

**University of Oregon**  
**College of Education - Department of Teacher Education**

**TED 610: Teaching and Learning with Handheld Computers - CRN #15898**  
**1 Credits (with Pass/No Pass or letter grade option) - Fall 2005**

<i>Instructor</i>	<i>Office Location</i>	<i>Communications</i>	<i>Office Hours</i>
Lynn Lary	N/A	Office: 461.8216 Email: llary@uoregon.edu	By appointment

**Days and Times of Course:** Monday, October 31-Monday, November 28th, 4:00-5:50pm, unless otherwise agreed upon.

**Location:** Room 42 Knight Library

**Course Objectives**

- Understand how handheld computers are being used in today's K-12 classrooms
- Learn to use a handheld computer with the Palm OS
- Learn to use and review a variety of handheld applications
- Learn to search, download, and beam Palm OS educational applications
- Understand how handheld computers could be managed in the classroom
- Develop ways to integrate the use of handheld computers into a content area
- Learn to use various peripherals and projection devices

**Required materials**

You must have a University of Oregon e-mail account, and a Blackboard account. You can get help with e-mail accounts from the Computing Center on the lower level of McKenzie Hall and help with Blackboard accounts at the Instructional Technology Center (ITC) on the second floor of the Knight Library. *If you do not use your UO email account, be sure to update your email address under the Personal Information in Blackboard.*

You might prefer to have your own handheld computer, but one will be provided for use during the course. Useful software for your home computer is available on the free DUCKWARE disk you can pick up at the Computing Center.

Selected Readings provided by the instructor in class.

**Recommended materials**

*Caughlin, J. (2003). Handhelds for Teachers & Administrators: A complete Resource For Using Handhelds In Grades K-12. Tom Snyder Productions.*

**Web Resources**

Course Blackboard site, Handheld Computers Blog, and the Northwest Handheld Project

- <http://blackboard.uoregon.edu>
- <http://handheldcomputers.blogspot.com>
- <http://www.nwhandheld.org>

## Course Schedule

<b>October</b>	Complete the Skills Survey and post your introduction to the Blackboard Discussion area. <i>Due by Friday, October 28<sup>th</sup>.</i>
<b>October 31</b>	<p>Introductions            Course/Blackboard Intro            Preview of syllabus and course expectations            Palm Basics</p> <ul style="list-style-type: none"> <li>• What are handhelds?</li> <li>• What do we already know?</li> <li>• Getting around and using applications</li> <li>• What would we like to learn more about?</li> </ul> <p>Tree Identification Dichotomous Key            WIB: What-if Builder</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Read class handouts</li> <li>• Participate in Discussion Board</li> <li>• WIB Assignment—see details on Blackboard.</li> <li>• Practice with handheld applications that are installed on the handheld.</li> </ul>
<b>November 7</b>	<p>Searching for, downloading, installing and reviewing applications, basic troubleshooting.</p> <ul style="list-style-type: none"> <li>• Think, Pair, Share Activity</li> <li>• Discovering new applications</li> <li>• Downloading and installing applications</li> <li>• Troubleshooting the handheld</li> <li>• Assignment review</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Application Evaluations</li> <li>• Participate in Discussion Board</li> </ul>
<b>November 14</b>	<p>Speed Beaming            Instructional uses for handheld computers</p> <p><b>Assignment:</b>            Research Article Summary and Blackboard Posting</p> <ul style="list-style-type: none"> <li>• Read class handouts</li> <li>• Discussion Board</li> <li>• Post one Application Evaluation to the NW Handheld Integration web site application database.</li> <li>• E-Jigsaw Research Article Summary and Blackboard Posting</li> </ul>
<b>November 21</b>	<p>Online Class Activities</p> <ul style="list-style-type: none"> <li>• E-Jigsaw Research Sharing and Question Posting</li> </ul>

	<ul style="list-style-type: none"> <li>• Online introduction to equipment and peripherals</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• E-Jigsaw Research Responses</li> <li>• Instructional Unit Reviews</li> </ul>
<b>November 28</b>	<p>In Class: Classroom management; lesson development discussion</p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Lesson Development</li> </ul>

### Course Requirements

Attendance is essential and required as we will only meet as a group during four sessions. Please make arrangements with the instructor if you are not going to be in class.

Late assignments will not be accepted without prior arrangement by the student and approval by the instructor.

### Grading

Grades will be assigned in accordance with the grading requirements of the College of Education. The total number of possible points to earn in the class will be computed and each student's point total will be established.

Grading Scale: Letter grades are determined by the traditional grading scale: 90%-A; 80%-B; 70%-C with +/- grades for those within 2% of a letter grade cutoff. Below 70% results in a "no-pass" or an "F" grade depending on the grading option chosen. Grades will be posted on the course Blackboard site; please monitor throughout the course. Assignments are valued as follows:

Attendance & participation:	100 points – 25 points per session
Basic Skills Survey	50
Discussion Board	100 points
WIB Assignment	150 points
Application Evaluation	300 points
Application Submission	50 points
Unit Review	150 points
Research Posting	100 points
Research Questions to Classmates	100 points
Research Responses to Classmates	100 points
Lesson Development	300 points
<b>Total</b>	<b>1500 points</b>

## **Student Conduct**

UO Student Conduct Code is contained in each term's schedule of classes. All COE students are subject to the regulations stipulated in this code, as noted below:

"This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University."

## **Academic Misconduct**

Certain student behavior will result in the lowering of the course grade by at least one grade level. These behaviors include, but are not limited to: dishonesty, including cheating, plagiarism, or knowingly furnishing false information (e.g., falsifying information or signature on extra-credit work), intentional disruption, obstruction or interference with the process of instruction.

## **Students with Disabilities**

Appropriate accommodations will be provided for students with documented disabilities. This documentation must come in writing from the Disability Services in the Office of Academic Advising and Student Services. To obtain this document contact Molly Sirois at 346-1155 or [sirois@oregon.uoregon.edu](mailto:sirois@oregon.uoregon.edu). If you have a documented disability and require accommodation, you must meet with the course instructor within the first two weeks of the term.

## **Respect for Diversity**

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you believe you have been the victim of or a witness to a bias incident, harassment, or a hate crime, the University of Oregon encourages you to report it to the Bias Response Team. The team can help you document the incident and can provide support.

- Bias Response Team <http://darkwing.uoregon.edu/~brt/> 346-1139
- Affirmative Action and Equal Opportunity <http://aaeo.uoregon.edu/> 346-3123

William D. Young, Ombudsman

Phone: (541) 346-1401

Location: 270 Education, 1215 University of Oregon, Eugene, OR 97403-1215

Email: [wdyoung@uoregon.edu](mailto:wdyoung@uoregon.edu)

Website: <http://education.uoregon.edu/ombuds>

The role of ombudsperson has a long tradition as a means of protecting against abuse, bias, unfairness and other improper treatment. The ombudsperson suggests strategies to increase communication and reduce conflict. You may want to consult the ombudsperson if:

- You are unsure about which rules, policies or procedures apply to your situation,
- You feel that your learning has been adversely affected by the conduct and behavior of another person,
- You require someone to help facilitate communication between you and a member of the university community.