

PowerPoint for Teaching and Learning (Online)

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Course Description:

“PowerPointless”? Not after taking this course. Use PowerPoint intentionally and effectively in your classroom. Learn to create motivating, interactive presentations that will engage your students and increase their learning. Working at your own pace throughout this course, you will use online, step-by-step tutorials and Internet resources to apply new knowledge and skills to instructional practice.

Required software: PowerPoint 2002 or higher (PC or Mac)

Goals and Objectives

As a result of participation in this course, students will:

1. Identify National Technology Standards for Teachers and Students (ISTE) and:
 - a) Make correlations to your teaching experiences in the five teacher standard areas.
 - b) Make predictions correlating the six student standard areas to PowerPoint as a learning tool.
2. Use Atomic Learning (online software tutorials) to gain the technical knowledge necessary to create dynamic PowerPoint presentations.
3. Reflect on how you can apply research-based best practice with PowerPoint as an instructional tool in your classroom.
4. Based on student-developed criteria, evaluate sample PowerPoint presentations as instructional tools to engage students, promote active learning, and increase achievement.
5. Further develop a unit you teach that is aligned with your state and district standards by:
 - a) Designing a unit plan that incorporates active learning and the use of PowerPoint as an instructional tool.
 - b) Creating an effective PowerPoint presentation that supports a curricular objective and engages your students in a new concept.
 - c) Constructing a rubric that assesses a student-designed product.
 - d) Modifying an interactive PowerPoint game as a review or extension tool to enhance student achievement.
6. Use Moodle (online discussion board) to participate in online discussions.

Readings

There is no textbook associated with this course. All required reading is found online. Participants will complete the readings and independent activities described throughout the full syllabus to achieve the course objectives

Assignments and Projects:

The following assignments and projects are required for this course:

1. **Address the NETS (7 points – use rubric for scoring)**
 - a. Address the NETS Standards for teachers by making correlations to your teaching experiences in your classroom.
 - b. Address the NETS Standards for students by making predictions correlating the six student standard areas to the use of PowerPoint as a learning tool.
2. **Powerful or Pointless? - Reflect on what you've learned about effective and ineffective uses of PowerPoint in the classroom by responding to the following:**
 - a. Summarize Lengel's three basic concepts: Idea, Activity and Simplicity.
 - b. How can you turn a teacher's PowerPoint presentation into a useful learning experience?
 - c. Is it the user or the program? Explain your reasoning.

(8 points – use rubric for scoring)
3. **Evaluate Sample PowerPoint Presentations by:**
 - a. Developing criteria for evaluation.
 - b. Predicting the impact of the presentations as instructional tools to engage students, promote active learning, and increase achievement.
 - c. Proposing alternatives for design flaws.

(15 points – use rubric for scoring)
4. **Enhance a Unit with PowerPoint - Further develop a unit you teach that is aligned with your state and district standards by:**
 - a. Designing a unit plan that incorporates active learning and PowerPoint as an instructional tool. **(10 points – use rubric for scoring)**
 - b. Creating an effective PowerPoint presentation that supports a curricular objective and engages your students in a new concept. **(20 points – use rubric for scoring)**
 - c. Creating a rubric that assesses a student-designed product. **(10 points – use rubric for scoring)**
 - d. Modifying an interactive PowerPoint game as a review or extension tool to enhance student achievement. **(20 points – use rubric for scoring)**

- 5. Communicate in an online forum.** Post responses to Moodle a minimum of five times.

(10 points – To use rubric for scoring)

Evaluation and Grading

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work