**Malt-O-Media -- Techno-Teaching for Champions***Part of the PETS (Practicing Excellent Teaching Strategies) Series*

\*Note: This is the syllabus "overview" for the course. It is broken down in to sections within this online course. Submit your assessments by navigating to that section in the course.

**Course Description**

This session is a powerful overview of the various types of technology available for use in the MCC learning environment and the media tools available to you. Discussion focuses briefly on the media savvy student and on strategies for incorporating media effectively into course activities. Learn to conduct world-class lecture/dis­cussions, group participation activities, study sessions, films/ videos, games and media tools.

**Course Objectives**

* Demonstrate examples of uses of technology in the learning environment
* Discuss activities incorporating student group participation or study activities
* Demonstrate examples of a course webpage using Quia software or Blackboard.
* Explore examples of online tools to support active learning strategies
* Talk about some strategies that work and some that do not work well in the classroom and in your presentations.

***Goal***

To ascertain your needs for media in the classroom, we ask you to complete the following:

1. Answer survey **https://www.quia.com/sv/760570.html**
2. Reading on copyright related issues. <https://mccneb.edu/Current-Students/Current-Students-Resources/Library/Faculty-Resources/General-Copyright-Information.aspx>
<https://www.lib.uchicago.edu/copyrightinfo/fairuse.html>
3. Quia quiz on copyright article. <http://www.quia.com/quiz/3088777.html>
4. Search the web, newspaper, or appropriate journal literature to find an article related to use of technology in education and specifically for the participant’s area of teaching. Be prepared to summarize your article in the virtual coffee break
5. If you give student assignments that require use of technology, please post in the virtual coffee break one or more samples of the instructions you give to students.

**PETS Class Session**

***Goal***

Much of the curriculum of the face-to-face session will be determined by the needs of the learners – using pre-class survey data. Be sure you have completed the Pre-session Assignments before you arrive.

**Planned Activities**

Possible topics to include

* Value of technology in instruction
* Changing student population; media savvy students and the generational gap or economic technology gaps
* College-supported software and other technologies
* PowerPoint
* Instructions for creating a timer will be included in lesson
* Skills addressed in the timer = importing pictures; setting animations and timings; changing template colors; etc.
* Quia
* Importing pictures in matching exercises and flashcards
* Small Wonder cameras, webcams for classrooms, Media server
* Photostory 3
* Search engines i.e., Google, Google Scholar, Bing
* Blogs and Wikis
* MP3 audio and free audio sites
* Webcams
* YouTube or TeacherTube
* Sharepoint 2010
* Annenberg, Wordle, PBS, Polls everywhere, Audacity, Rubistar, etc.
* Discuss the use of media assignments for students.

**Follow-up Reflection**

***Goal***

To demonstrate how you are using content from Malt-o-Media, participants are asked to complete one or both of the following.

***Directions***

1. Demonstrate examples of 2 new or different media tools used
	* Assess effectiveness based on student feedback.
	* Reflect on faculty use of resource in the learning environment and share what worked or didn’t work.
2. Write criteria for an assignment relevant to your class and appropriate for use of media by students.
	* Define a plan to make it happen.
3. Enter the Virtual Coffee Break and post your article summary and/or your sample activity instructions.

***Due date   See the Drop Box in this course.***

**All follow-up reflections are due two - three weeks after the session. Forms acknowledging completion of this course will be forwarded to PETS Coordinator after the reflection is received and reviewed.**

**Contact information**

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