



Integrating iPads into the Classroom Online 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 course.

- Computer with word processing software
- Internet access connection
- iPad 2 or newer

Text Books/Supplemental Reading

No text required. Readings will be provided through the online 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 21st 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 used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, 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. Copies of the course performance assessment rubrics are included in Appendices A-C.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project 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 and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

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%
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 will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time

given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website. For Valparaiso University Graduate School Student Learning Objectives please visit: www.valpo.edu/gradschool