Microsoft Office:
Digital-Age Applications
Site-based 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.

Textbook will be provided in class on the first day of the site-based course.

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 of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.

- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.

- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.

- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing 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. Copies of the course performance assessment rubrics are included in Appendices A-C.

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.

Topics Agenda

Milestone One: Digital Age Learners, 21st Century Skills and ISTE

This milestone will provide an examination of digital-age learners and learning theories. 21st century skills and their implications for student learning will be interpreted. ISTE's six categories of National Education Technology Standards for Students (NETS*S) will be understood. The performance indicators of the Profiles for Technology-Literate Students will be analyzed. These foundation standards and profiles will be used to recognize technology-based activities that engage students thus increasing student success. The ISTE Standards for Teachers will be analyzed. The performance indicators

will be reflected upon and related to the professional growth the teacher has experienced with this course

Milestone Two: Microsoft Office Suite® and Microsoft Office Word®
Navigation of the Suite by understanding the use of the Ribbon feature, Office button, Quick Access Toolbar, Help button, and hyperlinks to the Ribbon will be learned. The integration of the components of the Suite will be achieved. The basic features of working with Word will be explored. Examples of uses of Word for student learning and teacher productivity will be discovered.

Milestone Three: Microsoft Office Word®
Knowledge of tables and the inserting of clip art will be explored. Sources for copyright-free clip art will be identified. Methods of saving documents for different purposes will be explained. Templates that use Word will be located. Tutorials for explaining the use of the features of Word will be explored. Projects and lessons that apply and integrate Word will be located and evaluated. Project One is due with this Milestone.

Milestone Four: Microsoft Office Excel®
An Excel workbook will be opened. Navigational methods will be learned. The following features will be demonstrated: saving and opening a workbook; working with cells, rows, and columns; entering data and creating charts; the use of formulas, formats, and functions; mail merge; and spell check. The difference between a workbook and a worksheet will be defined. Examples of uses of Excel rubrics will be examined. Examples of uses of Excel for student learning and teacher productivity will be discovered. Templates that use Excel will be located. Tutorials for explaining the use of the features of Excel will be explored. Projects and lessons that apply and integrate Excel will be located and evaluated.

Milestone Five: Microsoft Office PowerPoint®
A new presentation will be created. Understanding the layouts of slides will be accomplished. The different views of PowerPoint will be investigated. Learning how to transition between work mode and presentation mode will be demonstrated. Slide transitions and clip art will be added to the presentation. The ways of saving a presentation will be presented. Examples of uses of PowerPoint for student learning and teacher productivity will be discovered.

Milestone Six: Microsoft Office PowerPoint® and Microsoft Office Access®,
Printing a presentation will be explored. Inserting digital media will be demonstrated. Digital media will be located and evaluated. Copyright issues for teachers and students will be discussed. Locating and using existing PowerPoint presentations will be discussed. Educational games created with PowerPoint will be located. Tutorials for explaining the use of the features of PowerPoint will be explored. Projects and lessons that apply and integrate PowerPoint will be located and evaluated. Database will be defined. An Access database will be created. The following features will be

demonstrated: editing fields and recording, constructing queries, saving and printing reports. Real time data will be located for use with Access. Tutorials for explaining the use of the features of Access will be explored. Examples of uses of Access for student learning and teacher productivity will be discovered. Projects and lessons that apply and integrate Access will be located and evaluated.

Milestone Seven: Microsoft Office Publisher®
A new publication will be created. Understanding the layouts of publications will be accomplished. The different views of Publisher will be investigated. Formatting of text and clip art will be added to the publication. The ways of saving a publication will be presented. Examples of uses of Publisher for student learning and teacher productivity will be discovered. Printing a publication will be explored. Inserting digital media will be demonstrated. Digital media will be located and evaluated. Locating and using existing publications will be discussed.

Milestone Eight: Integration Microsoft Office Suite® **and Virtual Fieldtrips**
Tutorials for explaining and creating virtual fieldtrips will be explored and created. Virtual fieldtrips and lesson plans that showcase integration of the Suite will be located and evaluated. Design elements of virtual fieldtrips will be explained. Basic principles of Word and PowerPoint virtual fieldtrips will be will be explored as related to creating products with the Microsoft Office Suite®. Integration of the components of the Suite with each other will be demonstrated and explored.

Final Projects
Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments 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 within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all in-class readings and assignments as directed by the instructor. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the

participants after completing state required course reflection via the student portal and all hours are met.

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 are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

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.