evaluate a PowerPoint slideshow as a Portfolio or Self-Guided Activity
  - a. Describe the functions of a PowerPoint
  - b. Utilize the tools in PowerPoint for navigation
  - c. Create a PowerPoint slideshow as a Portfolio or Self-Guided Activity
13. Use Microsoft Word to:
  - a. Create envelopes and labels
  - b. Create a mailing with mail merge
  - c. Create newsletters and flyers (could also use PowerPoint)

### Course Requirements:

- Course Website – We will be utilizing UK’s Blackboard website (<http://elearning.uky.edu>) for course management. You must create an active directory account and utilize this website. Assignments, readings, and grades will be posted on Blackboard. Directions on activating your active directory account are available on the Blackboard website.
- USB Memory Key/Stick – at least **1GB** and make sure it uses **USB 2.0**
  - Examples of places you can purchase:

## COURSE OUTLINE AND SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
<b>June 11 Monday</b>	Course Induction Computer Basics and Specifications	
<b>June 12 Tuesday</b>	Overview of Program Types Internet and E-mail Basics Technology and Education Student Internet Use	
<b>June 13 Wednesday</b>	Technological Communities/Communication Creating Technological Rubrics Word Processing Basics Editing Documents for Student Feedback Creating Forms	•Bring in an application of some type
<b>June 18 Monday</b>	Digital Photography Digital Video Production and Sound	•Bring in 25-30 digital pictures; maybe some mp3's
<b>June 19 Tuesday</b>	Selecting Projectors PowerPoint Basics	•Bring some of your best PowerPoints
<b>June 25 Monday</b>	Exam 1 Advanced Uses of PowerPoint for: Self-Guided activities, portfolios, slideshows	•Application in Word
<b>June 26 Tuesday</b>	Layout and Design Redesigning Instruction	•Basic PowerPoint
<b>June 27 Wednesday</b>	Redesigning Instruction (continued) Managing Data (Excel) Improving Communication: envelopes, labels, mail merge	•Bring in information/data to manage •Bring a few lessons/workshops in which you'd like to integrate technology
<b>July 5 Thursday</b>	Research Summary Report Share of Technological Finds	•Presentations: Research and Tech Finds
<b>July 6 Friday</b>	Sharing of Movies Course Wrap-up Course Evaluations	•Presentations: Movie •Excel Spreadsheet •Newsletter •Altered lesson Plan

*Note.* Course schedule is subject to change due to availability of resource persons and students' learning needs.

**WEB READINGS:** It is your responsibility to check BlackBoard prior to each class meeting for class readings (and to have read those readings). Any reading labeled "RESOURCE" is meant as a resource versus a reading. You should at least see what the resource is, but not read the web page (and subsequent pages) completely.

## COURSE ASSIGNMENTS and EXPECTATIONS

	Percent of Final Grade
Professionalism (attendance, participation, in-class exercises, pop quizzes)	10
Application in Word	10
Spreadsheet	10
Research Summary	5
Movie Slideshow	15
PowerPoint: Basic Lesson	5
PowerPoint Quiz	10
Newsletter	10
Sharing of Technological Find	5
Exams (for first half of course only)	10
Altered lesson plan	10
<b>TOTAL</b>	<b>100</b>

### ASSIGNMENT DESCRIPTIONS

#### **Professionalism**

Attendance is important. This shortened-style course leaves little to no room for absences. If the absence is deemed acceptable by the instructor, professionalism points will be awarded if the word is made up. It is the student's responsibility to request for make-up. Frequent absences will be dealt with on a case-by-case basis. Class participation and keeping up with course content is important. *There may be times when in-class exercises will be assessed or (short) pop quizzes are given.*

#### **Application in Word**

Take a current officer/membership application or form and re-design it using the tables and form function in Microsoft Word. This assignment will be graded holistically.

#### **Spreadsheet**

Take a current aspect of your program that you manage – your hours and mileage, a fundraiser, etc. and create a spreadsheet to manage that information. The spreadsheet assignment will have specific criteria; see the check sheet for more details.

#### **Research Summary**

Investigate a research journal article that addresses technology in your area. Summarize the article in 2-3 pages and prepare to discuss the article with the rest of the class (approximately 5 minutes). See the assignment sheet for more details.

### **Movie Slideshow**

Prepare a movie slideshow that contains between 20-35 pictures (or a mix of movie clips) and has music to accompany it. This assignment will be graded holistically.

### **PowerPoint: Basic Lesson**

Create a basic PowerPoint lesson. The lesson should contain at least 25 slides and follow the criteria established in class. This assignment will be graded holistically.

### **PowerPoint Quiz/Self-directed Show**

For the slideshow, create a show that a student would utilize as a self-directed learning project such as a review for an exam, a quiz, or training for a contest (these are examples and not an exhaustive list). This assignment will be graded holistically.

### **Newsletter**

Create a two page newsletter for your program, FFA chapter, etc. using either Microsoft Word or Microsoft PowerPoint. This assignment will be graded holistically.

### **Sharing of Technological Find**

Part of being a good teacher is being a good thief. Share a technological gem (webpage, application program, etc.) that you've either used or recently found and how this find should be used in class or in your program. See the assignment sheet for more details.

### **Exam**

One traditional exam will be administered for the first half of the course only. The second half of the exam will be assessed through projects and assignments.

## **GRADUATE GRADING SCALE (Percent)\***

A = 90.0 – 100.0      B = 80.00 – 89.9      C = 70.0 -79.9      E = below 70.0

\* The percents are assigned so there are no rounding discrepancies in terms of the whole number.

## **ACADEMIC HONESTY**

Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

For an online version of the official rules and regulations relating to academic offenses and procedures at the University of Kentucky, refer to the Senate Rule 6.3.0, which can be accessed at: <http://www.uky.edu/USC/New/Rules/Section%20VI.pdf>.

## **PROFESSIONALISM STATEMENT**

Professionals are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

## **ACCESSIBILITY STATEMENT**

If you have a documented disability which requires academic accommodations, please see the instructor. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities.

## **EQUAL OPPORTUNITY STATEMENT**

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

## **INTEGRATION OF THIS COURSE WITH THE UK EDUCATOR PREPARATION UNIT**

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to apply *research-based* data and articles in making technological decisions as a teacher. *Reflection* will also be integrated into students' altering of their current lessons with educational technology. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.