

**TEED 589: MICROSOFT WORD FOR CLASSROOM TEACHERS -
ADVANCED**

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COURSE CREDIT: 1 graduate credit

DATES, TIMES, NUMBER OF SESSIONS: Asynchronous, On-line & Email
January 7 – February 15, 2008 OR
February 1 – March 15, 2008
March 1 – April 15, 2008
6 lessons (one/week), 2.5 hrs/lesson

COURSE DESCRIPTION: This on-line course is designed to build on teachers' intermediate level understanding of Microsoft Word software application. Teachers will learn to work with tables, forms, macros, themes, mail merge, advanced collaboration tools. They will develop a variety of documents relevant to their teaching situation, such as lesson plans and parent letters. This course is targeted for K-12 classroom teachers and other educators.

COURSE OBJECTIVES: Upon completion of this course, teachers will:

- Build on existing skills by learning how to work with tables, forms, macros, advanced graphics, the control toolbox, styles, themes, document protection, as well as the auto formatting, auto correct options, AutoText and auto content features available through Word.
- Create personalized letters to parents using Word's internal mail merge features
- Explore the advanced collaboration tools in Word
- Expand on skills using Word to have students create a variety of documents to let them demonstrate what they have learned from class
- Create multiple documents (hard copy and electronic) that to be used in their classroom, teaching, or professional development situation, such as curriculum materials, guides and resources, dissertations, etc.
- Learn strategies for integrating the Tablet PC, the digital projector and Internet resources
- Be prompted to reflect on how the various features in Word might be applied in their role as a classroom teacher and building technology leader

LESSONS:

- Working with tables, forms and macros
- Auto formatting, auto correct options, AutoText and auto content features
- Mail Merge within Word
- Advanced FORMATTING
- Advanced collaboration tools
- WordArt

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Lessons:

Dunlap, Stan (2007). *Microsoft Word for the Classroom Teacher*.
(Durango, CO: Fresh Perspectives)

Supplemental Reading:

Microsoft Office On-line Help Center

Optional Reading:

Bull, Glenn & Bull, Lynn (eds.) (2005). *Teaching with Digital Images*.
(Eugene, OR: International Society for Technology in Education)

COURSE REQUIREMENTS:

1. Class participation: Teachers are expected to read assigned lessons, complete and submit all practice documents and assignments in a timely fashion.
2. Electronic Portfolio: Teachers will be required to create an electronic portfolio that includes
 - a. Practice documents and assignments
 - b. Reflections
3. Submissions: Each student will post required practice documents, assignments and reflections to the appropriate website

STANDARDS:

This course targets all six NETS-T (National Education Technology Standards) for Teachers: http://cnets.iste.org/teachers/t_stands.html

1) **TECHNOLOGY OPERATIONS AND CONCEPTS.**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

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

2) **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

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

Teachers:

- > design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
- > plan for the management of technology resources within the context of learning activities
- > plan strategies to manage student learning in a technology-enhanced environment.

3) TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- > facilitate technology-enhanced experiences that address content standards and student technology standards.
- > use technology to support learner-centered strategies that address the diverse needs of students.
- > apply technology to develop students' higher order skills and creativity.
- > manage student learning activities in a technology-enhanced environment.

4) ASSESSMENT AND EVALUATION.

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

Teachers:

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

5) PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- > use technology resources to engage in ongoing professional development and lifelong learning.
- > apply technology to increase productivity
- > use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6) SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- > model and teach legal and ethical practice related to technology use.
- > promote safe and healthy use of technology resources.

Enhancing your skills as a teacher using technology will enhance your ability to model effective technology use and to help your students meet the following newly refreshed NETS for Students: http://cnets.iste.org/students/s_stands_07.html

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
create original works as a means of personal or group expression.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations

GRADE DISTRIBUTION AND SCALE:

Summary of points

Practice documents	30%
Mid Term assignment	20%
Reflections	20%
Final assignment	30%

Grade structure **Pass / Fail**
80% minimum to Pass