



## **Integrating iPads into the Classroom Site-based Participant Syllabus**

### **Course Description**

Educators will learn how to use the iPad, iTunes, and various other applications for delivering any course content to their students. Educators will become skilled on how the iPad can promote their content area, differentiate instruction, provide multiple representations, and motivate their own professional development. Educators will gain understanding of Internet resources, iPad applications, the flipped classroom, eBooks, videos, and more to maximize the learning environment.

### **Course Prerequisites**

This course is recommended for K-12 school personnel who require a greater understanding of the iPad and its impact on teaching and learning across curriculums. Participants must hold a baccalaureate degree.

### **System Requirements**

This is specific for technology or online courses.

- Internet access connection
- iPad 2 or newer

### **Text Books/Supplemental Reading**

No text required. Readings will be provided in the course.

### **Global Goals of the Course**

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of the course:

1. To design and develop 21<sup>st</sup> century skills across curriculums (NBPTS 1; ISTE 1; InTASC 1, 3, 5, 7; DFFET 1abe, 2bc, 3cde, 4acef)
2. To appraise key technological tools (iPads and Apps) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; InTASC 1, 2, 4-8; DFFET 1de, 2bc, 3ce, 4af)
3. To employ emerging technology tools and the iPad to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5; InTASC 1-8; DFFET 1abde, 2c, 3bcde, 4acef )

4. To employ other educational professionals to improve student learning through the use of the iPad in the classroom (NBPTS 5; ISTE 5; InTASC 9,10; DFFET 2c, 3ce, 4acef )
5. To demonstrate proficient knowledge of skills and concepts related to iPad Apps and integration of the iPad to create learning experiences for students (NBPTS 1-5; ISTE 1-4; InTASC 4, 5, 6; DFFET 1abcdef, 2c, 3cde, 4acef )

## Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Utilize the basic tools of the iPad to enhance delivery and improve student learning
  - 1.1 Evaluate management options of the iPad classroom.
  - 1.2 Understand basic features of the iPad: screen commands, browsing the Internet, downloading an App, using the camera
  - 1.3 Understand the iPad support options
  - 1.4 Identify personal classroom management structure
2. Examine and utilize the Apple App Store and the Apple Educational App Store to enhance classroom management and improve student learning
  - 2.1 Launch the iTunes App Store
  - 2.2 Explain App evaluation criteria
  - 2.3 Appraise rubrics used to evaluate Apps
  - 2.4 Explore and evaluate Apps that support work productivity
  - 2.5 Explore and evaluate websites that share tips and "tricks" of the iPad in the educational classroom.
3. Examine and utilize Apps that enhance classroom management to improve student learning
  - 3.1 Explore and evaluate Apps that support classroom management
  - 3.2 Explore and evaluate websites that discuss Apps that improve classroom management
  - 3.3 Identify and explain strategies for classroom management using the iPad
4. Examine and utilize the iPad and Apps related to the educator's content area
  - 4.1 Explore and evaluate Apps related to teaching content area
  - 4.2 Explore and evaluate websites related to teaching content area
  - 4.3 Synthesize goals and initiatives of content App use in your classroom
  - 4.4 Formulate use of iPad Apps within a content area or unit of study
5. Create, demonstrate, and evaluate lesson plans with the iPad and using the iPad as an assessment tool in the classroom to enhance student learning
  - 5.1 Discuss instructional design with iPad lesson plans
  - 5.2 Review sample formats and templates of lesson plans using the iPad
  - 5.3 Construct a lesson plan that effectively incorporates the iPad

- 5.4 Analyze and evaluate Apps involving assessment
6. Demonstrate knowledge of the basic skills of the iPad camera to enhance delivery and improve classroom instruction
  - 6.1 Explore functions of the iPad camera for photos and videos
  - 6.2 Create photos and videos using the iPad
  - 6.3 Discuss Apps and functions using the camera to impact student learning
7. Examine and evaluate models of the Flipped classroom to enhance delivery and promote student learning
  - 7.1 Explore the model of the Flipped classroom
  - 7.2 Explore and evaluate Apps and websites related to the Flipped Classroom
  - 7.3 Discuss the Flipped classroom
  - 7.4 Explore, evaluate, and construct a Flipped classroom lesson
8. Demonstrate knowledge of the basic skills of QR coding, eBook publishing, various other iPad resources and tutorials.
  - 8.1 Explore and design QR coding activities
  - 8.2 Explore iTunes U
  - 8.3 Explore and create an eBooks through iTunes U
  - 8.4 Examine Internet resources for future iPad integration in the classroom
  - 8.5 Develop an instructional video for colleagues to encourage the use of iPads to enhance learning

### Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own

learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

### Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

### Topics Agenda

#### **Milestone One: Introduction to the iPad and Setting Guidelines for Classroom Use**

Getting started with the iPad: iPad buttons and switches, searching in the iPad, the onscreen keyboard, screen commands, browsing the Internet, downloading an App, using the camera, and Apple's iPad support will be explored and evaluated. Discussion of first steps with iPads in the classroom: clear expectations, organization structure, meaningful activities, and setting aside time for technology.

#### **Milestone Two: Introduction to the App Store and Work Productivity Apps**

Introduction to the Apple Educational App Store. Participants will learn how to choose Apps. The creation and use of an App rubric to evaluate Apps will be explored. Participants will explore and review Apps they can use to support work productivity and a variety of tips and tricks of the iPad websites.

#### **Milestone Three: Exploring Apps Related to Classroom Management**

Educators will explore apps that can be used to support classroom management and engage in a discussion of management challenges and tips when using iPads in a classroom.

#### **Milestone Four: Exploring Apps Related to the Educator's Content Area**

Educators will explore and analyze apps related to their content area and develop goals and initiatives related to these apps.

### **Milestone Five: Exploring and Creating Lesson Plan Templates and Using the iPad as an Assessment Tool**

Educators will discuss instructional design and review sample formats/templates of lesson plans that involve the use of one or more apps related to their content area. Participants will create a lesson plan that effectively incorporates the iPad as a teaching and learning tool. Apps involving assessment will be explored and analyzed too.

### **Milestone Six: Use of the iPad Camera and Video Features**

Participants will create photos and videos using the iPad. Participants will review apps and functions of the iPad that involve photography and video features. A discussion of how these apps and functions can be used by students and educators. Participants will create a short educational video or story for their classroom.

### **Milestone Seven: The Flipped Classroom**

Participants will explore the idea and concept of the Flipped classroom. Numerous examples of the Flipped classroom will be analyzed for a variety of content areas. iPad resources and Apps will be discussed, reviewed, and created to develop a Flipped Classroom lesson.

### **Milestone Eight: QR Coding, Internet Resources/Tutorials, and Publishing eBooks**

Participants will explore and use QR Coding and learn how to create eBooks and self-publish them through iTunes U. Numerous Internet resources will be explored and reflected on to enhance the toolkit of the educator's iPad classroom integration in the future years to come.

### **Final Projects**

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all in-class readings and assignments as

directed by the instructor. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing state required course reflection via the student portal and all hours are met.

### Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
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Formative Assessments	30%
Summative Assessments	40%

### Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

### Late Work and Make-Up Policy

Participants are expected to keep pace with in-class assignments and evening at-home assignments. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due not later than two weeks after the class ends. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.