Integrating Media into the Standards-Based Curriculum
Johns Hopkins University
School of Education
Summer 2009

(subject to change)

Instructor: Ryan Schaaf
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Cell phone: 410-274-7814
Time: 4:45-7:45PM
Dates: Tuesday & Thursday
June 2 - July 2
Course #: 893.545.61.9B
Location: Timonium Center
Text: no text required

Course Description:
Participants explore the use of telecommunications in bringing information and resources from around the world to their individual classrooms, including the technical components of using on-line resources and services, such as digital media centers, electronic text distributors, and video and media available through eServices. Students develop differentiated instructional activities for teaching collaborative projects, for corresponding with students and teachers in other countries, for gathering and analyzing data, and for conducting research in K-12 classrooms. (3 credits).

Course Standards and Objectives:
(Adapted from ISTE: http://cnets.iste.org/teachers/t_stands.html). Professional studies in integrating media into a standards based curriculum prepare candidates to exhibit leadership in the integration of these media throughout the curriculum.

A. Identify and summarize promising practices related to the use of media and technology in education to support the integration of media into a standards based curriculum.

B. Design and develop ideas concerning managing technology, media, and people in a standards based curriculum.

C. Discuss and explore issues relating to building collaborations, alliances, and partnerships involving standards based curriculum.

D. Identify and discuss relevant issues related to the application and practice of integrating media into a standards based curriculum.

E. Explore new applications for existing and emerging media and technology.

Evaluation and Grading:
Grading will be based on a scale of 100 pts. Broken down as follows:

100 – 94 pts. = A	79 – 77 pts. = C+
93 – 90 pts. = A-	76 – 73 pts. = C
89 – 87 pts. = B+	72 – 70 pts. = C-
86 – 83 pts. = B	69 – below = F
82 – 80 pts. = B-	I = Incomplete

The grades of D+, D, and D- are not awarded at the graduate level.

An incomplete will be recorded if work to be turned-in is justifiably late (serious illness, death in the family, etc.). Unexcused absence is not a valid reason.

Instructional Methodology:
This course will require the ability to analyze and synthesize information across media and technology topic areas and disciplines. In-class interaction and active discussion are important. The intent of this course is to stimulate discussion and thought related to integrating media into a standards based curriculum. As a result, there is a strong emphasis on exploration, discovery, and application of new knowledge outside of what is currently going on in many classrooms. Students are required to think in new ways and stretch their ideas about how media and technology can be used in education.

Work will not be accepted late, unless you have reached an agreement with me ahead of time. Work turned in late will be graded based on its merit and then your overall grade will be lowered by 10 pts.

* If you require any special accommodations for this course, please bring them to our attention at the beginning of the semester.
** Portions of this course will be held online. Accommodations to access the Internet or special accommodations for the Internet are available on an individual basis.

Classroom Accommodations for Students with Disabilities:
Our school is committed to providing an effective learning environment for students with disabilities. The School of Education (SOE) Disability Services office is available to all students requesting accommodations during their course of study.

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid, or other similar accommodation, please contact Karen Salinas in the Disability Services Office at 410-516-9823 or ksalinas@jhu.edu.

Required Text:
There is **no required textbook** for this class.

Assignments and Grading:

Online Assignments/Participation (30 points)
A significant portion of this class will be held online. Students are expected to participate in a thoughtful and timely manner regarding all online assignments. Several of the online assignments will be in the form of online discussions, projects, and presentations. Assignments will vary significantly from week to week. More details will be presented in class, via email, and on the ELC.

Media Marvel (15 points)
Create an instructionally-valid multimedia product. The product can be a video, picture slideshow, podcast, webquest, etc. Along with the product, participants must explain how they will use the product in their professional practices (instruction, professional development, etc.) Finally, participants will reflect on the experience of making a multimedia product.

Media-Enhanced Differentiated Unit Plan (25 points)
Participants will develop a curriculum unit comprised of 3 to 5 lesson plans on the subject of their choice. Each lesson plan should integrate media wherever possible. Examples could include a PowerPoint presentation, video, podcasts, etc. The possibilities are endless for technology & media integration. Each lesson plan should also be differentiated so that all general and special education students can access the curriculum. Each participant will share their presentation.

Collaborative Group Project (30 points)
Participants will break up into groups of 2 or 3. Each group will have their choice of three different projects:

Project Option#1: Build a Digital Media Center
This project is a proposal to create a functional media center. Describe the needs for the facility and the intended purpose. Prepare the specifications, budget, and configuration for the center. Your group may choose from the following types of centers: a school media center, faculty development center, or high-end, professional media center (The type of facility needs to be cleared by the instructor.) The proposal should contain everything you would need to make the facility operational. For example you should include: telecommunication, audio-visual, computer requirements, software needs, furnishings, all peripherals, networking, training and ongoing maintenance. The presentation should be completed using PowerPoint or organized into a neat, orderly manner. The proposal should be convincing, thorough, and detailed.

Project Option#2: Media Wiki
Create a wikispace to collaborate, investigate, and docume**nt** existing and emerging media and technology. Wiki architects should build a space that introduces viewers to a multitude of media services, tools, or resources. The site should include proper resource citations, a brief description of the media, how it can be incorporated into instruction, and any other resources deemed useful to explain or promote it.

Project Option#3: Collaborative Research Paper (Google Docs)
Students will work in small groups to investigate and write about different existing and emerging media technologies and discuss their potential applications in education. The paper should be about 2,500 words (APA style).
The paper should answer these following questions:

       What is the technology?
       What is the primary application of the technology?
       What are the potential applications for the technology?
       How is the technology used?
       How can the technology be used in education?
       In your group's opinion, how good is the usability design of the technology?
       What could be done to make this technology better?
       What is the future of the technology?

Assignment	Points
Online Assignments	30
Media-Enhanced Diff Unit Plan	25
Media Marvel	15
Collaborative Group Project	30
Total Points Available:	100

Schedule:
The following schedule is subject to change dependent on student interests and time. Topics included in the schedule may be added to or deleted. Students will help to determine the topics for discussion and the pace in which those topics are discussed. Schedule updates will be frequent and posted. This schedule is simply a guide. Please view the dynamic schedule frequently throughout the semester for the updated schedule.

Tentative Schedule:
Please note that this schedule is subject to change. It is the professor's prerogative to change an online class to a F2F class due to the needs and pace of the class. Keep your schedule open for all online classes, as we might need to meet.

Session #	Day	Date	Time	F2F vs. Online	Session Description	Work Due
1	Tues	June 2	4:45-7:45PM	F2F	Course Logistics, Syllabus, Introduction to Media, Standards	
2	Thurs	June 4		Online	Visual & Digital Imagery Curriculum Integration	Online Assignment #1
3	Tues	June 9		Online	Multimedia Curriculum Integration	Online Assignment #2
4	Thurs	June 11	4:45-7:45PM	F2F	Media & Society	
5	Tues	June 16	4:45-7:45PM	F2F	Media in Education	
6	Thurs	June 18		Online	Web 2.0 Collaboration & Media Form a Dynamic Duo	Online Assignment #3
7	Tues	June 23	4:45-7:45PM	F2F	Media Marvel Products Media Fluency	Media Marvel
8	Thurs	June 25		Online	Team Time	Online Assignment #4
9	Tues	June 30	4:45-7:45PM	F2F	Media-Enhanced Differentiated Unit Plan	Media-Enhanced Diff Unit Plan
10	Tues	July 2	4:45-7:45PM	F2F	Final Presentations	Final Presentations and Product Online Assignment #5

Statement of Diversity and Inclusion:
Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty and staff who are committed to creating a climate of mutual respect that is supportive of one another's success. Through its curricula and clinical experiences, we purposefully support the University's goal of diversity, and in particular, work toward an ultimate outcome of best serving the needs of students in diverse K-12 schools. Faculty and candidates are expected to demonstrate an understanding of diversity as it relates to planning, instruction, management, and assessment.