TheConnectingLink

Microsoft Office:
Digital-Age Applications
Online Participant Syllabus

Course Description

This course is designed to enable the educator to examine the impact of the digital age upon student learning. It will interpret the implication of 21st century skills to enhance the teaching and learning experience. This course prepares educators seeking ways to expand their teaching expertise with particular emphasis on methods and strategies for uses of the major components of the Microsoft Office Suite®: Word, Excel, Publisher, PowerPoint, and Access to evaluate, plan, and design digital-age learning experiences to engage students as well as increase teacher productivity. Course participants will learn how to effectively utilize the ISTE's six categories of National Education Technology Standards for Students (NETS*S) for planning technology-based activities and assessments. Evaluation of the ISTE's National Education Technology Standards for Teachers (NETS*T) will provide a basis for engaging in professional growth.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with Microsoft Office Suite 2013®
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Text Books/Supplemental Reading

Marmel, Elaine J. *Teach Yourself Visually Office 2013*. Indianapolis: John Wiley & Sons, 2013.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To examine the impact of the digital age upon student learning theories (ISTE 4,5) (InTASC 1,2,3) (NBPTS 1,2,3)
2. To interpret the implication of 21st century skills to enhance the teaching and learning experience (ISTE 2,3,5) (InTASC 1,2,7,8) (NBPTS 1,2,3,4,5)

3. To learn and utilize the basic tools of the Microsoft Office Suite® for student learning and teacher productivity (ISTE 1,2,3,4,5) (InTASC 1,2,3,5,9,10) (NBPTS 1,2,3,4)

4. To demonstrate an introductory knowledge of skills and concepts related to the technology application and integration of Microsoft Office Word® to create learning experiences and assessments for digital-age learners (ISTE 1,2,3,4) (InTASC 4,5,6) (NBPTS 1,2,3,4,5)

5. To demonstrate an introductory knowledge of skills and concepts related to the technology application and integration of Microsoft Office Excel® to create learning experiences and assessments for digital-age learners (ISTE 2,3,4) (InTASC 4,5,6) (NBPTS 1,2,3,4,5)

6. To demonstrate an introductory knowledge of skills and concepts related to the technology application and integration of Microsoft Office PowerPoint® to create learning experiences and assessments for digital-age learners (ISTE 2,3,4) (InTASC 4,5,6) (NBPTS 1,2,3)

7. To demonstrate an introductory knowledge of skills and concepts related to the technology application and integration of Microsoft Office Publisher® to create learning experiences and assessments for digital-age learners (ISTE 2,3,4) (InTASC 4,5,6) (NBPTS 1,2,3)

8. To demonstrate an introductory knowledge of the integration between Microsoft Office® components such as Word, Excel, PowerPoint, Publisher, and Access (ISTE 2,5) (InTASC 4,5,6) (NBPTS 1,2,3)

9. To synthesize the ISTE's six categories of the National Education Technology Standards for Students (NETS*S) for planning and designing digital age learning experiences and assessments (ISTE 1,5) (InTASC 6,7,8) (NBPTS 1,2,3,4,5)

10. To evaluate the ISTE's National Education Technology Standards for Teachers (NETS*T) for engaging in professional growth (ISTE 1,5) (InTASC 9,10) (NBPTS 1,2,3,4,5)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Demonstrate an understanding of the digital age and its impact upon student learning and engagement
    1.1   Appraise learning theories and their relationship to digital-age students
    1.2   Critique Blooms New Taxonomy and its impact upon student learning
    1.3   Interpret 21st century skills and their implications for students
    1.4   Understand copyright and fair use

2. Utilize the basic tools of the Microsoft Office Suite® to enhance delivery and improve student learning
    2.1 Launch the Microsoft Office Suite®
    2.2 Understand the Ribbon feature (toolbars)
    2.3 Use the Office button
    2.4 Understand the Quick Access Toolbar
    2.5 Understand the Help button
    2.6 Insert a Hyperlink to the Ribbon
    2.7 Illustrate knowledge of the elements of design
    2.8 Understand the integration features of the Microsoft Office Suite® components

3. Demonstrate knowledge of the basic skills of Microsoft Office Word® to enhance delivery and improve student learning
    3.1 Save, print, and open a document
    3.2 Change a document display
    3.3 Edit a document; format text
    3.4 Work with tables
    3.5 Use Hyperlinks in Word
    3.6 Illustrate applications of Microsoft Word to facilitate collaboration and communication between students
    3.7 Identify uses for teacher productivity
    3.8 Evaluate learning experiences that apply and integrate the use of Microsoft Office Word®
    3.9 Plan and design learning experiences using Microsoft Office Word® to increase student engagement

4. Demonstrate knowledge of the basic skills of Microsoft Office Excel® to enhance delivery and improve student learning
    4.1 Save and open a workbook
    4.2 Differentiate between a workbook and a worksheet
    4.3 Move or size a chart
    4.4 Add data to a chart
    4.5 Use formulas, formats, and functions
    4.6 Use mail merge
    4.7 Format and print worksheets
    4.8 Identify uses for teacher productivity
    4.9 Evaluate learning experiences that apply and integrate the use of Microsoft Office Excel®
    4.10 Plan and design learning experiences using Microsoft Office Excel® to increase student engagement

5. Demonstrate knowledge of the basic skills of Microsoft Office PowerPoint® to enhance delivery and improve student learning
    5.1   Start PowerPoint to create a new presentation
    5.2   Add slides to a presentation with an understanding of the layouts
    5.3   Add slide transitions to a presentation
    5.4   Insert clip art to a presentation
    5.5   Insert multimedia to a presentation

    5.6   Locate and evaluate digital media for instructional use
    5.7   Save a presentation in a variety of ways
    5.8   Print a presentation
    5.9   Identify uses for teacher productivity
    5.10   Evaluate learning experiences that apply Microsoft Office PowerPoint®
    5.11   Plan and design learning experiences using Microsoft Office PowerPoint® to increase student engagement

6. Demonstrate knowledge of the basic skills of Microsoft Office Access® to enhance delivery and improve student learning
    6.1   Create an Access database
    6.2   Understand and edit fields
    6.3   Create tables and records
    6.4   Edit tables and records
    6.5   Construct queries of the database
    6.6   Save the database
    6.7   Print reports
    6.8   Identify uses for teacher productivity
    6.9   Evaluate learning experiences that apply Microsoft Office Access®
    6.10   Plan and design learning experiences using Microsoft Office Access® to increase student engagement

7. Demonstrate knowledge of the basic skills of Microsoft Office Publisher® to enhance delivery and improve student learning
    7.1   Start Publisher to create a new publication
    7.2   Add images and text features to the publication
    7.3   Edit and format a publication
    7.4   Locate and evaluate digital media for instructional use
    7.5   Save a publication in a variety of ways
    7.6   Print a publication
    7.7   Identify uses for teacher productivity
    7.8   Evaluate learning experiences that apply Microsoft Office Publisher®

      7.9   Plan and design learning experiences using Microsoft Office Publisher® to increase student/parent engagement

8. Synthesize ISTE's six categories of National Education Technology Standards for Students (NETS*S) for planning and designing technology-based learning experiences
   - 8.1 Synthesize the NETS*S for students
   - 8.2 Construct learning experiences and assessments that exemplify knowledge of the NETS*S
   - 8.3 Evaluate digital tools and information to support research and learning
   - 8.4 Understand, evaluate, and construct virtual fieldtrips.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Compliance with ISTE Standards for Technology in Education

Effective teachers model and apply the National Educational Technology Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards: (1) facilitate and inspire student learning and creativity (2) design and develop digital-age learning experiences and assessments (3) model digital-age work and learning (4) promote and model digital citizenship and responsibility (5) engage in professional growth and leadership.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the

project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.