ED 676 Supporting Learning in Diverse Systems
3 Credits
Instructor: TBA (Dr. Roy Roehl)
Contacts: Office Phone 907.474.7341
Office Hours: By appointment
Meeting time & location: Instructor led/web based

Prerequisites:
Students must either be admitted to the Master of Education program or obtain instructor permission to enroll in this course. Instructor approval for program courses is based on equivalent class work or work performance demonstration.

Required Textbooks:
Choose from either the Macintosh or Windows track.

Macintosh Track:

White, K. M. (2009). Apple training series: Mac OS X deployment v10.6: A guide to deploying and
        maintaining Mac OS X and Mac OS X software. Apple training series (1st ed.). Berkeley, CA:
        Peachpit Press.

White, K. M. (2008). Apple training series: Mac OS X deployment v10.5. Apple training series (2nd ed.).
        Berkeley, CA: Peachpit Press.

Windows Track:
Moskowitz, J. (2010). Group policy: Fundamentals, security, and the managed desktop. Indianapolis, IN:
        Sybex.

Moskowitz, J. (2008). Creating the secure managed desktop: Using group policy, SoftGrid, Microsoft
        deployment toolkit, and other management tools. Indianapolis, IN: Sybex.

Amaris, C., Kopczynski, T., Minty, A., & Morimoto, R. (2010). Microsoft system center enterprise suite
        unleashed (1st ed.). Indianapolis, IN: Sams.

   Supplemental Readings: There will also be assigned articles and additional readings throughout
   the semester, these will be customized to meet the students particular scenario.

   Catalog Description/Course Description
   Provides students with the skills necessary to support student learning in a variety of managed
   and unmanaged computing environments. Students will explore methods of local and remote
   support, perform tasks to ensure an optimal managed learning environment for students and
   teachers, and create documentation for student and teacher use. Finally, students will step
   through the entire process of taking an idea for improving their learning environment by
   evaluating, implementing, and instructing use of a solution of their choice. (3 credits)

   Students will choose to follow either a Macintosh track or a Windows track based on their existing
   knowledge and potential future experiences. To be successful in this course, you should have
   intermediate or better computer skills in your target track. You do not need to have experience in
   a formal IT role, but you should be comfortable with performing administrative tasks,
   troubleshooting and solving problems, and have some basic server administration skills.

Alignment with School of Education Mission
The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- ✓ Increase the number of qualified educators for Alaska's schools
- ✓ Enhance the professional skills of Alaska's K-12 educators
- ✓

	Tools Analyze existing options Install, test and utilize a given package	instructor. -Utilize remote screen sharing to accurately diagnose and solve a given technical problem. Blog Topic: Discuss which remote support solution you utilized, focusing on the advantages of it, and any difficulties you encountered and the solutions to them.	by Glenn Fleishman (has information for both Mac and Windows) and relevant chapter (Skype, VNC, etc) to most appropriate solution for your environment from same book.
3-4	Disk images: What are they? What is their purpose? What are the issues in creating them? What scenarios illicit their creation and deployment?	-Create a disk image -Test the disk image for integrity -Properly deploy the disk image. Blog Topic: Discuss the advantages and disadvantages to using local vs. remote imaging. Also discuss your experience, noting what worked and did not work.	Macintosh track: Chapter 4 and Chapter 5 - *Mac OS X Deployment 10.6* or Chapter 4, 5, and 6 - *Mac OS X Deployment 10.5* Windows track: Chapter 4 from *Microsoft System Center Enterprise Suite Unleashed* and <u>Chapter 1</u> *Creating the Secure Managed Desktop*
5-6	Installer packages: Out of the box set-ups. How can we modify these packages to meet our specific needs, and what are the considerations of such modifications?	-Create an installer package that is modified from the original source (i.e a network application that includes a preference file that has 8-.0001 Tc02 4ti.00gl Tw[lm01 Tc-.0023 Twd e)5.5(s:)23 Tw[inclu)5.2(d)-.8(e)w8ed Deoy	

		page presentation that will have documented sources, diagrams, and graduate level writings to explain the scenario and proposed solutions. Blog Topic: Discuss balancing security and usability in your environment (i.e. Allowing an exemption in the password length/complexity policies for K-5 students).	
9-10	Customizing scripts and how these scripts can automate a variety of administrative tasks.	-Create a script that automates an administrative task (for example, a script that empties the trash upon user logout, or performs software updates across the network on a given time). Blog Topic: Discuss the methods in which scripting could be used to assist the administrator and the users.	Macintosh track: Required: Chapter 6 **and** Chapter 7.6 (Automating System Maintenance Scripts) *Mac OS X Deployment 10.6* **or** Chapter 6 **and** Chapter 7.2.4 *Mac OS X Deployment 10.5* Supplemental: Chapter 18.1, 18.2, and 22 *Learn Mac OS X Snow Leopard* Windows track: Chapter 12 and Bonus Chapter 1 *Group Policy Fundamentals*
11-12	Systems monitoring: Issues regarding testing and implementing a user work station monitoring system.	-Test and implement a lab or network based user monitoring system. Blog Topic: Discuss the method of proactive monitoring that you implemented, focusing on strengths and drawbacks of that solution.	Macintosh track: Remainder of Chapter 7 *Mac OS X Deployment 10.6* **or** *Mac OS X Deployment 10.5* Windows track: Chapter 8 *Microsoft System Center Enterprise Suite Unleashed*
13	Capstone Activity: This summarizing activity will draw upon your previous research and work to solve a large encompassing issue.	Choose your topic for Capstone assignment. Blog Topic: Describe your capstone project, clearly indentify and discuss the issue your attempting to solve and your proposed solution and resulting deployment procedures.	

solution, deployment, and primary issues with pro's and con's.	solutions, with accompanying deployment and substantive discussion of the pro's and con's of the end result.	the solution to their selected scenario.
	Blog Topic: Briefly revisit the scenario and offer an in-depth evaluation of the development and deployment of the suggested solution.	

Course Policies:

Writing Standards
Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Additionally, all of your blog and portfolio submissions will be evaluated for proper spelling and grammatical usage.

Academic Honesty: The University of Alaska Fairbanks policies are in effect in this class. Academic honesty is required ofated 32 Twр̃T2.270004 Tc-.001(au)5Blog ToTD-.00(olio)͡TJ18.7485 0 TC618.7(edco-.002.02593)7(s

Evaluation:

The content of the unit is described in general terms .All study objectives may not be measurable. Literature connections are stated but are not linked. The assessment approach is described but is not justified. The context gives limited or cursory connections.

In-adequate: (D) Statement of issue is not clearly present and does not engage the reader nor is it particularly descriptive of unit content. The overview offers a cursory explanation only briefly why this study is included in the course and describes content in a limited way.

The content of the unit is described in vague terms .All study objectives may not be measurable. Literature connections are not fully stated but are not linked. The assessment approach is described but is not justified. The context gives limited or cursory connections.

Failing: (F) Statement of issue is not present or it is not descriptive of unit content. The overview offers a no explanation of why this study is included in the course and does not describe content

The content of the unit is not described and study objectives may not be measurable. Literature connections are not linked. The assessment approach is not described or is not justified. The context is not clear or not present.

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- Introduction
- Literature reviewed
- Statement of the problem or "intellectual puzzle"
- Research question (s)
- Theoretical framework (what theoretical assumptions is your work grounded in?)
- Methods selected and why
- Findings Analysis/Interpretation
- Conclusion/Implications/Suggestions for further research
- Reflection: What would you do differently next time?
- Appendices (if applicable)

A reflective commentary follows each scenario

Inadequate: (D)
Contains 60% of the following elements:
- Introduction
- Literature reviewed
- Statement of the problem or "intellectual puzzle"
- Research question (s)
- Theoretical framework (what theoretical assumptions is your work grounded in?)
- Methods selected and why
- Findings Analysis/Interpretation
- Conclusion/Implications/Suggestions for further research
- Reflection: What would you do differently next time?
- Appendices (if applicable)

A reflective commentary follows each scenario

Failing Grade: (F)
Contains 50% or less of the following elements:
- Introduction
- Literature reviewed
- Statement of the problem or "intellectual puzzle"
- Research question (s)
- Theoretical framework (what theoretical assumptions is your work grounded in?)
- Methods selected and why
- Findings Analysis/Interpretation
- Conclusion/Implications/Suggestions for further research
- Reflection: What would you do differently next time?
- Appendices (if applicable)

A reflective commentary follows each scenario

Responses—25%
Exemplary: (A) The self-evaluation reflects both cognitive and affective learning through the experience. The piece emphasizes successes and speaks to ways to make changes in the next scenario. It summarizes and analyzes the experience and indicates lessons learned for future research/decision making.

Proficient: (B) The self-evaluation reflects on the experience. The piece emphasizes successes and speaks to ways to make changes in the next scenario to be applied to future research/decision-making are apparent.

Adequate: (C) The self-evaluation reflects on the experience. It implies that lessons were learned but does not necessarily explain how the experience will affect future research/decision-making.

In-adequate: (D) The self-evaluation vaguely reflects on the experience. It implies that lessons were learned but does not explain how the experience will affect future research/decision-making.

Failing: (F) The self-evaluation does not reflect on the experience. It does state that lessons were learned or does not explain how the experience will affect future research/decision-making.

Student Services*:*

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to http://www.uaf.edu/ses/ to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: http://distance.uaf.edu

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: http://www.alaska.edu/english/studentresources/writing/. You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: http://www.alaska.edu/oit/sc/about/contact.xml, and via email to helpdesk@alaska.edu.

Disability Services:

UAF offers many services for students with disabilities. If you require information regarding these services. Their URL is http://www.uaf.edu/apache/disability/ or you can contact them at 208 WHITAKER BLDG, 474-5655. I will work with Office of Disability Services in providing any reasonable