Creating QR Codes

PRDV 74124
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Credited Hours: 1 Graduate Credit
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Course Description
We will explore the new and exciting world of Quick Response codes. This course will teach participants how to design and create codes that can be integrated into a document, printed, projected, or create a hyperlink to a website. Participants will develop strategies and resources for creating QR codes to enhance and expand their existing curriculum.

Course Goals
▪ Become familiar with different types of QR codes
▪ Become familiar with QR code online creators
▪ Develop QR codes for classroom use

Course Objectives
Upon successful completion of this course participants will be able to:

▪ Understand the value of QR codes in the classroom
▪ Create QR codes that will enhance the curriculum
▪ Align the QR codes with the Massachusetts Curriculum Framework
▪ Develop strategies for assessing QR codes

Course Expectations:
This course is designed as a collaborative four-week online learning experience. All participants are expected to complete all readings, participate in weekly discussions, and complete assignments. If you anticipate being away during any
part of this course, make plans to have access to a computer connected to the internet. Late work is not accepted.

**Course Schedule**

Each week will consist of one module that will be available by 5 p.m. Sunday. There will be two due dates each week.

**Week 1**  **Getting Started**  
Module 1 – What is a Quick Responses Code?  
How can we use them in the classroom?  
Introductions  
Discussion and Comments

**Week 2**  **Module 2 – Mapping Out Your QR Codes**  
Discussion Post  
Comment Discussions

**Week 3**  **Module 3 – Websites for creating QR Codes**  
Discussion Post  
Comment Discussions

**Week 4**  **Module 4 – How will QR codes fit into the classroom?**  
Final Project  
Comment Discussions

**Course Grading**

Module 1   Introduction 5 points  
Module 1-4   Discussion Board Post 20 points (5 points for each module)  
Module 1-4   Feedback 20 points (5 points for each module)  
Final Project  45 points.  
Feedback on others’ Final Project 10 points

**Massachusetts Technology Literacy Standards:**

**Standard 2:** Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This standard
• relates to social, ethical, and human issues. It promotes positive attitudes toward
the uses of technology, as well as responsible use of information. This
standard also includes recognition of technology’s impact on civic participation,
the democratic process, and the environment;
• aims to ensure that students understand general rules for safe Internet practices,
including how to protect their personal information on the Internet;
• is to help students develop an awareness of the personal image that they convey
through the information they post on the Internet;
• aims to ensure that students understand federal and state laws regarding computer
crimes; and
• supports students in exhibiting leadership for digital citizenship.

Standard 3: Demonstrate the ability to use technology for research, critical
thinking, problem-solving, decision-making, communication, collaboration,
creativity, and innovation. This standard:
• focuses on applying a wide range of technology tools to student learning and
everyday life;
• aims to ensure that students will be able to use technology to process and analyze
information;
• is to help students develop skills for effective technology-based communication;
• includes the use of technology to explore and create new ideas, identify trends,
and forecast possibilities; and
• aims to provide students with an awareness of how technology is used in the real
world.

Accommodations
Framingham State University offers equal opportunities to all qualified students,
including those with disabilities and impairments. The University is committed to
making reasonable accommodations as necessary to ensure that its programs and
activities do not discriminate, or have the effect of discriminating, on the basis of
disability. Academic Support serves students with learning and psychiatric
disabilities as well as students with visual, mobility, and hearing impairments.

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For further information about this, please visit the website at:
http://www.framingham.edu/center-foracademic-support-and-advising/disability-
services/index.html or contact Ms. LaDonna Bridges, Director of Academic
Support/Disability Services, in the Center for Academic Support and Advising
(CASA) at 508-626-4906 or lbridges@framingham.edu

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The academic honesty policy is covered in the acceptable use document which can be accessed here. [http://www.fscmedia.com/Blackboard/StudentGuide.pdf](http://www.fscmedia.com/Blackboard/StudentGuide.pdf). By participating in this course you are agreeing to both the academic and acceptable use policies.

**Blackboard Resources**
If you are new to Blackboard or online courses, review the Blackboard On Demand Learning Center for Students ([http://ondemand.blackboard.com/students.htm](http://ondemand.blackboard.com/students.htm), which provides short (2-4 minute) videos on how to submit an assignment, participate in discussion forums, and much more. Blackboard support is also available 24-7 by calling 1-866-361-8970.