



Technology Tools for the Digital Teacher Site-Based Syllabus

Course Description. Educators will become skilled on how to use digital resources to collaborate, create, communicate, and assess students. Participants will gain an understanding of internet resources to create an online classroom (using a web-based learning management system), flipped classroom and screen-casting, formative assessments, eBooks, videos, communication options for students and parents, and more to maximize the learning environment and reach students through different learning mediums.

Course Prerequisites

Participant must hold a baccalaureate degree.

Text Books/Supplemental Reading

Selected research articles, research summaries, Web resources, and topical articles drawn from educational literature are integrated into the course. No textbook is required for this 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 1-2; ISTE 1)
2. To appraise key technological tools and online resources and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3)
3. To employ emerging technology tools and world-wide-web resources to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5)
4. To employ other educational professionals to improve student learning through the use of digital resources in the classroom (NBPTS 5; ISTE 5;10;)
5. To demonstrate proficient knowledge of skills and concepts related to digital resources and their integration into the classroom to enhanced create learning experiences for students (NBPTS 1-5; ISTE 1-4; 5, 6;)

Instructional Objectives

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

1. Explore and examine basic features of several LMS platforms

- 1.1 Understand the role of a learning management system in your classroom
 - 1.2 Explore the features of Schoology, Google Classroom, Edmodo, and Canvas
 - 1.3 Identify personal classroom use of a LMS platform
2. Examine and utilize apps and web resources to improve communication to parents and students:
 - 2.1 Explore models/methods of communication in a variety of LMS platforms
 - 2.2 Explore web resources such as REMIND, BLOOMZ, and School Circle to connect to students and parents
 - 2.3 Explore the app Teacher Kit
 - 2.4 Perform basic operation of a digital communication tool with your class
3. Examine and explore web resources to improve student collaboration
 - 3.1 Explore the apps Diigo, Cue Think, Class Craft, Mural, and Group Maker
 - 3.2 Develop lesson plans built around a digital collaboration tool
 - 3.3 Assess pros/cons of a variety of digital collaboration tools
4. Examine and utilize apps and digital resources to create ebooks, journals, and class textbooks
 - 4.1 Explore the following apps and web resources: Easy Book Creator, Story Bird, Story Jumper, Book Creator
 - 4.2 Explore apps/websites that focus on journaling
 - 4.3 Explore and demonstrate book editing capabilities in a selected app
 - 4.4 Learn about book lesson plan options in a variety of content areas
5. Examine and utilize the online digital resources and a variety of apps to create videos in the classroom to improve student learning
 - 5.1 Learn about apps that can create videos in the classroom
 - 5.2 Appraise methods of videos use in the classroom
 - 5.3 Explore and evaluate lessons that use videos
 - 5.4 Explore and evaluate websites that share tips and “tricks” of video use in the classroom
6. Examine and utilize apps and online resources to screencast and enhance classroom lessons and improve student learning
 - 6.1 Explore and evaluate apps and digital resources that can screencast
 - 6.2 Explore and evaluate websites that discuss screencasting methods
 - 6.3 Identify and explain strategies for the flipped classroom
7. Examine and utilize digital resources and apps that provide classroom assessment options for the educator’s content area to enhance student learning
 - 7.1 Explore and evaluate apps and digital resources related to assessment
 - 7.2 Explore and examine Kahoot, PearDeck, EdPuzzle, Seesaw, ClassKick, Exit Ticket, and GoFormative.

- 7.3 Discuss instructional design with assessment apps
- 7.4 Analyze and evaluate other online assessment options
- 8. Examine and explore uses of social media in the classroom to enhance delivery and promote student learning
 - 8.1 Explore, evaluate, and utilize Facebook, Twitter, Instagram as learning mediums in the classroom
 - 8.2 Discuss the pros and cons of a social media in the classroom

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. Copies of the course performance assessment rubrics are included in Appendices A-C.

Topics Agenda

Day One

Exploring Learning Management Systems

Participants will explore learning management options for their classroom. The features of Schoology, Google Classroom, Edmodo, and Canvas will be discussed and demonstrated. Reflecting on their own classroom, teachers will gain a better understanding of what LMS fits best in their school and for their parents' and students' needs.

Day Two

Utilizing Online Digital Resources & Apps to Improve Classroom Communication

Participants will explore communication models in their preferred LMS, as well as, online resources of REMIND, BLOOMZ, School Circle and Teacher KIT. Basic operations of these resources will be learned and discussed how they can be beneficial to the participant's classroom.

Utilizing Online Digital Resources & Apps to Improve Classroom Collaboration

Participants will explore digital collaboration tools to improve classroom interactions between students and students; and teacher and students. Digital resources such as Diigo, Cue Think, Class Craft, Mural, and Group Maker will be highlighted. A focus on developing lesson plans around these digital resources will be discussed and created.

Day Three

Using Online Digital Resources to Create Ebooks, Textbooks, and Journals

Participants will explore apps and web resources Easy Book Creator, Book Creator, Story Bird, and Story Jumper. Ideas and book concepts will be discussed for a variety of age groups and content areas. Basic editing and developing skills will be demonstrated, as well as, lesson plan ideas discussed.

Creating Videos in the Classroom

Participants will learn how to create videos using a variety of technology that includes the iPad, Chromebook, and traditional PC. The multi-platform technology being discussed will allow the participant to find a medium and method that is applicable for their school classroom. A variety of online resources to help the participant develop and create videos will be reviewed.

Day Four

Screencasting in the Classroom

Participants will learn how to screencast using a variety of technology that includes the iPad, Chromebook, and traditional PC. The multi-platform technology being discussed will allow the participant to find a medium and method that is applicable for their school classroom. A variety of online resources to help the participant develop and create screencasts will be reviewed. A basic overview of the "Flipped Classroom" will be discussed.

Day Five

Utilizing Online Digital Resources & Apps to Assess Students

Participants will explore a variety of assessment options in their preferred LMS, as well as, using online resources such as Kahoot, Pear Deck Live, EdPuzzle, SeeSaw, ClassKick, Exit Ticket, and Go Formative. Participants will learn the basic functionality of the discussed digital resources and will demonstrate and create some assessments. Pros/cons of the resources will be discussed and other digital assessment resources will be explored.

Social Media in the Classroom

Participants will explore the use of social media in the classroom. Various methods of social media use in the classroom will be reviewed and discussed. Focus will be on the use of Facebook, Twitter, and Instagram. Participants will learn about ideas and models of social media use in the classroom.

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 formative assignments. 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 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%
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 assignments and expectations. 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. 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.

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.